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**ENTREPRENEURIAL
SKILLS FOR
WOMEN IN A
DIGITAL WORLD**



Educational programme for
face-to-face training

2020

Making Ideas Happen



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1 INTRODUCTION

Despite recent progress in decline with unemployment rates in the EU, women are still a long way off achieving full economic independence. In comparison to men, women still tend to be employed less, are employed in lower-paid sectors, take more career breaks, work fewer hours because of looking after children or incapacitated adults, face fewer or slower promotions, rarely reach the highest management positions and are paid less for the same job.

To contribute to the above-mentioned problem solving *Making Ideas Happen* programme aims at improving digital and entrepreneurial skills of disadvantaged women and educators from adult non-formal education institutions who actively work with women and help them to find an educational pathway to better employment opportunities.

This programme differs from predominant courses as the project strategy is focused on the implementation of entrepreneurial learning by linking three relevant competence areas together: digital skills, entrepreneurial thinking and project management competences. Moreover, the programme offers content, which enhances not only skills required for current labour market but also builds women self-confidence, provides them an opportunity to discuss problems with others, exchange viewpoints and enjoy themselves in dealing with new knowledge.

1.1 Aims of Making Ideas Happen training programme

The overarching learning aims of the training programme *Making Ideas Happen* are:

- to enable women to combine effectively the understanding of technology, project management and entrepreneurship;
- to choose a project-based approach for the promotion of skills relevant to the labour market in a cross-disciplinary way irrespectively of the type of project (technological or other);
- to improve the awareness for women's educational needs in today's labour markets.

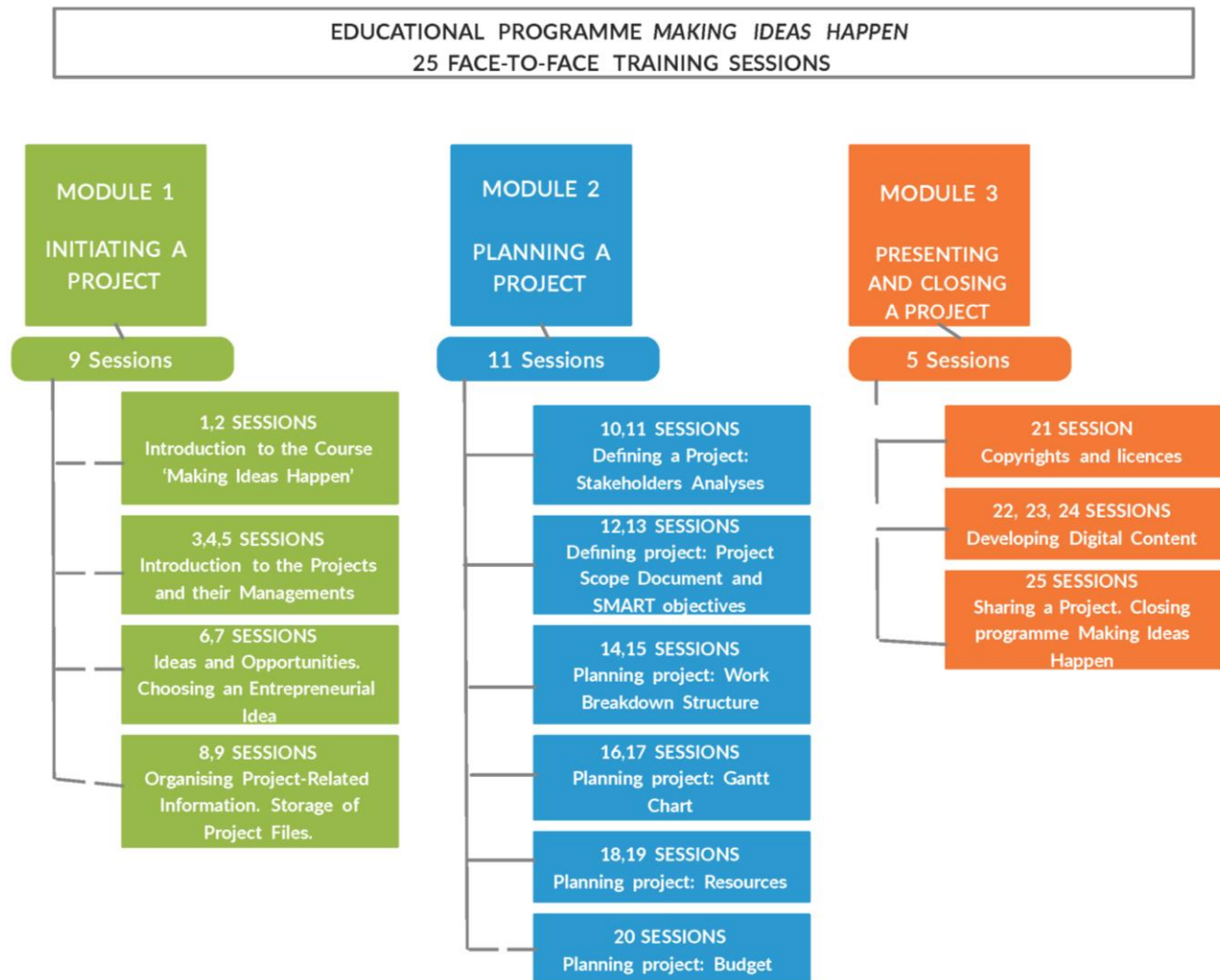
1.2 Structure and form of the training

The course follows a face-to-face training. The face-to-face training method was chosen because learners can be actively involved in learning, develop specific skills that can be transferred to the job, they can communicate and socialize with others, establish trust and motivation by working in small groups to develop projects.

All learning topics and materials are presented in three modules to provide a structured manner for the set-up of the training programme. Each module includes corresponding content of three key subjects: project management, digital literacy and entrepreneurship.

The following picture shows the chronological structure of the *Making Ideas Happen* programme. Each module is divided into separate sessions according to the topic. There are 25 sessions in total and each of them lasts 45 min. Depending on the scope topics cover from one to three sessions.

However, training duration is indicative only. The time required for the sessions may vary greatly, depending on specific needs, demands, etc. Therefore, a trainer has to follow the process of the programme implemented and to make right adjustments in each case.



1.3 Description of Modules

1.3.1 Module 1 – Initiating a Project

In Module 1 participants are introduced to the training program, key objectives and the whole learning process. They will understand the importance of competence development in the project management, digital literacy and entrepreneurship areas. Specifically, the participants will learn what is a project and project management, key characteristics of the project life cycle, will learn how project idea is chosen, how to set up project boundaries and how to prepare project business case. This module corresponds to a large extent with entrepreneurial competences such as creativity, spotting opportunities and valuing ideas. As from digital literacy part, participants will learn how to find, collect, manage and share data for their projects.

1.3.2 Module 2 – Planning a Project

This module consists of those key processes performed to establish the scope of the project, define and refine project objectives and develop the course of action required to attain those objectives. In Module 2 learners will be involved in planning of the project in greater depth. Learners will explore all aspects of the project management plan and will learn how to conduct stakeholders' analyses, to prepare a Project Scope of Work Document, Gantt chart, WBS, budget for their chosen

project/entrepreneurial idea. Learners will learn how to increase the efficiency and effectiveness of their work with different usage of ICT tools. From the perspective of entrepreneurship planning and management skills as well as mobilising resources are in the main focus of this module, but also the awareness of own strengths and weaknesses.

1.3.3 Module 3 – Presenting and closing a Project

Since the limited training time does not allow the participants to carry out their projects, the idea for Module 3 is that participants develop a presentation for their projects as if they needed to present the project idea to a potential sponsor. Module 3 includes communication activities (plan communications management, manage communications, control communications), principles of copyrights and Creative Commons licenses for using, modifying and sharing digital content and programme will be closed by presenting a project and doing an evaluation of the training programme.

From the perspective of entrepreneurship, this module is dedicated to increasing the ability to work in a team and to take responsibility for tasks being part of a team. As from digital literacy part, this module is focused on digital content creation but also includes communication and collaboration with team members through digital technologies.

1.4 Planning face to face sessions

Each session consists of the following parts: a warm-up, content, practical activities, ICT tools, supporting materials and evaluation. No matter how long the occupation takes, it needs to keep the structure of the session.

At the beginning of the session trainer presents learning objectives so that the learners will know what the content will be about. Warm-up games help the group to know each other better, create a relaxed atmosphere and help participants enjoy the sessions. Sometimes it is useful to play a short warm-up game in the middle of the session when participants are bored or tired. The following work part is related to the content and practical exercises. As for the content trainer can demonstrate to the learners already prepared powepoint presentations, use video and audio resources for more interactive sessions. Trainer presentations and theoretical background are supported with practical exercises, ICT tools, group discussions and sharing experience. The session must be accomplished with evaluation. The feedback is important as it shows reactions, feelings, observations from the participants about what has happened in the session as well as it creates shared understanding, open communication and better teamwork.

Preparation for the sessions:

- The trainer should prepare the space with computers for learning;
- The trainer should make sure that there is a good Internet connection for all participants;
- Since the training is repeated regularly, the trainer should consider in advance in which intervals learning happens and set or agree on certain dates with participants;
- The trainer should prepare for the sessions in advance by using *Making Ideas Happen* training materials. He can use descriptions of the sessions, suggested powerpoint presentations, audio, video materials. Also, he should prepare for warm-up and practical activities for the participants.

1.5 Online materials

Moodle platform is used for uploading and keeping training materials. The link to the programme's online platform is following: <https://www.culturalmediators.eu/elearning/course/index.php?categoryid=3>.

The programme *Making Ideas Happen* together with all the materials is free of charge and available for everyone in five languages: English, Lithuanian, Greek, German and Slovenian.

1.6 Role of educator

An important role to play in implementation of this programme has an educator (trainer). He is the main leader in the educational process obliged to observe, advise, assist, manage and guide the learning process, as well as to provide the knowledge and skills necessary for learners to achieve their goals and competences. Working with the learners especially disadvantaged women, it is important that the trainer creates more or less personal, responsible and dynamic relationship based on mutual trust. It means a learning environment where learners can raise the necessary goals, objectives, questions, would not be afraid to make mistakes and to learn from them.

High-quality implementation of the programme is better achieved through the principle of open and active work with women. It is recommended to work with group no more than 15 women so they could learn from each other, develop the basics of awareness and identity. Women should be involved in a group only on a voluntary basis. Free-willing participation is a necessary precondition for successful formation of the group, session process and responsible approach to work. The content and topics of educational activities must directly relate to what is important for women. It is crucial for the trainer of trying to correctly and firmly understand the members of the group, their individual needs and desires.

Educators who are willing to work with women and lead the training have to meet the following criteria:

- Employed or volunteer teachers in non-formal adult learning institutions (e.g. public libraries, NGOs, community centres);
- Experience in training adults with diverse backgrounds;
- Intermediate (at least level 4 in DigComp 2.1) digital skills;
- Willingness to improve their own teaching competences and updating their professional know-how in the employment sector;
- Willingness to pass on the acquired skills to disadvantaged women.

1.7 Open Badge and grand certificate

A programme uses a unique technology for validation of skills which is digital badges for life-long learning. Badge is an innovative digital representation of skills and achievements of the learners in various learning contexts. Badges also allow visualize the learning progress and learning outcome. Learners by having an open badge will be able to share achievements with the outside world and anywhere on web, social media platforms, LinkedIn, their own web-sites. This could lead to new job opportunities or unlock new possibilities.

Three open badge(s) for participants as acquisition of entrepreneurial, digital and project management skills will be issued. To receive a badge the learners will have to pass a small online test to

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assess the skills they have gained during the training sessions at the end of each module. Open badges are available in Moodle environment.

At the end of the programme a grand certificate will be issued to each participant.

1.8 Curriculum and Skills acquired

MODULE No.1 – Initiating a Project (9 Sessions, 45 min/each)						
Duration	Topic/ Title	Learning aims/out-comes	Learning content	Exercises and practice	Techniques, in- struments, mate- rials	Evaluation and feed- back
1, 2 SESSIONS 90 min.	Introduction to the Course 'Making Ideas Happen'	Learners get familiar with the training course, it's aims and structure; Get familiar with other participants; Get acquainted with In-ternet tools; know how, for what purpose to use them.	During these two sessions it is very important not only to present a programme for learners, to explain what kind of competences they will acquire, how often and for what purpose they are going to meet, how the sessions and workshops are going to be organised but also create a relaxed atmosphere and help participants enjoy the ses-sions.	Interactive exercises to help to create team spirit and engage learners to participate in the pro-gramme. Sharing expectations for the course by using Padlet or Dotstorming;	Free of charge In-ternet tools; Ice breaking/team building games; Stationary; Computers/smart phones/tablets.	Discussion and debate.
3, 4, 5 SESSIONS 120 min.	Introduction to the Projects and their Manage- ments	Learners can explain what is a project; Know key characteris-tics of the project life cycle and important el-ements of project man-agement; Know the role of pro-ject manager and team members; Get acquainted with In-ternet tools; know how, for what purpose to use them.	During these three sessions trainer plays active role as he has to pre-sent the topic and explain learners why projects and their manage-ment is important for today's la-bour market. Also trainer presents key characteristics of the project life cycle and explains important el-ements of project management.	Drawing concept map. The activities to under-stand the importance of project boundaries, triple constraint concept and project lifecycle. Online quiz by using In-ternet tools (Kahoot or Quizizz). A personality test.	Powerpoint presentation; Team building ed-ucational games; Stationary; Free of charge In-ternet tools; Computers/smart phones/tablets.	Discussion and debate.

6, 7 SESSIONS 90 min.	Ideas and Opportunities. Choosing an Entrepreneurial Idea	<p>Know how to conceptualize and create ideas; Know how by using certain techniques to choose a specific project/entrepreneurial idea.</p> <p>Get acquainted with Internet tools and know how, for what purpose to use them.</p>	<p>During these sessions it is explained where project ideas come from. Learners will explore and define problems, needs according to their experiences, and knowledge from personal, social, economic life. By using specific techniques and working in teams will choose a project idea that is feasible, impactful, creative. The chosen entrepreneurial/project idea will be the one that learners will work with for rest of the course.</p>	<p>A brainstorming exercise to list ideas.</p> <p>An exercise of choosing idea for a project by using affinity diagram technique or Internet tools (MindMup, Xmind, Bubble, MindMeister).</p>	<p>Powerpoint presentation; Team building educational games; Stationary; Computers/smart phones/tablets.</p>	<p>Discussion and debate.</p>
8, 9 SESSIONS 90 min.	Organising Project-Related Information. Storage of Project Files.	<p>Learners can organise their project-related information and store files on their digital device/computers or in a cloud;</p> <p>Learners will be able to use participatory tools, project management tools.</p>	<p>The purpose of these sessions is two-folded: it should address the storage and organisation of project-related files on learner's digital devices or computers and it should introduce cloud as a way of storing in a remote location that also enables sharing the files with the project team members.</p>	<p>Learners choose the cloud to store project related information, organise their information in files and folders on devices they are going to use, share them within team members.</p> <p>Google Drive, Dropbox, OneDrive, Trello, Meistertask, Slack, Basecamp.</p>	<p>Powerpoint presentation; Online free-of-charge tools Computers/smart phones/tablets.</p>	<p>Discussion and debate.</p>

MODULE No.2 – Planning a Project (11 sessions 45 min/each)

Duration	Topic/Title	Learning aims/outcomes	Learning content	Exercises and practice	Techniques, instruments, materials	Evaluation and feedback
10, 11 SESSIONS 90 min.	Defining a Project: Stakeholders Analyses	Learners understand the importance of defining a project correctly; Know how to make stakeholder analyses and define strategies to manage stakeholders' needs. Know how to use ICT tools for communication and collaboration.	In the Module 1 learners spent most of their time to understand key characteristics of the project, its management, how to use different digital tools in the working process as well as chose the ideas for their projects. In the Module 2 learners will be involved in planning of the project in greater depth. In these two sessions learners will learn who are stakeholders, how to conduct stakeholders analyses and define strategies to manage stakeholders' needs for their entrepreneurial project.	Stakeholders identification; Stakeholder analyses for chosen project by using ICT tools (Beeye, Group-map).	Powerpoint presentation; Stationary; Computers/smart phones/tablets; Internet tools.	Discussion and debate.
12, 13 SESSIONS 90 min.	Defining project: Project Scope Document and SMART objectives	Learners are able to prepare a Project Scope Document; Learners know how to use SMART Objective(s) technique for their entrepreneurial idea; The learners are able to identify what kind of digital tools they need to use for their projects.	At these sessions learners will continue to work on defining of project stage. They will learn how to define SMART objective and will review the must have document for this stage - Project Scope Document. In this sessions trainer will introduce a variety of ICT tools that learners will use to plan their project.	An exercise of Smart goals concept; An exercise to prepare Project Scope Document for the chosen project idea in teams (Microsoft Word).	Powerpoint presentation; Free of charge Internet tools; Team building educational games; Stationary; Computers/smart phones/tablets.	Discussion and debate.

14, 15 SESSIONS 90 min.	Planning project: Work Breakdown Structure	Learners understand the key principles of effective project planning; Learners are able to prepare a Work Breakdown Structure for their entrepreneurial idea; Learners know how to use different ICT tools for elaborating entrepreneurial project in project teams;	In defining a project part learners came up to an agreement on what they will do with their project idea. As from these sessions planning a project part starts. In this session learners will learn how to make Work Breakdown Structure (WBS).	An exercise to prepare a WBS for the chosen project in teams. ICT tools (Beeeye).	Powerpoint presentation; Free of charge Internet tools for Gantt Chart; Stationary; Computers/smart phones/tablets.	
16, 17 SESSIONS 90 min.	Planning project: Gantt Chart	Learners know how to make Gantt chart; Learners know how to use different ICT tools for elaborating entrepreneurial project in project teams.	The aim of this session is to teach learners to plan a project schedule called Gantt Chart.	An exercise to make Gantt chart for projects. ICT tools (Planio, GoodDay, Team Gantt, GanttPRO).	Powerpoint presentation; Free of charge Internet tools for Gantt Chart; Stationary; Computers/smart phones/tablets.	Discussion and debate.
18-19 SESSIONS 90 min.	Planning project: Resources	Learners learn how to develop and cultivate self-awareness and increase self-advocacy; Learners understand how to stay focused in order to achieve personal or group aims; Learners learn how to identify necessary resources (material, non-material, digital etc.).			Powerpoint presentation; Free of charge Internet tools for Gantt Chart; Stationary; Computers/smart phones/tablets.	Discussion and debate.

20 SESSION 45 min.	Planning project: Budget	Learners know how to determine a budget for the projects; Know how to manage project risks. The learners are able to identify what kind of digital tools they need to plan their project.	In this session trainer explains key aspects for determine the project budget. The members of the team use online sharing tool for collaboration (Google Spreadsheet) to simultaneously work on the Gantt chart.	An exercise to prepare a budget for the chosen project in teams (Microsoft excel, Google Sheets). An exercise to upload developed project-related files on chosen cloud store program.	Powerpoint presentation; Free of charge Internet tools for Gantt Chart; Stationary; Computers/smart phones/tablets.	Discussion and debate.
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MODULE No.3 - Presenting and closing a Project (5 Sessions, 45 min/each)

21 SESSION 45 min.	Copyrights and licences	Learners understand the principles of copyrights and Creative Commons licenses for using, modifying and sharing digital content.	Trainer will briefly present the importance of copyrights on the Internet and Creative Commons license. Trainers will present the free licences that enable learners to access digital content.	An exercise of searching options for either Google, Flickr Creative Commons license and learning how to use it properly.	Powerpoint presentation; Working in groups. Computers/smart phones/tablets.	Discussion and debate
22,23,24 SESSIONS 120 min.	Developing Digital Content	To develop digital skills that will help learners to create digital content (videos and presentations); To gain an ability to prepare and give presentations on planned projects.	The aim of the sessions is to teach learners to present their planned project, while at the same time develop digital skills that will help them to create digital content (videos and presentations).	Mapping a presentation plan; Making a presentation (Adobe Spark, Prezi, Google Slides); Preparing for a presentation.	Powerpoint presentation; Free of charge Internet tools for Gantt Chart; Stationary; Computers/smart phones/tablets.	Discussion and debate.
25 SESSION 45 min.	Sharing a Project. Closing programme <i>Making Ideas Happen</i>	Learners will know how to make creative presentation of their project idea. The programme <i>Making Ideas Happen</i> will be evaluated by the learners for its usefulness and appropriateness.	Videos or presentations presenting a project will be shared with other groups. Feedback forum will be organized where learners will be invited to share their impressions of the programme <i>Making Ideas Happen</i> , say good buy to the other participants and the trainer. Learners will be asked to evaluate the content and structure of the programme <i>Making Ideas Happen</i> and their own learning process by filling in an online questionnaire.	Sharing a presentation or video of developed projects.	Powerpoint presentation; Working in groups. Computers/smart phones/tablets.	Discussion and debate.

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Module 1

Initiating a Project



Module 1. Initiating a Project

1-2 SESSIONS

Introduction to the Course “Making Ideas Happen”

Duration: 90 min.

Learning outcomes:

- Learners get familiar with the training course, it's aims and structure;
- Get acquainted with Internet tools and know how, for what purpose to use them;
- Get familiar with other participants.

Techniques, instruments, materials needed:

- Stationary: flip chart, pen, A4 paper;
- Internet Connection;
- Free of charge Internet Tools;
- Computers/smart phones/tablets.

Introduction:

During these two sessions it is very important not only to present a programme for learners, to explain what kind of competences they will acquire, how often and for what purpose they are going to meet, how the sessions and workshops are going to be organised but also create a relaxed atmosphere and help participants enjoy the sessions.

Content:

Getting know each other

Since it is an activity where trainer meets his learners for the first time it is recommended at the beginning to introduce himself and engage in some friendly chat with learners to set up relaxed environment. Trainer can share a personal story of what has happened recently; briefly introduce himself, his personal information, etc. In these two sessions it is important to quickly create a sense of shared responsibility for the work and get a clearer sense of the learner. Is she or he stressed or calm? Is he or she shy? Even few seconds of small and maybe fun talk can reveal a lot about the group.

Trainer can ask each participant to introduce himself by saying his name and replying to ice-breaking and fun question. Sample of ice-breaking and fun questions to the learners that can be chosen and used by the trainer and written down on the flip chart:

- If you could choose your age forever, what age would you choose and why?
- If you were to create a slogan for your life, what would the slogan be?
- Pick something out of your pocket or purse and share with the group why it's important to you.
- If you could meet any living person for a chat over a shared dinner, who would you pick and why?
- If you could choose one hobby that now seems out of your reach either financially or time-wise, what hobby would you take up and why?
- What are your 10 favourite foods?
- Are you sunrise, daylight, twilight, or night? Please share why you picked your time of day.

Module 1. Initiating a Project

Introduction to the course Making Ideas Happen

After a small talk the session continues with introduction and detailed summary of the training course. In this part trainer explains the reasons why the topic of the course is relevant in today's reality.

Trainer can start the topic with introductory question. For example, trainer can ask learners what do they think: "What kind of skills will be needed for future job" or "Are women equality represented in the labour market comparing to men". Trainer can even try to provoke learners by stating that "in comparison to men, women are still a long way off achieving full economic independence" or "Women face more barriers while finding a better paid job" and see the reaction from the audience.

Useful information for the discussion:

- Today woman represent more than 50% of the European Union population.
- The labour market participation of women in the EU28 remains at about 11.5 % lower than that of men. Among the member states, the lowest unemployment rates among women were recorded in the Czech Republic (2.5%), Germany (2.8%) and the highest unemployment rates were observed in Greece (23.7%), Spain (16.2%).
- In comparison to men, women still tend to be employed less, are employed in lower-paid sectors, take more career breaks, work fewer hours because of looking after children or incapacitated adults, face fewer or slower promotions, rarely reach the highest management positions and are paid less for the same job comparing to men.
- Today the job market is increasingly focused on the importance of entrepreneurial skills. Employers frequently list teamwork, collaboration, communication, critical thinking, problem solving, and creativity competences as highly valuable yet hard-to-find qualities in potential new hires.
- Considering that in the next few years it is expected that 85% of jobs will require basic digital skills and entrepreneurial skills will play significant importance in the labour market up skilling women is a crucial factor for increasing their employability or ensure better career choice.

After short discussion trainer shows one or both videos and explains that future work is going to be very different from what it is now because of technology development. By watching those two videos learners can see where the world is moving and how shift their thinking and enrich the work life with new skills, new ways of learning.

The videos can be used to motivate participants of learning something new and useful:

- <https://www.youtube.com/watch?v=UV46n44jnoA>, The digital future of work: What skills will be needed?
- <https://www.youtube.com/watch?v=Y9FOyoS3Fag>, The Digital Skills Gap and the Future of Jobs 2020 - The Fundamental Growth Mindset.

At this point trainer can make a short break of the session and then move to the second part.

About the training course Making Ideas Happen

In this part trainer shortly introduces what is the programme *Making Ideas Happen* about, duration, form, skills acquired, suggest and agree with learners the way they will be working together. Trainer can use guidelines that are provided in the introduction part of the programme.

Module 1. Initiating a Project

Activity No 1. Expectations. Trainer chooses one of the suggested tools Padlet or Dotstorming for completion of the activity. He presents the chosen tool and asks learners to think and to share their expectations for the training programme. By using computers, tablets or smart phones learners practice how to use Padlet or Dotstorming and complete the activity. Trainer summarizes and reads all written expectations to the group members. Description of each tool is provided in ICT Tools part.

The remaining session time is devoted to get participants familiarized. The trainer organizes up to 3 interactive exercises that help to know each other and build the team. *Annex No. 1 Ice-breaking Educational Games.*

ICT Tools:

✓ **Padlet:** <https://padlet.com>

User can use a Padlet to collaborate in collecting ideas, brainstorming, and more. Padlet is an online virtual tool for collaboration, where trainer and learners can interact and share. It is a tool through which anyone can invite others to contribute, watch updates appear instantly across all devices included and allow others to remake the work. Padlet can be used to display information for any topic – it is like a paper for everyone's screen. An account can be easily created for building a new board, to which learners can add images, links, videos, and more, and return later to add more.

Usage example: When learners are presenting their expectations through Padlet, they choose their theme and design a wall around it. They can include pictures, audio or video, links, and other information to display. Trainer and learners can also post assignments, reminders, or study skills on a wall. Trainer can also use Padlet to collect all the other ideas and create a wall with the goings-on in class. If the trainer leaves the wall open to comments, this might even gather more input, discussions, or viewpoints from students.

Advantages are that free account allows you to make 11 Padlets that include search, themes, stats, premium wallpapers, and cross-device support for uploaded videos. It is always possible to delete an old Padlet to make a new one. This is a device-agnostic tool, available on the web but also available for free as both an Android and iOS app – it functions on all devices that learners have.

Disadvantages:

- app and web versions vary slightly.
- after creating 11 Padlets, user will have to delete one of old ones to create a new Padlet board.
- Padlet does not show which work is attributable to which learner, so trainer may want to require that learners initial their contributions in order to get credit.
- Unfortunately, the Padlet embedded viewer is very small but can be scrolled in both directions.

Padlet has several options in terms of privacy and security: user can select his products from Padlet to be 'public', 'secret', 'password protected', 'totally private' or 'organization-wide'. From each of those options user can select who can view, write on, or moderate his own Padlets.

Module 1. Initiating a Project

✓ Dotstorming: <https://dotstorming.com>

Dotstorming, on the other hand, is a neat tool that combines functions of Padlet with a polling tool. On Dotstorming user can create a space for people to post digital sticky notes. Those notes can contain text, pictures, links etc. That part of Dotstorming is just like Padlet. What makes Dotstorming different is that once the notes are posted, user can have people vote for their favorite notes. As the creator of a Dotstorming space user can restrict the number of votes that each person can cast. For example, user could say that each person gets two votes and once those votes are cast they're prevented from casting any more votes. After the voting is completed, user can sort the notes according to the number of votes they received. Steps for creating a content by using Dotstorming:

STEP 1: create a Dotstorming board;

STEP 2: invite participants;

STEP 3: add ideas;

STEP 4: vote on the ideas you like.

Usage example: Add a board, title, select how many votes the participants will have (up to 10), and start adding posts with text, images, and video. Add images and video via URL or upload from computer. When participants join, they give their name. Participants can add posts to the board. Names of participants using the board appear below the chat box. Participants' names appear when they make a comment in the chat. Once the board is complete, the creator can finalize the board so no new ideas can be posted, but the voting feature is still open. At the time of this review, a free account allows user to have one fully featured board.

Advantages of Dotstorming are the flexibility, as it allows trainer the flexibility to differentiate many aspects of an assignment through this website. It is also easy to use: there is no complex sign-up (for example, no email confirmation). Another key aspect of this web tool that is beneficial to learners and trainers is the ability to group learners.

Disadvantages:

- If user wishes to create another board, he will need to delete his existing board.
- Dotstorming does not show which posts belong to which learner, so trainer may want to require that learners identify their post and comment by putting their initials, their first name, or their code on their contributions to get credit.

Since they are free and simple tools, neither Padlet nor Dotstorming are the most secure – do not post personal or bank information on either of them, which is of course true also for other online tools. In terms of increasing privacy: your Dotstorming boards are private from the start, but for privacy reasons, students should only use their first names or initials when adding content/comments.

Additional resources/links to free of charge audio, video and text materials:

- Simple step-by-step instructions on how you can use Padlet:
http://www.wvadulted.org/uploads/4/2/4/9/42499625/padlet_for_beginners.pdf

Module 1. Initiating a Project

Debate and discussion:

The sessions end by summarising presented topic, trainer replies to the questions, suggests additional resources for individual reading. Trainer can finish the sessions by sharing short story, joke or quote.

Annexes:

Annex No. 1 Ice-Breaking Educational Games.

3-4-5 SESSIONS

Introduction to the Projects and their Management

Duration: 120 min.

Learning outcomes:

- Learners can explain what is a project and project management;
- Know key characteristics of the project life cycle;
- Know the role of project manager and team members;
- Learners know how to set project boundaries and how to use triangle constraint concept;
- Get acquainted with Internet tools and know how, for what purpose to use them.

Techniques, instruments, materials needed:

- Stationary: flip chart, pen, A4 paper;
- Internet Connection;
- Free of charge Internet Tools;
- Computers/smart phones/tablets.

Introduction:

During these three sessions trainer plays active role as he has to present the topic and explain learners why projects and their management is important for today's labour market. Also he presents key characteristics of the project life cycle and explains important elements of project management. Session starts with concept map designing activity that opens the way for delivering content on projects and their management. Sessions also include active learning methods so the learners could practice and understand some important project management features.

Content:

Activity No 1. Designing concept map. The session starts with a concept map designing exercise with learners. Concept maps are graphical tools for organizing, representing knowledge, facilitating creative thinking in the hierarchical structure and searching for new relationships or links between concepts. The goal of this exercise is to encourage learners to share their understanding/ideas/concepts on the topic 'Project'. The trainer writes a word 'Project' on the top or middle of flip chart and the group is listing all project-related concepts/ideas they know or they heard. The trainer writes all mentioned concepts/ideas on the flip chart so everyone could see them. This exercise also supports the trainer to understand how familiar learners are with the

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topic. The sample of exercise is provided in *Annex No. 2. Samples of Concept Maps*. At the end of the sessions the trainer returns to the designed concept map.

Projects in a changing world

The session continues with introduction of information about projects and their management. Trainer can use presentation provided in *Annex No. 3 Introduction to Projects and their Managements*. Presentation is prepared based on the text provided below.

Trainer can start his presentation by suggesting watching a short video and asks the audience to share their thoughts about dreams. <https://www.youtube.com/watch?v=whFcJJt2Qk>. After short discussion trainer makes a conclusion that this short video is transmitting important message - 'Dreaming after all is a form of planning'. In order dreams come true people need not only overcome different obstacles but also need to have skills and knowledge of proper planning. Therefore, a project management is a useful discipline for helping ideas to materialize in a proper and structured manner.

What are projects, and why so many businesses, public, non-governmental organizations embracing the project management discipline? Why has project management become such a popular career track?

Today we live in a world where change due to appearance of the Internet, new technology is happening constantly. In response to a rapidly changing marketplace, raising competition organizations and businesses feel pressure to increase quality or develop new products, services, their availability and affordability. At a personal level, the change carries the same significance. Many jobs that existing today will disappear and new occupations with new set of skills will emerge in recent future. The response to these pressures is reflected in project management discipline because a rapid rate of change brings a greater need for projects. Information Technology, engineering, business, health care, education, construction, manufacturing companies more and more embracing the project management discipline in their organizations and develop new products, services by implementing projects. The managers of various companies see project management an attractive discipline, which allows preventing chaotic reaction to change, optimizes resources, establishes plans, improves performance of individuals and teams, assures quality of the end product or service and allows controlling costs.

Projects enable people to adapt to changing conditions. Reengineering an organization, assessing a company's direction in a new market, bringing out a new product, or adapting new technology are all necessary changes accomplished through projects. In this increasingly projectized workplace, project management has become a critical job skill and a viable career path. Professionals at every level of the organization become more valuable when they understand and apply the discipline of project management¹.

History of project management

Project management is not new. Humans have started working on projects since ancient history. Throughout history, ingenious architects and engineers have delivered impressive projects such as the Pantheon in Greece, the Great Wall of China, the Coliseum to name few. Those architects

¹ Eric Verzuh. The Portable MBA The Fast Forward MBA in Project Management <http://index-of.co.uk/Project%20Management/MBA.in.Project.Management.2nd.pdf>

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and engineers were serving their primary roles of engineers, architects as well as project managers. In order to these projects to succeed, the engineers turned into project managers. While supervising the building of Saint Peter's Basilica in Rome, Michelangelo experienced all the responsibilities of a project manager: had carefully to think about all the processes from the project starting, planning to execution and monitoring, to manage hundreds of workers, fulfil expectations of the client.

Modern project management era started in the twentieth century when the title and discipline emerged. Over the time project management has become professionalized, and requires special type of skill set for effective project management. In the 1960s and 1970s project management mainly was used in construction, navy and large engineering companies. In the 1980s software development companies adopted it and since 1990s project management is widely known as the popular technique for a success. Today it is recognized as a profession, complete with academic degrees and certifications.

For the purpose of networking and exchange of information the two major professional management bodies, one European (the International Project Management Association (IPMA)) and the other North American (the Project Management Institute (PMI)) were established in 1960s. Those two international organizations function today and work on discipline development.

Today's business leaders rely on a vast array of project management methodologies like Waterfall, Agile family (Scrum, Kanban), Prince2, PMBOK and etc. Methodologies are different approaches and disciplines in handling projects, dictating how team works and outcomes measured. Instead of getting overwhelmed by this wealth of options this training program presents only key principles of project management but do not teach how projects have to be managed by using above-mentioned methodologies.

What is a project exactly?

There are many definitions of what is a project. According Project Management Institute (PMI) a project is defined as a temporary endeavour to produce a unique product or service.

Key features of the project:

- Temporary;
- Unique;
- Has interrelated activities and tasks;
- Product, service, or result.

So projects are all the work people do one time. Whether it's designing an aircraft, building bakery or writing a book, every project produces an outcome and every project has a beginning and an end. Fundamental to understand the importance of the projects is realizing that each one produces something unique. By unique, it is meant that the work result is different in one or more ways from anything the organization has produced before. Projects are all around us. They can produce an outcome, which is product or service. Few examples of the projects:

- Opening a hostel – product;
- Improving an organizational business process – service;
- Creating children educational programs – service;
- Opening online fitness lessons – product;
- Establishing company of home made jewellery – product.

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So designing and developing a new sports car or creating perfume is a project but manufacturing thousands of them is not. Manufacturing and other repetitive processes are defined as on-going operations within the company. On-going operations have no defined end. Examples of on-going operations include:

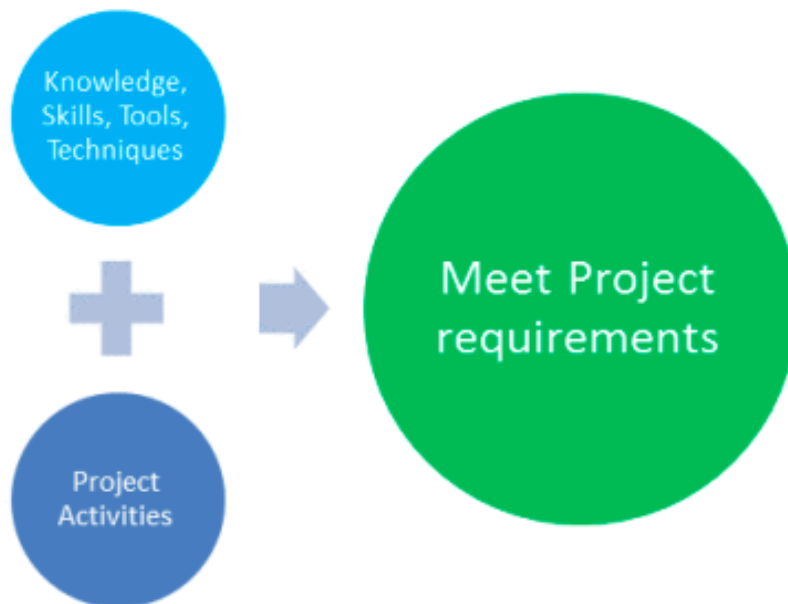
- Sewing the same model cloths;
- Baking the same type of bread;
- Printings books.

At this point trainer can ask learners if they can bring their own samples of projects and daily routine operations. What is the difference between projects and routine work? After short discussion trainer continues presentation.

What it is meant when people say ‘managing projects’?

The PMI definition of project management is the application of knowledge, skills, tools, and techniques to project activities to meet project requirements.

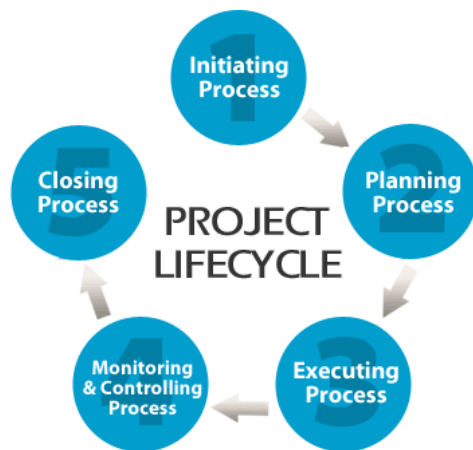
Graphic below illustrates the definition of project management. By applying knowledge, skills, tools and techniques project activities are generated to effectively produce project requirements such as scope, goals and deliverables. The process is lead by team employed each with their own skills and expertise, which has never worked together before to accomplish that has never been done before in a given amount of time with limited amount of money.



Project life cycle

PMI in PMBOK defines project management as a set of five process groups. The ‘process’ can be also called project life cycle.

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The table below lists all five stages of project life cycle and determines the most appropriate practices for each of them.

Process	Description per PMBOK	Common terms
Initiating	It includes processes performed to define new project or a new phase of an existing project by obtaining authorization to start the project or phase. In simple words initiation phase marks the beginning of a new project. During this phase the organization identified the objectives, scope, purpose and deliverables to be produced.	<ul style="list-style-type: none"> • Preliminary planning; • Kicking off.
Planning	It includes processes required to establish the scope of the project, refine the objectives, define the course of action required to attain the objectives that project was undertaken to achieve. In simple words at this stage a project plan is designed.	<ul style="list-style-type: none"> • Defining; • Developing the plan; • Setting the stage; • Roadmap.
Executing	It includes processes required to coordinate the people and resources needed to implement the plan. In simple words it means to perform the actual work as approved in the plan. This phase takes around 90 % of the project's effort.	<ul style="list-style-type: none"> • Making it happen; • Getting it done; • Coordinating.
Monitoring and controlling	It includes processes required to track, review, and regulate the progress and performance of the project, identify areas in which changes to the plan are required; initiate the corresponding changes.	<ul style="list-style-type: none"> • Tracking progress; • Keeping on course.
Closing	It includes processes performed to formally complete or close the project, phase or contract. This is the smallest phase of the project, but no less important than others. It performs key functions: 1) making transition to the next operation or product development phase; 2) establishing formal closure of the project in the eyes of the customer; 3) reviewing project success and failures.	<ul style="list-style-type: none"> • Client acceptance; • Transition; • Closeout; • Close contract.

Source. *Project Management. Absolute Beginner's Guide*, Gregory M.Horine. Fourth edition, 2017.

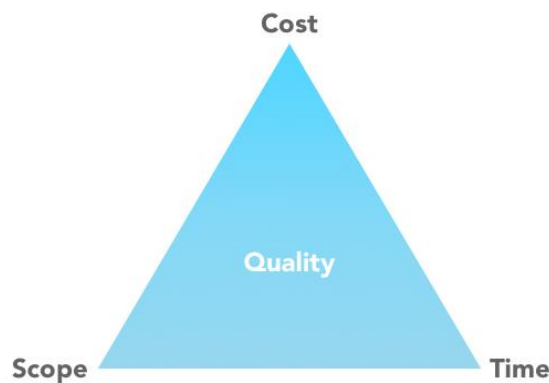
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Activity No. 2. Analyzing scenarios of project lifecycle. Trainer suggests the learners to complete the exercise by analysing given scenarios and try to determine which lifecycle belongs to provided scenarios. Scenarios are attached in *Annex No. 4. Scenarios for project lifecycle*. Short discussion is organized.

At this point of the session trainer can suggest making a short break and play educational game. The list of suggested games is provided in *Annex No. 1 Ice-breaking educational games*.

Understanding the Project Management Triple Constraint

All projects are carried out under certain constraint - COST, TIME, SCOPE. These three factors have been called in many ways: iron triangle, project triangle, triple constraint and are represented as a triangle. Each constraint forms the vertices, with quality as the central theme. All those elements are inter-related.



- **COST.** Projects must be delivered within cost. It means that all projects have a finite budget and the customer is willing to spend a certain amount of money for delivery of a new product or service.
- **TIME.** Projects must be delivered on time. All project have a schedule and a deadline date for delivery of products or services.
- **SCOPE.** Projects must meet the agreed scope – no more, no less. Scope is the description of all the required work to create the product, service or result. Scope defines what the team is responsible for and what it is not responsible for.
- **Quality.** Projects must also meet customer quality requirements.

What happens if one triangle corner is changed? Consequently if there is a need to change one of the corner's other one or two corners have to be also changed. If the customer of the project wants to reduce the project's cost, team will have to reduce project scope or increase its time. If suddenly project client shortens the project's time, team will either have to increase project cost or reduce its scope. If the customer wants to increase a project's scope, it will be necessary pay more money and spend more time on delivering product or service.

The triple constraint concept is very practical tool and can be used in personal life, day-to-day job, for example:

A head of family wants to start a project and build a new house for his family. At the beginning of all works he sets three constraints for his project: cost, time and scope. Suddenly, during construction period due to certain circumstances he decides to decrease the budget (costs). The costs

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for building the house could be decreased in two different ways: he can either decrease by extending the schedule which will take longer to build the house or he can reduce the scope of his project and have a smaller house built. Another scenario could be related with owner's decision to finish the house in half of the planned time. In this case he can do that by increasing the costs (budget) and spend more money for hiring extra workforce or decrease the scope of his project.

Activity No 3. Triple Constraint. Trainer divides learners in groups of 2-3 people. Each group gets a scenario of situation and trainer asks each group read carefully the given scenario and identify the three sides of the triple constraint triangle. After completion of exercise groups discuss the results. The sample of exercise and solution for a trainer is provided in *Annex No. 5 Triple Constraint Triangle*. The activity solution for trainer is provided in *Annex No.7. Solutions*.

'W' Elements Set Project Boundaries

At the initiation stage most of the projects do not have a precise document with requirements for the project. In this case six W questions are used to set the project boundaries. Below described methodology is the most simplest and straightforward way to get a view of the project and its boundaries.

Setting project boundaries is a negotiation process between stakeholders and project team. In most cases stakeholders have a vision about project goals and objectives. Project team is aware of constraints and limitations of the project. Together they can determine directions of the project and identify project boundaries that the team will stay in. Having clearly stated and identified project boundaries allows managers to make a project environment in which team is enabled to manage its own activities and tasks to produce expected results, within a defined set of responsibilities and roles.

In most cases project boundaries describe:

- Result for the project – what has to be done;
- Rationale for the project – why has to be done;
- Project parameters that drive the project plan and execution approach – who, when, where, how has to be done.

Following six questions help to set the project boundaries:

Project description:

- WHAT is to be accomplished?

The answer should include: expected results of the project; the characteristics of the product or service, the list of deliverables.

Project rationale:

- WHY is the project being done?

The answer should include a reason why this project is selected over others, are there any link to strategic plans of the organization; does this project brings business benefits.

Key assumptions and constraints:

- WHO is involved in the project (customer, supplier, team?)
- WHEN is the expected to start and finish the project?
- WHERE will the project work be conducted?
- HOW should the project be planned and executed?

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Activity No 4. Project Boundaries. Trainer divides learners in groups of 2-3 people or can leave the same groups as for exercise No. 3. Each group gets a situation and trainer asks by using the “W” questions identify project boundaries. The sample of exercise for a trainer is provided in *Annex No. 6 Project Boundaries*. The exercise solution for trainer is provided in *Annex No.7. Solutions*.

Activity No. 5. Online quiz. Trainer invited learners to relax and to play a game by using any of suggested online tools (Kahoot or Quizizz) and evaluates what learners have learnt during the 2-3 sessions. The trainer has to prepare online game in advance and during the session explain how chosen tool is used. List of questions/answers are provided in *Annex No. 8 Questions/answers*. After game is over trainer briefly discuss with learners provided content, replies to questions.

At this point of the session trainer can suggest making a short break.

Project Manager – one Title, Many Roles

Every project needs someone who, regardless of his or her title, performs the functions of project manager. The primary responsibility of a project manager is to lead all the stakeholders—the customers, clients, management, vendors, and project team—and encourage them to work together during the course of the project.

To gain better understanding of what a project manager does, let’s briefly discuss each of the key roles played by the project manager:

1. Project planning:

- Responsible for creation and maintenance of the project plan: scope, schedule and resources;
- Ensures project risks are identified and risk plans created.

2. Project execution:

- Responsible from beginning to end for project execution by the project team. Once project plan is completed project manager is responsible for its implementation from beginning to the end. Not that project manager executes all activities but rather he ensures that project team knows and completes all project activities.
- Manages project team. A key role in this function is to hire or involve key project team members and align them with project goals. If team member leaves a project manager hires new one.
- Ensures tasks are completed according to task requirements. A project manager also tracks that tasks are completed according to task requirement.
- Responsible for project communication. Finally, project manager leads the communication process both internally among project team and externally with the project stakeholders.

3. Project control:

- Project manager is also responsible for project control. It means to keep the project focus on project goals and take corrective actions then it is needed. Project manager needs to know all current state of all aspects of the project be ready to report to stakeholders. If it is needed and project makes changes project manager coordinates the changes within his team and stakeholders. Finally, he also is responsible for managing risks mitigation processes.

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What are key characteristics of a good project manager? According the research conducted in Warren Business School there are three key pillars of authority for effective project manager:

1. Technical authority:

- Demonstrates technical competence for the project;
- Educated;
- Training and certifications;
- Has a good reputation.

Technical authority is based on project manager's own experiences, skills, education, training and certifications. People trust project manager because of his knowledge and the way he is demonstrating it. Finally, his reputation and track record within the organization also refers to the ability of a person to influence others.

2. Positional authority:

- Manager's position of power in the organization;
- Alignment with business strategy;
- "Who you know".

Positional authority is associated with having status within an organization. People listen to the leader who has power, relations, and networks within and outside the organization.

3. Personal authority:

- Charisma;
- Opinion of the peer groups;
- Habits, style and personality.

Personal authority is related with the personality of a manager. This pillar is based upon on inter-personal interactions among peers. Do people want to work with manager on the project? Is project manager tolerant, supportive or abusive? Is the project manager pleasant to work with?

A good and effective project manager is a strong in all pillars. A strong project leader can develop and demonstrate his technical expertise, he can expand his own network and can establish strong, positive relations with his team.

Project Team

Team is defined as a group of individuals working together, when presence of all persons to achieve a common goal and implement the task or project is required. The project team consisting of a project manager and team members is considered to be a temporary organization, which exists since appointment of the project manager till the end of a project.

The team does not mean that all of its members must be the same. On the contrary, a good team contains people who have different abilities, skills, experience and in many ways they contribute to the work performed. Therefore, it is necessary to encourage learners to forget the modesty while distributing the roles, not to be afraid of sharing their skills, abilities, relationships with the team members, which may be useful in the implementation of the project.

The project team's behaviour not to become a chaotic process or to avoid the failure, it is necessary to follow certain rules for decision-making, communication, sharing responsibility and roles.

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The main rules are as follows:

- During project planning and implementation stages teams need to make a number of decisions. Therefore, the team members must be prepared to compromise;
- Team members clearly understand their own roles and responsibilities as well as of the others;
- Each team member participates in decision-making and comprehends the information available;
- The team is tolerant and respectful for the opinions of other members;
- Team members cooperate and help each other.
- Team members share information on the project and constantly communicate with each other.

Activity No. 6. Trainer invites learners to make a personality test based on Carl Jung's and Isabel Briggs Myers' personality type theory. This test is available either online in English: <http://www.humanmetrics.com/cgi-win/jtypes2.asp>. The test not only shows the type of personality but also discover careers and occupations most suitable for personality, understand types of communication and learning styles.

At the end of these two sessions trainer comes back to the concept map that has been drawn at the beginning of the second session and together with group adds concepts/ideas they have heard during the sessions to the concept map.

ICT Tools:

✓ **Kahoot:** <https://kahoot.com>

Kahoot is designed as a game-based learning platform, with the purpose to easily create, share and play learning games or trivia quizzes. It can facilitate a quiz, discussion or a survey, which can be used by the whole class at the same time. Learners can use any device to use it and it is simply designed by multiple-choice questions that are projected on the screen by the trainer.

Usage example: You can use Kahoot at the beginning of the class, before introducing the learners to the new concept as a form of pre-assessment to see how much learners know about it already; in the middle of the class to measure their understanding or at the end of the class to evaluate their knowledge. As a trainer, you can create multiple choice game related to class content that learners can use as a class by entering the code on their app or device. After each question, learners see if they were right or wrong, how many points they earned, their total accumulated points, and their group ranking. On the trainer's display, a graph shows the number of students who gave each response and the game's current top five students.

Advantages:

- It can be used from any device (through the website or the app);
- It has a simple interface, which means it is easy to use;
- Users do not have to create an account to use it, which makes it faster than other tools;
- A trainer can use various tools (such as video) to engage the learners before the quiz/survey itself.

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Disadvantages:

- the Kahoot is that in order to win more points, one must answer the question the fastest, or faster than their competitors. This component of the game can make speed is more important over legitimate knowledge of course material and comprehension of the question, if not carefully monitored (because players are more concerned on winning the game for extra credit, they do not absorb the answers to the questions being asked).
- Every time a new question is asked, the participant only has approximately five seconds to read the question without the answers displayed along with it;
- Cannot put questions in order;
- The picture comes a bit after the question.

✓ **Quizizz:** <https://quizizz.com>

Similarly to Kahoot, Quizizz is a free multiplayer tool, which allows learners to practice and learn together. After providing learners with a unique access code, a quiz can be recorded live as a timed competition or used as homework with a specific deadline. After the quizzes have been completed, learners can review their answers. Furthermore, the resulting data is compiled into a spreadsheet to give a trainer a clear visual of the learners' performance in order to analyze trends in which areas might need the most focus in the future. This immediate feedback can be used by trainers to revise future learning activities and altar the focus of material by putting a larger emphasis on concepts that students are struggling with.

Advantages:

- It works on any device: web browser, iOS, Android and Chrome apps;
- It is possible to access hundreds of ready-made learning quizzes or create your own;
- Quizizz has a very straightforward layout and the site does a great job of walking through the quiz-making process step by step, so as not to overwhelm the user;
- Taking the quizzes themselves is also extremely intuitive. Once the learners have entered the access code, all there is to do is select an answer to the questions as they appear.

Disadvantages:

- There is a limit in the types of questions learners can ask. It is perfect for facts and recall, but not conducive for more elaborate questioning;
- The most difficult process Quizizz is adding the memes.
- In terms of the only personal information that the learner needs to provide in order to make a quiz is a valid email address. The site's privacy policy states that this is not shared with anyone except to comply with the law, develop products, or protect the site's rights. Nevertheless, quizzes can also be selected without signing in to the site, the results just won't be saved permanently for reference. Learners are never asked to sign up to take quizzes. They simply make a temporary username rather than registering with a permanent name.

Additional resources/links to free of charge audio, video and text materials:

- More about concept maps:
<http://cmap.ihmc.us/docs/theory-of-concept-maps>

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- More about history of projects:
<http://pmkarma.blogspot.com/2008/11/ancient-project-management.html>
https://www.researchgate.net/publication/298341808_The_History_Of_Project_Management
- More about project management methodologies:
<https://toggl.com/project-management-methodologies/>
<https://financesonline.com/list-of-project-management-methodologies-comparison-examples/>
- Kahoot tutorials:
https://files.getkahoot.com/academy/Kahoot_Academy_Getting_Started_Guide_2nd_Ed_-_June_2016.pdf
<https://www.youtube.com/watch?v=pAfnia7-rMk>
- Quizizz tutorial:
<https://www.youtube.com/watch?v=bz0fB4u9uF8>

Debate and discussion:

The sessions end by summarising presented topic, trainer replies to the questions, suggests additional resources for individual reading. Trainer can finish the sessions by sharing short story, joke or quote. Suggested quote (joke) for these sessions is: 'Madeleine Albright once said, "If you want something said, ask a man. If you want something done, ask a woman."

Annexes:

Annex No. 2 Samples of Concept Maps

Annex No. 3 Presentation. Introductions to Projects and their Managements

Annex No. 4 Scenarios for project lifecycle

Annex No. 5 Triple Constraint Triangle

Annex No. 6 Project Boundaries

Annex No. 7 Solutions

Annex No. 8 Questions/answers

6-7 SESSIONS

Ideas and Opportunities. Choosing an Entrepreneurial Idea

Duration: 90 min.

Learning outcomes:

- Learners know how to identify opportunities with potential of innovation;
- Know how to conceptualize and create ideas;
- Know how by using certain techniques to choose a specific project/entrepreneurial idea.
- Know how to use ICT tools.

Techniques, instruments, materials needed:

- Stationary: flip chart, pen, A4 paper, sticky notes;
- Internet Connection;
- Free of charge Internet Tools;
- Computers/smart phones/tablets.

Introduction:

In these two sessions the key focus will be on how to come up with ideas for the project and do creative thinking. By applying concrete methods to any kind of problem-solving or idea-generating situation learners will be able to identify and choose the most relevant idea for their project.

Content:

The session starts with educational games for creativity development. The list of suggested games is provided in *Annex No. 9 Educational games for creativity development*. After completion of the game trainer explains to the learners that any problem-solving requires creativity and ability to see possibilities. Creative problem solving is especially required when working in projects at a restricted time, resource constraints finding ways to achieve the outcome(s) of the project. This generally requires for ingenious ideas, as every project is unique and different.

Session continues with brief explanation to the learners the origins of ideas and how project arise by using suggested information below. Trainer can use presentation provided in *Annex No. 10 Origin of ideas*.

Origin of ideas

The less-than-surprising truth about the origins of ideas is that they come from people. No idea in the history of mankind has ever come from a pile of large rocks, a warm mound of dirt, or a bundle of sharp, pointy sticks. Nor have ideas come from self-help books, creativity seminars, or brainstorming sessions. While ideas might be presented or consumed through these things, it's the people who create them that are the source. It follows then that on projects, it's individuals and not processes, methodologies, or committees who come up with ideas and find ways to use them. This means there is nothing magical about ideas².

² Berkun, Scott. Making Things Happen: Mastering Project Management (Theory in Practice (O'Reilly)) (Kindle Locations 1928-1933). O'Reilly Media. Kindle Edition.

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We are all capable of coming up with them (although some of us are better than others). Never forget that it's the fundamental nature of humans and other creatures to use their creative powers to solve problems they encounter in the world. Regarding projects, the ability to find good ideas is important from the first day to the last. Good ideas are needed to make early planning decisions, develop designs, write quality code, and deliver work that meets the client's needs³.

Bad ideas lead to good ideas

Activity No. 1. Situation analyses. After giving some thoughts about origins of ideas trainer provides a situation described below to each participant and asks to read it and think what the designer meant by his reply. Organize a small discussion with learners.

Description of situation is taken from Berkun, Scott book, Making Things Happen: Mastering Project Management:

"I first saw a designer design something when I was a junior in college. I didn't really know what designers did, and I thought that for the most part they made things look pretty: designer jeans, designer handbags, etc. Anyway, this young man was designing a new kind of portable stereo. He sat at his desk in the design department undergraduate studio, which was a big, open space with lots of tables, sketches, prototypes, and blueprints all over the place. He was sketching out different ideas, each one an alternative design for the stereo. I asked him what he was doing, or more precisely, how what he was doing fit into "designing" whatever that meant to him. He thought it over for a moment, smiled, and told me, "I don't really know what the good ideas look like until I've seen the bad ones." I nodded politely, but dismissed him entirely. I chalked up my inability to understand what he was saying to my perception of him as an odd, creative-type person, and not to my own ignorance. It was only after I'd spent a couple of years designing software that I understood what he was saying."

An answer:

"I'd learned through experience that good ideas often require the remains of many bad ideas. Without making mistakes and oversights in many different attempts, it's often impossible to find the path of ideas that leads to success. So, the best ideas and designs require momentum. They don't arrive as the result of a magic spell or force of will ("Be brilliant, now! I mean now! How about...now!"). Every drawing, sketch, or prototype, no matter how ridiculous or pathetic, teaches the designer (or engineer or scientist) a little something more about the problem, and increases the odds that the next attempt will be better than the last. Every great mind that has pursued the solving of complex problems in the world has done so surrounded by large piles of crumpled paper. Some have lied about this, others have embraced it. If nothing else, this notion that bad ideas lead to good ones frees us to start designing however we choose. We should fully expect to get our hands dirty and make lots of early mistakes because the sooner we make them, the sooner we'll move on to better ideas."

Brainstorming process

After the activity is over trainer explains to the learners that the rest of the session time will be spent on brainstorming ideas for their projects. Trainer briefly presents what is brainstorming and

³ Berkun, Scott. Making Things Happen: Mastering Project Management (Theory in Practice (O'Reilly)) (Kindle Locations 1928-1933). O'Reilly Media. Kindle Edition.

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what are the key rules of that process by using information provided below and power point presentation in Annex No 10.

On projects people are seeking ideas and solutions for problems they find themselves in. Brainstorming is a way that produces ideas and solutions by holding a spontaneous group discussion. The origin of brainstorming comes from Alex Osborn. In 1941 Alex Osborn, an advertising executive, found that conventional business meetings were inhibiting the creation of new ideas and proposed some rules designed to help stimulate them. He was looking for rules, which would give people the freedom of mind and action to spark off and reveal new ideas. The rules he came up with in his book "Applied Imagination" are the following:

- No criticism of ideas;
- Go for large quantities of ideas;
- Build on each others ideas;
- Encourage wild and exaggerated ideas.

So essentially, any project begins with an idea and project arise in order to meet human needs. Any project:

- Addresses real problems;
- With realistic objectives and activities;
- It leads to sustainable/long term results;
- Meets client needs;
- Is implemented within limited time frame.

Activity No. 2. Exploring topics. Trainer divides learners in small groups of 4-5 participants. Learners are invited to explore and define problems, needs according to their experiences, and knowledge from personal, social, economic life. Learners in small groups discuss issues they are interested in or share problems they see around and would like to solve. As a result of the discussion they should come up with the topic they like. It is important to note that topics can be very different starting from community collaboration to business, education, migration, etc. Also topics should be broad that later learners can analyse it from different levels and various ways in following activity. Each group writes down the chosen topic on the paper.

Activity No. 3. Choosing project ideas. Trainer explains to the learners that the key aim of this exercise is to come up with ideas for their project, which is interlinked with the chosen topic.

At this stage it is very important that learners would brainstorm themselves. Anyone can provide ideas, but many do not do it intentionally and believe that they cannot create anything. However, new ideas are not easy to find. It is suggested to agree on rules of the work (rules can be written on the flip chart):

- Do not criticize any proposal;
- Do not think of how this is implemented;
- Do not think what is realistic, what is not;
- Do not think what it means;
- There are no stupid, evil or crazy ideas. Everything suits. Good ideas come up from a large amount of bad ideas;
- Have fun.

At this stage, learners do not need to give a very specific vision of their future project. It would be enough to present the idea that has to be relevant and addressing real problems.

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It is suggested to organize this activity by choosing one of the following methods:

- Affinity diagram method;
- Any digital tool described in ICT tools part.

Description of Affinity method

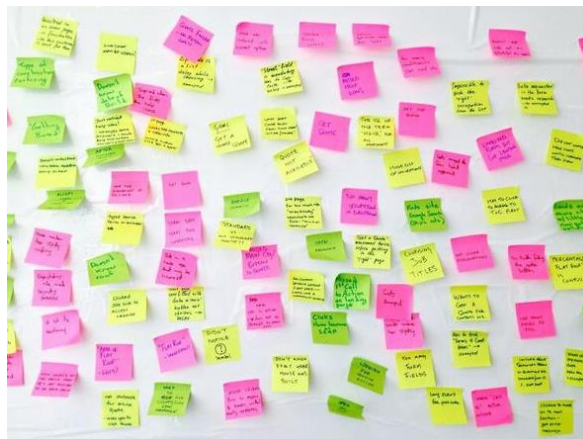
An affinity diagram method is a tool that gathers large amounts of data (ideas, opinions, issues) and organizes them into groups based on their natural relations. This exercise is an excellent way to get group of people to think all ideas from all group members without criticism. This stimulus is often enough to break through traditional thinking and enabling the team to develop a creative list of ideas. The exercise should be organized by following description:

Step 1. Divide whole group in smaller groups: The groups stay the same as for activity No. 2. (preferably into four-five participants (number of groups depend on the number of total learners). Trainer asks learners come back to the topic they have identified in activity No. 2.

Step 2. Generate ideas: There are two possible options for generating ideas. First suggestion is that each group member individually writes 4-6 own ideas and thoughts on the sticky papers related to the chosen topic. Each idea must be briefly described. Second option is when all group members write on sticky notes possible ideas together. They can come up with as many ideas as they can think off. Every idea has to be written on separate sticky note and briefly described. It is advised go for volume of ideas and avoid judgment. This part is the longest and should take around half an hour for brainstorming ideas.

Some groups may have only a small number of ideas. It is ok, the amount also depends on background, profession, personality and life experience of each group member.

Step 3. Display the ideas: Post the ideas on a chartpack, a wall, or table in a random manner.

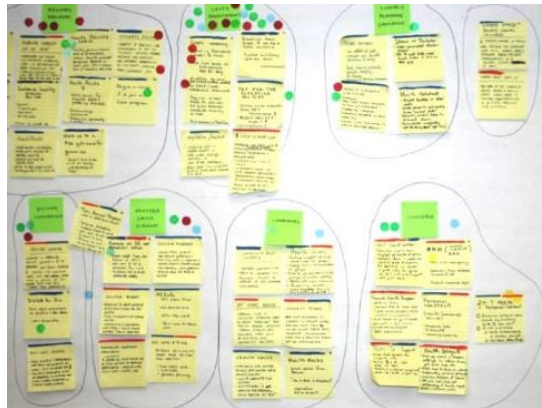


Step 4. Sort written ideas into related groups. Learners start by looking for two ideas that seem related in some way. Place them together in a column off to one side. Look for other ideas that are related to each other and establish new connections. If there are 'loners' ideas that do not fit any of the group, do not force them into groupings where they do not really belong. It is best that no one speaks at this stage, so different perspectives are represented. Team members move ideas into groups based on their instincts and without talking.

Step 5. Create header cards for the groups. At this stage a header or name of a group of ideas is described. A header is an idea that captures the essential link among ideas contained in a group card. Header is written down on a different colour sticky note so it is well seen and recognisable.

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It is advisable to make a simple title for headers. At this stage it is time to break silence and start discussion among group members. As soon as headers are reached, agreed, the group moves on to the next step.



Step 6. Draw finished Affinity Diagram: Write the problem statement on the top of the diagram, place a header card above each group of ideas, review and discuss points for clarification, take a photo of diagram.

Step 7. Choose the idea for the upcoming project development. At the end of this exercise each team has a fascinating and rich list of the ideas. Each group once again reviews all the developed ideas and chooses the most interesting, relevant and circles it. Possible samples of the selection criteria are: is your idea for the project is exceptional and clearly defined, measurable, possible to implement. Does it meet the client's needs, would it be possible to implement it in a limited period of time?

Step 8. Introduction of project idea to the whole group members. The final step is to hang all the created Affinity Diagrams on the wall. One member from each team reads the best selected ideas and the each idea is discussed according selected criteria.

Internet tools for creating virtual mind map

Instead of Affinity diagram method trainer can suggest learners to choose any mind map development tool from the list below. Description of each tool is provided in ICT tools part. These tools are similar to Affinity method only they are transferred online. For using the tools one computer will be needed for the whole team.

- **MindMup:** www.mindmup.com
- **Xmind:** www.xmind.net
- **Bubble.us:** <https://bubbl.us>
- **MindMeister:** www.mindmeister.com

At the end of those sessions two key essential things should be identified:

1. **The project idea must be chosen.** In following module 2 learners will work with this idea to transform it to project;
2. The formed **teams should not change.** Learners belonging to a specific group become a project team. They can even choose a project manager from their group members.

ICT Tools:

✓ **MindMup:** <https://www.mindmup.com>

Free online mind mapping software. Unlimited number of mind maps for free, and storage them in the cloud. Maps are available everywhere, instantly, from any device.

Advantages:

- Don't need to install anything, just open the website and you are set;
- Compatible with Google Drive;
- After taking notes, it only takes seconds to share and/or prepare them for presentations;
- MindMup is free with source code available.

✓ **Xmind:** <http://www.xmind.net>

XMind is an open source platform with commercial extension that lets learners quickly see the project he or she is planning and organize his/her thoughts. The software itself is very easy to use, contains the main features learner would expect. Learners are able to create mind-maps easily and the drag and drop features allow to create and organise mind-maps very efficiently. It operates on Microsoft Windows, Linux, Apple OS. It needs to be downloaded. While downloading the user needs to register with his personal data using Facebook or Google accounts.

Advantages:

- User friendly interface which gives users with many functionalities;
- Simple way to map user ideas;
- Created map can be printed, saved or transferred to presentation mode very easily;

Disadvantages:

- It is paid but trial version is available for seven days.
- Whilst users are able to export to Word, Powerpoint, PDF or JPG, the common complaint is that if user is using the Free version then during export the mind-map loses the structure, tabs and indentation resulting in just a list of the items.

✓ **Bubble.us:** <https://bubbl.us>

One more online tool that helps learners better understand, remember and generate ideas. It needs signing in for free trial version by using Facebook or Google accounts.

Advantages:

- Easy to get started. Low learning curve;
- Great online brainstorming feature especially for educational purposes;
- Bubbl.us has many colorful choices for the bubbles. Possible to personalize the bubbles in users mind map diagram in a series of colors;
- The mind mapping software automatically saves diagram every two minutes;
- Bubbl.us allows users to back up their work as many times as they prefer;
- Possible to store mind maps but user needs to register an account;
- The exporting option including jpg, png, and HTML. Covers the majority of smart devices.

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Disadvantages:

- Free version available for up to 3 mind maps;
- The Bubbl.us app lacks features for customization;
- Sometimes the Android and iOS devices may have lag problems;
- The visual design is a bit twitchy when adjusting the overall size of the bubble map;
- Sometimes elements may overlay each other so not convenient to click on them;
- Not easy to move bubbles in groups. Have to click all the bubbles one by one;
- No real-time collaboration tool available. No options to invite group members.

✓ **MindMeister:** <https://www.mindmeister.com>

MindMeister is a cloud-hosted mind mapping tool designed for teams and individuals in corporations and schools who want to visibly capture, share, and nurture ideas. MindMeister users can access in the web browser, whether they are working on Mac OS, Linux, iOS, Android, or Windows devices. MindMeister offers an impressive set of features, including a mind map editor, file import and export, history mode, embedding and publishing, project management, and mind map presentation.

Advantages:

- Basic package of software is free of charge;
- MindMeister is cloud software and users do not need to face downloading and installing processes to their devices;
- Contents are safely archived and can be accessed using different devices.
- MindMeister is highly intuitive and it is designed to assist the learning curve of users, allowing them to immediately take advantage of the team's workforce.

Disadvantages:

- Free option limited to 3 mind maps;
- Expensive compared to the competition.

Additional resources/links to free of charge audio, video and text materials:

- MindMup tutorial:
<https://www.mindmup.com/tutorials/index.html>
- More information about Affinity Diagram method:
<https://www.balancedscorecard.org/portals/0/pdf/affinity.pdf>
- Xmind tutorials:
https://www.youtube.com/watch?time_continue=30&v=szBb5f7zeQ0
https://www.youtube.com/watch?time_continue=10&v=7aiRzX2LO7Y
- Bubble.us tutorial:
<https://www.youtube.com/watch?v=G7FT4RAVxGw&feature=youtu.be>
- MindMeister tutorial:
https://www.youtube.com/watch?time_continue=9&v=zHVcwapbs-k

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Debate and discussion:

The sessions end by summarising presented topic, trainer replies to the questions, suggests additional resources for individual reading. Trainer can finish the sessions by sharing short story, joke or quote.

Annexes:

Annex No. 9 Educational games for creativity development

Annex No. 10 Origin of Ideas

8-9 SESSIONS

Organising Project-Related Information. Storage of Project Files.

Duration: 90 min.

Learning outcomes:

- The learner can organise their project related folders to store files on their digital device/computers or in a cloud;
- Participants will be able to use participatory tools, project management tools and synchronization tools;
- Participants will know how to set-up online collaboration tools and what settings must be considered.

Techniques, instruments, materials needed:

- Stationary: flip chart, pen, A4 paper;
- Internet Connection;
- Free of charge Internet Tools;
- Computers/smart phones/tablets.

Introduction:

The purpose of this session is two-folded: it should address the storage and organisation of project-related files on learner's digital devices or computers and it should introduce cloud as a way of storing in a remote location that also enables sharing the files with the project team members.

The trainer presents different ways to organise information (storing, and managing tools) through tools offered by the operational system (folder management, files naming etc.). Trainer explains how to use cloud with other people at the same time, how to exchange and edit files in the cloud. The learners should save, synchronise and share project-related information to be available from a different device. The learners should choose the cloud to store project related information, organise their information in files and folders on devices they are going to use and share them within team members.

Content:

The session will begin with a group discussion on the topic of file management and participant's usage of storage platforms presented above and their previous experience in that area. It is very important that the lecturer and the participants get an initial idea of the content and an insight for the practical use of storing/sharing platforms.

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The lecturer will give a theoretical outline at the beginning of the lecture on sharing tools and collaborations platforms. Trainer can use prepared a slide presentation *Annex No. 11 Storage of project files*. The content will be very clear and structured:

- idea that storing and managing our files is necessary so that everyone can find them again and use time and resources more efficiently;
- idea of using online storage tools is to have our information available even when using a different computer, tablet or when user wants to see, for example, a file done on a computer on a mobile phone
- idea that the purpose of sharing tools and collaboration platforms is to transfer more information in a faster and more efficient way to team members.

Part of the content should also be dedicated to the security of personal data and data security should be emphasised.

Storage and organisation

An essential concept to understanding files and folders when working with computers is the system for organizing, storing, and locating your files in the operating system. Like in the real world where paper records are kept organized by means of a filing system, in computers, folders are used to store files that would otherwise be all over the place. An advantage to organizing files and folders in a computer is that you can create folders and subfolders to categorize and subcategorize files for better organization, just like in any physical system of storing information.

Storing and organisation has **one golden rule: good file management makes finding what you want easy.**

Managing electronic documents should be part of an overall document management strategy for learners' projects. A proper document management plan should include all aspects of handling documents, including storage, sharing, backups, and security (the latter two we will cover later on).

Naming and file extension: The file name is the title that reveals to us the purpose of the file. It tells us what it was created for and why it is needed. A file name can be changed at any time since changing it will not affect the file itself. Learner should always use descriptive names so he or she can recognize files at a future date and so he or she can better organize and categorize them in folders. The file extension (.doc, .jpg, .pdf and similar) is what tells the operating system and programs installed what type of file it is. User must never alter a file's extension as this will break the file. If this happens and user tries to open the file, the operating system will not know what program to open it with.

Example: Curriculum vitae_2019.pdf

[name] [extention]

Folders: on computers, a folder has the look and feel of a true (physical) file folder and they can be stored in any location of your operating system. The purpose for these folders is to create a virtual filing system to organize and categorize user's files. Learner can create, rename, and delete folders in his/her computer as needed. Learner can also create nested folders (a folder within a folder) for better organizing purposes.

Example:

Learner has three files: Curriculum vitae_2015.doc, Curriculum and vitae_2019.doc.

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He can organise them by creating a main folder called “Curriculum vitae” and two individual sub-folders named “Curriculum vitae 2015” and “Curriculum vitae 2019” to store each document in their respective folder.

Wherever the documents are stored it is important to **keep them organized and up-to-date**. The goal of electronic file management is to ensure that user can find what he or she is looking for, even if he is looking for it years after its creation. Proper organization of digital documents is especially critical in a shared environment - if one of learner’s colleagues is absent, he or she should be able to easily locate any documents created or managed by that person.

These file management steps will help learners keep files accessible:

1. One place for all documents

Place all documents under a single "root" folder. For a single user in a Windows environment, the default location is usually the My Documents folder.

In a file sharing environment try to do the same. Create a single root folder (called "Shared Documents" for example) and store all documents in subfolders inside the root folder. Having a single location for all electronic documents makes it easier to find things and to run backups and archives.

2. Create folders in a logical hierarchy

These is like a closet of your computer, figuratively. Use plain language to name your folders, which makes them easier to find, avoid using abbreviations.

3. Nest folders within folders

Create other folders within these main folders as need arises. For instance, a folder called “Project X” might contain folders called “2018”, “2017” and “2016”. The goal is to have every file in a folder rather than having a bunch of orphan files listed.

4. Follow the file naming conventions

Some characters such as / ? < > \ : * | " ^ are prohibited in file or folder names under Windows.

Use descriptive file names for easy identification and retrieval but do not go overboard - file/path names have length limits which vary between operating systems. Under Windows the maximum full path length for a file is 260 characters. Use the most common abbreviations wherever possible, e.g. Jan for January.

5. Be specific

Give electronic files logical, specific names and include dates in file names if possible. The goal when naming files is to be able to tell what the file is about without having to open it and look.

6. File as you go

The best time to file a document is when you first create it. So get in the habit of using the "Save As" dialogue box to file your document as well as name it, putting it in the right place in the first place.

7. Order your files for your convenience

If there are folders or files that you use a lot, force them to the top of the file list by renaming them with a ! or an AA at the beginning of the file name.

8. Cull your files regularly

Keep your folders uncluttered by clearing out the old files that are not relevant anymore.

Do not delete business related files unless you are absolutely certain that you will never need the file again. Instead, in your main collection of folders under your root folder, create a folder called "Old" or "Inactive" and move old files into it when you come across them.

Cloud storage

Once learner's files are stored and organised on the computer/tablet, he/she can decide to store them also on the "cloud". Cloud is a way of storing files remotely – using learner's own computer, he/she can store files in a virtual space whose capacities are much larger than those offered by computer's hard drive. Learners can store documents, photos, backups of desktops and mobile devices in the cloud. Such documents are accessible to user and other people with whom he/she wishes to share information from elsewhere and through other devices. Computer clouds can be accessed anywhere, anytime in unlimited quantities, with the only requirement being that we have access to the Internet. They offer us services that are billed on "pay as you use" basis, but some of them can be used for free, if learner is not storing large quantities of files.

To maintain productivity in today's digital workplace, it is essential that people can easily access and collaborate on team files in and outside their organizations from anywhere, on any device. When learners can access, edit and share documents anytime, from anywhere, they are able to do more together, and do it better. Cloud-based workflow and file sharing apps help them make updates in real time and gives them full visibility of their collaborations. What are the benefits of cloud computing? (Miller 2009)

- Increased data reliability - even if a computer breaks down, the data is still securely stored in the cloud;
- Universal data access - data can be accessed anywhere (work, home, traveling, etc.);
- Collaborate on document preparation - a larger group of people can edit the document at the same time;
- Lower costs when buying a computer - It may be less powerful because applications running in the cloud consume less resources (memory, processing power) on the client itself;
- Improved computer performance;
- Lower software costs - Many free personal-use applications that perform at the same quality as the paid ones.

What are the disadvantages of cloud computing? (Miller 2009)

- Requirement for continuous access to the Internet;
- The service does not work well if we have a slow internet connection;
- Despite the fast connection, the application can still be slower than the application with the same functionality installed on the local computer;
- The security of the stored data is not what we expect.

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Most popular cloud services

Most used cloud services:

- OneDrive;
- Google Drive;
- DropBox;
- Trello;
- Meistertask;
- Slack;
- Basecamp.

Activity No. 1. Storing and sharing information. The aim of this activity is to choose and try one or few of the above provided cloud software(s) for organizing, storing and sharing project related materials with project team members. Moreover, participants should be able to store, name, structure and overall manage their files and to choose the most appropriate tool or platform and use it properly to disseminate information. Trainer can present all cloud applications but for an activity he/she suggests to try one or two software and decide which one to use for storing and sharing project related materials that will be developed in other sessions.

The activity can be accomplished in following scenario. Each team group will store a certain amount of information on a pre-agreed topic. The group will arrange the files in the folders with logical namings and hierarchical structures and substructures. In the next step, they will select the most appropriate platform or tool for information sharing. In the third step, they will share the collected information with another group (with all email addressed inside this group).

At the end of the sessions learners should decide within their project team groups which cloud tool they will use for storing, sharing information on their project.

ICT Tools:

✓ **One Drive:** <http://www.onedrive.com>

OneDrive is a widespread Microsoft service called SkyDrive some time ago. It is part of the Microsoft suite of online services and it allows files to be synced to a desktop or laptop computer. It is useful for project management, as it allows users to access their hosted files from any web browser or mobile device, providing greater freedom and flexibility to the learners.

Differentiating features that make OneDrive a useful tool for project management are mostly based on the fact that the structure of OneDrive feels like the structure/organisation of files on Windows (offline), which makes it easier for the learner to learn to use it (share files, contribute on other's documents and save changes), if they already use Microsoft Office tools such as Word and Excel on a regular basis. Moreover, the learner can access the files stored in OneDrive space directly from a web browser or, directly from the Windows operating system, there is no need for separate installation.

Advantages:

- Close collaboration with Microsoft Office;
- Easy organisation that looks and feels like using Windows;
- Quick synchronisation of newly saved files.

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Disadvantages:

- Document management: it is limited in sharing files with colleagues, which limits its effectiveness as a project management tool;
- Privacy concerns raised by online users;
- User error: Microsoft Windows remains the number one targeted platform for hackers, hence it is useful to use strong passwords and use right file sharing permissions.

✓ **Google Drive:** <http://drive.google.com>

Google Drive is a free cloud file storage and synchronisation service developed and managed by Google, compatible with all devices and operational systems. Google Drive encompasses additional project management and file organisation tools like Google Docs, Google Sheets, and Google Slides, which are a part of an office suite (similar to Microsoft Office) that permits collaborative editing of documents, spreadsheets, presentations, forms. etc., all of them being saved on Google Drive.

Differentiating features that make Google Drive a useful tool for project management come as a direct by-product of moving to Google's cloud-based environment (using Google Chrome browser, Google search engine, Gmail, Google Documents etc.), with advantages that come from Google's scale (a large proportion of digital users use it) and its ability to integrate cloud-based files with its own online services (for example, Google Drive and Gmail integration). This Google cloud-based environment includes the capability to share files, either via email or using shared links, with options to allow or restrict editing and to disable forwarding, copying, downloading, and printing.

Advantages:

- Real time collaboration on documents: learners can work in Google Documents, Sheets and Slides all at the same time in real time and the changes will be automatically synced to all of their devices in real time as well;
- Management of file versions: ability to roll back changes to a previous version;
- Tagging your team/creating workflows: allows learners to assign tasks to each other and request approvals on shared projects;
- Offline working capabilities - users can continue to edit files during periods of no internet access, and the work they complete is automatically put into place once the access returns.

Disadvantages:

- Privacy issues: Google has well known track record of collecting user data through its cloud-environment;
- Microsoft Office collaboration is limited: files needs to be transformed to Google Docs/Sheets etc. versions for the users to be able to collaborate;
- Microsoft Office synchronisation: the experience of synchronisation from Word or other Microsoft Office tools is nowhere as elegant as you get with OneDrive or Dropbox.

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✓ **Dropbox:** <http://www.dropbox.com>

Dropbox is the best known independent cloud storage service, which allows the user to backup his or hers files online and share them with colleagues or the team. It is compatible with all the devices and operational systems.

Similar to OneDrive, it has a very intuitive feel, however, again similar to OneDrive (and as opposed to Google Drive) one cannot create new files with Dropbox. The learner has to create files elsewhere (such as in Microsoft Word, for example) and place them in Dropbox to be shared or stored.

Some differentiating features include the automatic file back up and restoration of files, which are important if the learner accidentally deletes the file by himself or herself. Moreover, Dropbox stands out among cloud storage options because of it integrates with other systems: it is, for example, partnered with some of the most popular companies available, such as Microsoft and Slack.

Advantages:

- Security: encryption used for data protection is only known to the developers and there are no reported cases of user data being shared;
- Offline working capabilities - users can continue to edit files during periods of no internet access, and the work they complete is automatically put into place once the access returns.




Disadvantages:

- Sustainability: its developers have reserved the right to delete information from free inactive accounts (which means that if you store information on Dropbox and abandon account for over a year, it is unlikely that you will get them after you log back in);
- Security: Dropbox has a history of case of its servers being hacked, with information stolen;
- Searching for information: lack of fundamental search tools needed for finding specific files.

Comparisons between cloud services:

The table below shows a comparison of the three most common uses of the cloud. These are Dropbox, Google Drive and Microsoft OneDrive. All of them provide the same kind of storage and synchronisation of files and offer similar services, but they have different interfaces and features. The files look like they are on your device – which they may or may not be – but there is a copy stored (and backed up) on a server in the cloud.

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		 Google Drive	 OneDrive
	Dropbox	Google Drive	OneDrive
Company	Dropbox	Google	Microsoft
Size	2GB	15GB	5GB
Size over which the access is payable	100GB (~88€)	100GB (~44€)	50GB (2€/month)
Web application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desktop application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobile application (iOS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobile application (Android)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Webpage	http://www.dropbox.com	http://drive.google.com	http://www.onedrive.com

✓ **Trello:** <https://trello.com>

Trello is an web-based project management and collaboration tool that helps learners plan their projects in one platform. It is visual and adaptable, making learner's life easier when he or she has several people working on the project, especially when they are scattered across different physical locations. It is easy to work Trello is because of its three tier information system – Boards, Lists and Cards. The projects and information about these projects would be organised into Boards, which would contain Lists. Trello allows to share files (including photos, videos) with team members, comment on cards, keep track of to-do lists, insert cards as many as it is needed.

Advantages:

- It works on any platform (computer, tablet or smart phone);
- User never misses the task and receives notification alerts when tasks are uploaded, commented or updated by email;

Disadvantages:

- Trello does not work when there is no wi-fi connection;
- Storage limit (10 MB upload for each attachment) if the user is basic member.

✓ **MeisterTask:** <https://www.meistertask.com>

MeisterTask is a cloud-based task and project management solution designed for project administrators. It is beautifully designed and customized environment, which is designed to be intuitive. It offers project manager complete control over their projects' stages and details. MeisterTask provides users with project management tools, including reporting, integration, and automation.

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Advantages:

- Basic plan is for free;
- Has an attractive and user-friendly interface.
- It can be integrated with third-party apps such as Google Drive, Dropbox, and much more;
- It is easy-to-use and intuitive and can be implemented from anywhere at any time using any connected device.
- MeisterTask is available as a web app and offers apps for Mac, Windows, iPhone, iPad, Apple Watch and Android devices. The mobile apps come with offline functionality so users can stay on top of their to-dos even when not connected to the Internet.

Disadvantages:

- Lack some features important for project management.

✓ **Slack:** <https://slack.com/intl/en-ge>

A communication platform that enables collaboration between teams in one virtual place. It is similar as Skype. However it differs as Slack is just for teams, colleagues and not for personal communication. It includes real-time messaging (chat) and archiving. Using chat-room like channels that are organised by topic, direct messaging and private groups. Slack is often referred to as 'email killer' because it aims to reduce the number of emails received.

Advantages:

- It has both desktop and mobile apps, so user can have it wherever he/she goes;
- Slack is simple to use even for new user without too much setup time;
- The program has a long list of apps than can be added and used for work. One of the most used apps is Google Drive.

Disadvantages:

- In terms of project management it is a place only for internal communication and chatting;

✓ **Basecamp:** <https://basecamp.com>

Basecamp is a cloud-based online project management tool. It is suited for small projects where communication and collaboration are required. Project manager can use Basecamp to: set up a project in basecamp; track tasks, add team members to the project, manage message board, provide storage for files.

Advantages:

- Simple view and simple usage. Project manager can add team members, can give admin role to any of the team member, create to-do lists, assign a due date and person to the task, can create discussion topics, add content including attachments, manage project calendar, add and store files.
- There is a strong security system, which includes firewalls, daily backups for major systems, data encryption and surveillance.
- Basecamp send email with notifications on what has been added, changed, commented on platform and by whom once a day.

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Disadvantages

- Free version is available to use to 60 days.

Additional recourses/links to free of charge audio, video and text materials:

- Tutorial on Dropbox: <https://www.youtube.com/watch?v=4Nan6Zt6bzw>
- Tutorial on Google Drive 1: <https://www.youtube.com/watch?v=cCZj5ojxRAA>
- Tutorial on Google Drive 2: <https://www.youtube.com/watch?v=82CUzgqUxKU>
- Tutorial on OneDrive 1: <https://www.youtube.com/watch?v=hkf1p1Y6rFQ>
- Tutorial on OneDrive 2: <https://www.youtube.com/watch?v=9w4JeZhnJis>

Debate and discussion:

The sessions end by summarising presented topic, trainer replies to the questions, suggests additional recourses for individual reading. Trainer can finish the sessions by sharing short story, joke or quote.

Annexes:

Annex No. 11 Storage of project files.

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SKILLS FOR
WOMEN IN A
DIGITAL WORLD



Module 2

Planning a Project



10-11 SESSIONS

Defining a Project: Stakeholders Analyses

Duration: 90 min.

Learning outcomes:

- Learners understand the importance of defining a project correctly;
- Understand definition of a project stakeholder;
- Know how to make stakeholder analyses;
- Know how to define strategies to manage stakeholders' needs;
- Know how to use ICT tools for communication and collaboration.

Techniques, instruments, materials needed:

- Stationary: flip chart, pen, A4 paper;
- Internet Connection;
- Free of charge Internet Tools;
- Computers/smart phones/tablets.

Introduction:

At the beginning of the session trainer organizes small educational game for the group to increase the motivation and working mood. *See Annex No. 1 Ice Breaking Educational Games.*

Trainer presents the aim of the sessions. In these two sessions learners will learn who are stakeholders, how to conduct stakeholders analyses and define strategies to manage stakeholders' needs.

In the Module 1 learners spent most of their time to understand key characteristics of the project, its management, how to use different digital tools in the working process as well as chose the ideas for their projects by using simple techniques. Since successful projects require careful up-front planning in the Module 2 learners will be involved in planning of the project in greater depth. Planning is divided in two interrelated parts: defining and planning. In the sessions 10,11,12,13 learners will understand key rules of defining the project. They will learn how to conduct stakeholders' analyses, to prepare a Project Scope of Work Document and SMART objectives for their chosen project/entrepreneurial idea.

Content:

Defining the project

"The first stop on our journey down Project Management Boulevard is also the most important, because it builds the foundation for all other project management activities and sets the stage for our eventual project success (or failure)."⁴

Who is responsible for what? What are the goals of the project? Who has authority to make decisions? What are expected benefits from a project? What is going to be done in the project? Why he/she is affected by the project? These questions should be addressed each time when project begins. If these questions are not addressed at the start of initiative the project will fail. For this

⁴ Greg Horine. Project management. Absolute Beginner's Guide.

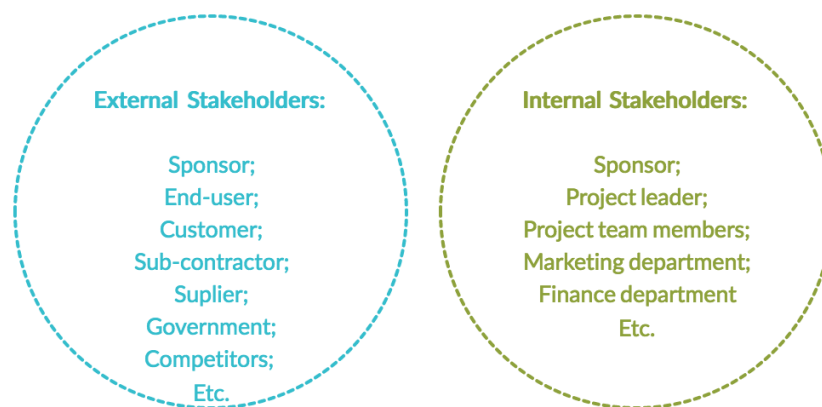
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reason learners should know how properly define a project and get stakeholders agreement on project goals before any detailed project planning begins. Defining a project provides the foundation for the next stage: planning.

Stakeholders are the heart of a successful project

Projects are accomplished by people and working with each other. Project manager's role is bring right people, get them involved and work in the project. Projects might affect a lot of people, groups or organizations. A stakeholder term is used to describe these individuals and institutions. In a large sense, stakeholders are anyone who participate in the project or are impacted by an initiative. Stakeholders can be internal (members of the project management team, sponsor inside the organization, marketing, finance departments inside organization) or external (project owner, project resource owners, customer, performing organization, suppliers, users, government agencies, competitors, decision makers, etc.). They can help with the project, disturb or remain neutral. They can gain or lose as a result of project delivery; they can also see the project as a threat or enhancement to their position. Stakeholders can become active supporters or blockers of the project and its progress.

Picture No. 1. Stakeholders in a project



Why it is important to analyse who these stakeholders are and what roles they play in the project? In the project each stakeholder has a specific interest/expectations and plays a role in order to ensure that their interests are met. Very often stakeholders have power to make decisions, approve the budget, use outputs of the project, maintain support to the project, etc. Satisfying stakeholders from the start to end of the project is a heavy task and this is why it's critical for project managers to know from the start exactly who the stakeholders are, what they want, what power they have and how to communicate with them over the project lifecycle.

How identify who are these people, groups or organizations? This is where to conduct a stakeholder analyses is useful. The following two activities will help learners to map stakeholders for their chosen project ideas, indicate stakeholders' engagement level in the project and define strategies to manage stakeholders' needs.

Activity No. 1. Stakeholder identification for chosen projects.

The key aim of this task is to identify people, groups or organizations that could impact or be impacted by the chosen project idea for each group. Trainer asks each group to think and list all possible stakeholders for their chosen project idea, describe expectations of each stakeholder

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regarding the project, define it's interest and power level. The table below could be used as a template for the task. The table is also attached in the *Annex 13. Defining stakeholders*.

Stakeholder (Those who can help with the project, disturb or remain neutral.)	Expectations (Why are they interested? What are they expecting to gain? What do they need? How will the project affect them?)	Interest level (Very low, Low, Average, High, very high)	Power level (Very low, Low, Average, High, very high)
S1			
S2			
...			

Trainer can write on paper questions that could help to identify stakeholders:

- Who wants you to succeed?
- Who might want you to fail?
- Who will visibly support the project?
- Who will visibly hinder or oppose your project?
- Who will invisibly support the project?
- Who will invisibly hinder or oppose the project?
- Who will benefit from the project?
- Who will lose something because of the project?
- Whose success is impacted by the project?
- Whose success is enhanced by the project?
- Whom can I ignore?

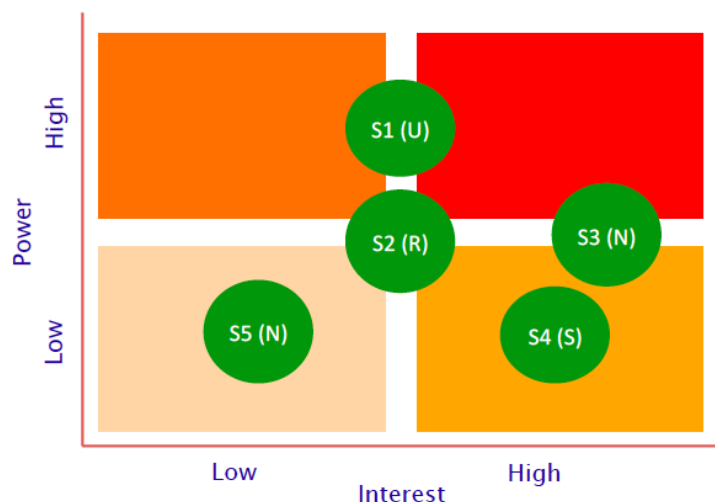
Before starting the second activity trainer organizes a small educational game for the group to relax and prepare for the second activity. *See Annex No. 1 Ice Breaking Educational Games*.

Activity No. 2. Stakeholder matrix analyses. Once learners complete identify the stakeholders the trainer moves to the second activity. With the 2nd activity learners will be able to make a stakeholder matrix analyses. The analyses will help to understand how much power and interest different stakeholders have over the project. It also will help learners quickly identify strategies to how interact with stakeholders effectively. The trainer asks learners to use table with identified stakeholders, their power, and interest in the project from Activity No. 1 and indicate all the information to the table as it is shown in picture No.2. The exercise can be completed by choosing one of below provided online tools to draw the matrix:

<https://www.mybeeye.com/management-tools/stakeholder-analysis>

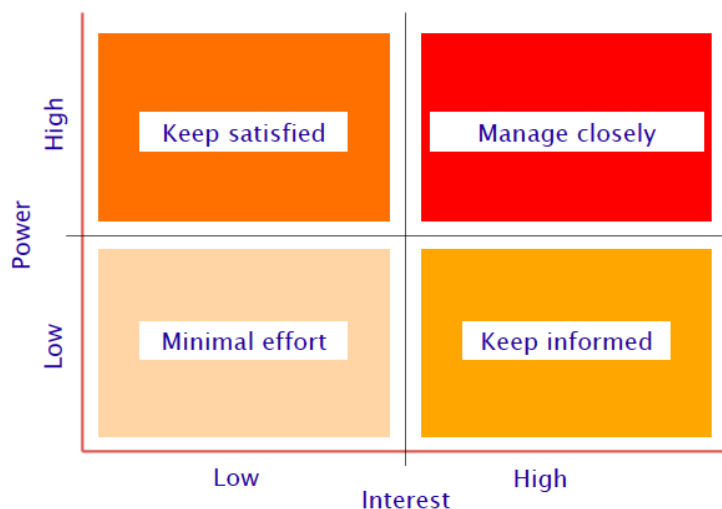
<https://maps.groupmap.com/maps/ycgz2m/participants/sf5ku9>

Picture No. 2. Stakeholders, their power and interest in the project



Once the data is inserted in the table trainer explains what communication strategies can be used for different stakeholders depending on interest and power levels by showing Picture No 3. and presenting concrete strategy samples provided below.

Picture No. 3. Strategies to manage stakeholders



Strategies to manage stakeholders:

- High power & high Interest => Manage closely
These people are known as "natural stakeholders" because of their high levels of power and interest. A full cooperation with these stakeholders is essential in order to get their support all along the project.
Ex: Plan regular meetings with a customer to better identify their needs.
- High power & low interest => Keep informed
These aren't very interested in a project, but their high power level could lead them to take part in this project and even to stop it. Identifying and meeting their specific needs is a good way to increase their interest toward the project as well as to prevent future conflicts.
Ex: Building a dashboard to keep top management informed about the project's progress / Sharing your best practices and lessons learned with your teams.

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- Low power & high interest => Keep satisfied
These people attach great importance toward project success and want to be informed about its progress. At the same time, monitoring these stakeholders can bring many benefits in case one of them increases their power level.
Ex: Sending a monthly newsletter to keep them informed about the progress of your project.
- Low power & low interest => Minimal effort
This last group is composed of people less tied to the project: they don't give much importance to its success and they won't really influence whether goals are reached or not.

Each group reviews stakeholders map and within the group discuss how they will manage identified stakeholders. At the end of the activities learners upload created files on project drive.

ICT Tools:

- ✓ **Beeye:** <https://www.mybeeye.com/home>

Beeye is a project planning and management tool that combines several functionalities of task management. It helps learners to monitor all the tasks and activities to achieve project goals, and it has some specific functions (such as stakeholder analysis). Beeye enables learner to establish tasks that will help to develop the limits of the project: budget needed, manpower, stakeholders, resources and capacities.

In this particular case, it enables the use of the stakeholders analysis matrix, designed to identify project stakeholders, through their interest level and the power level (positive or negative influence on the learner's project).

Advantages:

- Very new and modern tool;
- Easy usage with a simple interface for both the trainer and the learner;
- Lots of available functions (from time sheets to spreadsheets);
- All devices supported;
- Cloud hosted: data is saved online.

Disadvantages:

- It only has a free trial, further on every aspect can be paid or all-in-one program as a whole bought for approximately 40€/month;
- Only in English;
- Templates are not customizable.

Safety and privacy: information stored in cloud, meaning that they are not private or resistant to various hacking schemes or misuse from the organisation itself. To access the template, email is needed, however, no other personal information are required for the trial version. No known privacy and security issues/cases.

✓ **Groupmap:** <https://www.groupmap.com>

Groupmap is an easy-to-use collaborative online software that enables brainstorming. It is ideas management tool, which differentiates it from other tools on the market. It is intended mostly for groups or organisations that want to build maps from scratch and invite collaborators, as it helps the team of learners reach a consensus through different methods – from voting, rating, liking and disliking and sorting.

It enables features that facilitate brainstorming and project management: discussion board and project management tools, it also enables real-time editing. GroupMap affords you the ability to switch between three brainstorming styles: individual, idea suggestion by group members, or collaborative. This allows learners, as the facilitator, to curate and manage individual ideas, show concepts to others to inspire them, and give everyone equal airtime.

Advantages:

- Very flexible templates that can be either started from scratch or built on the pre-existing versions;
- Password protected maps (only invited individuals can edit);
- Transparency: you can turn on the option to anonymously participate – which does not show who came up with which idea;
- Real time decision display (on voting and creating in a map);
- The tool automatically generates summaries of maps and turns them into web, PDF, or Excel reports.

Disadvantages:

- Only free trial version;
- Cannot be used on all platforms unless installed;
- Has less features than other tools for project management (e.g. Beeye) as it does not include document management, tasks management, content or contact management, calendar etc.;
- No editing of previous versions.

Security and privacy: email is needed for registration at the very beginning, also other tools (social media and Google account) can be used to sign in. However, other personal information are not collected and the tool does not have known breaches in the privacy or security field.

Additional resources/links to free of charge audio, video and text materials:

- Groupmap Video tutorial: <https://www.youtube.com/watch?v=JKKR-Qsz2G4>

Debate and discussion:

The sessions end by summarising presented topic, trainer replies to the questions, suggests additional resources for individual reading. Trainer can finish the sessions by sharing short story, joke or quote.

Annexes:

Annex No. 1 Ice Breaking Educational Games

Annex No. 12 Stakeholders are the heart of a successful project

Annex No. 13 Defining stakeholders

12-13 SESSIONS

Defining project: Project Scope of Work Document and SMART objectives

Duration: 90 min.

Learning outcomes:

- Learners are able to prepare a Project Scope of Work Document;
- Learners know how to use SMART Objective(s) technique for their project/entrepreneurial idea;
- The learners are able to identify what kind of digital tools they need to use for their projects.

Techniques, instruments, materials needed:

- Stationary: flip chart, pen, A4 paper;
- Internet Connection;
- Free of charge Internet Tools;
- Computers/smart phones/tablets.

Introduction:

At the beginning of the session trainer organizes a small educational game for the group to increase the motivation and working mood. *See Annex No. 1 Ice Breaking Educational Games.*

At these sessions learners will continue to work on defining of project stage. They will learn how to define SMART objective and will review the must have document for this stage - Project Scope of Work Document.

Content:

Every project is different because it has a unique purpose, different schedules, produces different products or services and involves different people. In every project various stakeholders may have different ideas about given project. This is why, project manager's job is to make sure that every stakeholder – project team, clients, sponsors and management of the organization – clearly understands and agrees on project goals and guidelines of the project. Moreover, that everyone understand and agree upon what a project is supposed to accomplish. For this reason a list of documented and formally signed agreements with parameters and boundaries for the project are needed. If stakeholders cannot come to consensus on the basic characteristics of the project before proceeding there is even less chance they will agree after concrete project works start.

Project Scope of Work Document

Project Scope of Work Document is called in many different names. Some of the most common names are Statement of Work (SOW), Scope Statement Document or Project Definition Document. Project Scope of Work Document is an agreement on the work to be performed on the project and being clear what the project has to achieve.

Project Scope of Work Document includes:

- description of what the project is creating;
- description of product or service;
- definition of the conditions that must be met for the product or service is being created;

- definition of deliverables that must be created along the way.

Once it is written, is then subject to negotiation and modification by the various stakeholders. Whenever it is formally agreed to its content, it becomes official document for the project. That is why at this stage, it is important to be consistent and focus. A 20-page document is not going to be read by people such as sponsors, managers or decision makers. Writing Project Scope of Work Document should follow the principle “less is more”.

There will be people who will say that instead of talking and writing of what needs to be done let’s go and let’s do it. However, when a project manager and team members take time and map out of what needs to be done it is much more likely that all planned things/activities will go smoothly. Moreover, it is much easier and cheaper to change project approach while project is being planned rather than in the middle of doing work.

So, every project needs a big picture from which everybody can see what the project is about and why it is important. If people do not know the purpose behind a project it has no meaning for them. That is why a clearly expressed rationale and purpose of the project needs to be defined in Project Scope of Work Document. Key elements of the document are:

- **Project name** – a project name should be short, catchy, easy to pronounce and memorize. Once it is proposed it is recommended to check a name in a searching engine whether or not there are other projects with the same or similar names. It is also very popular to have an Acronym for the projects. An acronym is an abbreviation of several words formed in such a way that the abbreviation itself forms a pronounceable word. The word may already exist or it can be a new word. For example: Crisis Management in Schools (CMiS), Skills to support Local Economic Development (SKILLED).
- **Problem statement** – Why this project is needed? What problem this project will solve? This section should refer to what business, organizational or any other problem is being solved in few sentences. In general, a problem statement outlines the negative points of the current situation and explains why problem matters.
- **Project goal/aim** – goal or aim is high-level statements, and it can be somewhat vague. For example:

Improve customers satisfaction on services and speed
--

Improve children rights

- **Project objectives** – it is a lower level statement (or few concise bullets) that specifies what the project is trying to achieve. Objectives must define desired benefits, outcomes or performance improvements that it is expected from the project. It should also be specific, tangible, indicate deliverables (product or service) the project will deliver. Deliverable is a widespread term in project management and used to define something that is being created on the way to completing the project. It is a piece of product or service is being created as a result of the project. Deliverables can also be called “outputs”. A deliverable could be a document, a building, a software product or marketing campaign. Including deliverables in the document helps express exactly what it will take to create project’s product or service.
- Setting the goal is not an easy task. Very often SMART technique helps to define and structure objectives. SMART is an acronym that stands for: Specific, Measurable, Achievable,

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Relevant, Time Bound. In the activity No. 1 learners will be practicing to identify their project objective by using SMART technique. The trainer can illustrate to the learners good and wrong samples for the goals by using information from the table.

Wrong objective	SMART objectives
The aim of the project is to improve service that the customer has requested.	Provide high quality customer service resulting in a 90% customer satisfaction rating from external customer on accuracy, timeliness and courtesy measures by 3/1/XX.
I want to run faster.	By 1/1/XX, "I want to start running faster. I currently run a 5K in 26 minutes and I want to get it down to 22 minutes. I will accomplish this by tracking my running times at least 3 times a week.
Open a children playground that community has requested.	By 2/1/20XX, to improve Balsiai children social life by opening a playground which will attract at least 100 children each month.
To increase sales of our product among women.	To increase retail sales of our product by 5 % among 30-40 year old women living in Vilnius city within three months of the beginning of the campaign, and by 10 % after one year.
I want to attain a project manager certificate.	By June 30, 20XX, complete course work and attain a certificate to enhance my skills as an effective project manager as measured by feedback from my trainer and the accomplishment of my performance plan goals.

- **Outcomes** – Outcomes are the changes that happen as results of creating the products or deliverables (or outputs). They might be not seen immediately after the end of the project activity but after some time some change occurs because of the project activity.

Wrong outcome	Correct outcome
Improved service that customer requested.	Improved customer satisfaction by developed new services.
Improved knowledge on human right issues after the workshop completion.	Increased the number of community members who have successfully been able to seek their human rights.
A children playground is opened.	Improved social life of children by having a play-ground built in Balsiai community.

- **Scope statement** – What we are going to accomplish? The scope statement describes the key activities of the project. It should not be as detailed as project plan but it should list major activities. Scope statement also defines the boundaries and limits of the project – what it will do and what will not do.

Sample of scope statement:

The project is responsible for all training development and delivery. Specifically, this project will:

- Provide a statement of training objectives and detailed description of list of training;
- Rent the premises for the training;
- Recruit trainers with subject matter expertise;
- Oversee the schedule of training;
- Oversee the people who will attend the training.

Following activities are beyond the scope of the project:

- Pay for their travel and accommodation expenses;
- Printing training materials.

- **Timescale** – What is the deadline for completion of the project? As every project has a timeline the start and end dates should be indicated in the document. It is also possible to identify any known milestones – key points in time at which something either needs to have finished, or ready to start.
- **Stakeholders** – list the major stakeholders and describe their contribution to the project. Already created Stakeholder analyses document can be used in this part.
- **Risks** – A list of possible risk can be identified. The project manager and team will need to carry out more rigorous risk analyses later. At this stage the risks may be listed as assumptions but as it becomes clear that they present specific threat to the project they become documented risks.
- **Resources** – What financial, human and other recourse are needed for a project? If there is a fixed budget known at this stage it needs to be recorded. More likely, there will only be an indicative budget, which will need to be firmed up and agreed later. There is also useful to identify specific resource requirements such as equipment, facilities or people that may be required during the project.

In different literature more elements are recommended to be included in the Project Scope of Work Document. However, above-listed topics are key issues for defining project stage and should be included in the document.

Activity No. 1. SMART Objective(s). By practicing how to use SMART technique learners will learn to identify clear, meaningful objective(s) for chosen project idea. Trainer should print out *Annex No. 15 SMART Objective(s) Template*. Trainer asks learners to think about their chosen entrepreneurial project idea and discuss the importance of setting objectives in a purposeful way in order to increase chances of project success. Trainer reviews the SMART acronym and asks learners to complete the SMART objective template within their groups. After activity is completed trainer asks learners to share their defined objective and gives a feedback for ways of improving the objective to make it more SMART.

Before starting the second activity trainer organizes a small educational game for the group to relax and prepare for the Activity No. 2. See *Annex No. 1 Ice Breaking Educational Games*.

Activity No. 2 Develop Project Scope of Work Document. Trainer discusses and reviews Project Definition Document Template which is provided in *Annex No. 16 Project Scope of Work Document Template* and by using the template trainer asks learners to create Project Scope of Work

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Document for learners' chosen project idea in groups. After activity is completed trainer asks learners to share filled in Project Scope of Work Document and gives a feedback for ways of improving it.

At the end of the activities learners upload created files on chosen project drive.

ICT Tools:

✓ Microsoft Word

Word is a tool that helps the learner to create a variety of different types of **text documents** that may include pictures, videos, graphics, etc. It allows the learner to electronically type, save (store) and print documents and later, share them. It has a wide range of editing options (e.g. editing text, adding links and images, references, notes, comments), which enables the learner to create a very well organised document.

Advantages:

- Microsoft Word is world's most popular word processing program, as it allows you to create different types of documents
- It is supported on all devices: even Apple (Mac) products can use a special made Microsoft Word version for their devices.
- Easy to understand, the learner can begin typing right away
- Autosave function – you never lose a document
- Enables the learner to turn the document into the PDF
- Due to its popularity it is very easy for the learner to search for more information about the special functions of word ("how to..")

Disadvantages:

- Payable if not pre-installed on the computer
- Interface can be difficult to grasp at the beginning, however, over the learning curve the learner learns to find the tools easily.

Disclaimer about payment: Keep in mind that some computers do not include Microsoft Word. It must be purchased and installed before it can be run on your computer. If you cannot purchase Microsoft Word, you can use a limited version for free at www.office.com.

Additional resources/links to free of charge audio, video and text materials:

- Longer Microsoft Word tutorial: <https://www.youtube.com/watch?v=HC13M8FGINc> (28 minutes)
- Medium long Microsoft Word tutorial: <https://www.youtube.com/watch?v=2bQSJPQhavg> (13 minutes)
- Longer Microsoft Word written tutorials: <https://www.webucator.com/tutorial/introduction-microsoft-word/index.cfm>

Debate and discussion:

The sessions end by summarising presented topic, trainer replies to the questions, suggests additional resources for individual reading. Trainer can finish the sessions by sharing short story, joke or quote.

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Annexes:

Annex No. 1 Ice Breaking Educational Games

Annex No. 14 Project Scope of Work Document

Annex No. 15 SMART Objective(s) Template

Annex No. 16 Project Scope of Work Document Template

14-15 SESSIONS

Planning project: Work Breakdown Structure

Duration: 90 min.

Learning outcomes:

- Learners understand the key principles of effective project planning;
- Learners are able to prepare a Work Breakdown Structure for their project/entrepreneurial idea;
- The learners are able to identify what kind of digital tools they need to use for their projects.

Techniques, instruments, materials needed:

- Stationary: flip chart, pen, A4 paper;
- Internet Connection;
- Free of charge Internet Tools;
- Computers/smart phones/tablets.

Introduction:

At the beginning of the session trainer organizes a small educational game for the group to increase the motivation and working mood. *See Annex No. 1 Ice Breaking Educational Games.*

In defining a project part learners came up to an agreement on what they will do with their project idea. As a result of previous sessions they identified who will be involved in the project through making stakeholder analyses as well as prepared a detailed Project Scope of Work Document and received agreement from stakeholders on the start of the project.

As from this session planning a project part starts. In planning a project part learners will focus on how the work will be done, who will do the work and when. They will be practising and learning how to make key following project plan documents: Work Breakdown Structure, Gantt chart, resource matrix, risk management plan and budget.

In this session learners will learn how to make Work Breakdown Structure (WBS) by using simple tools. It is recommended to spend as much time as possible for making WBS because by spending the time to get detailed strategy the time in execution stage will be saved.

Content:

Planning a project

The journey down Project Management Boulevard continues. Planning stage is one of the most critical stages in the project management process. This is where the roadmap for a project is laid down to establish a pathway toward successful project. Planning involves work tasks, resources, schedule, cost, risks, communication and quality for a project. More time to step-by-step planning builds foundations for the project. It is said that Japanese spend 80% of their time working out what to do, through active planning and experimentation, with 20% spent on implementation. Westerners spend 20% of their time on planning, usually with a small group of people, with 80% spent on implementation. Compared with Japanese model the latter usually takes more time overall, produces a poorer-quality product, with expensive support or add-on costs needed to sort out problems.

The project planning techniques provided in next sessions are the tools that project managers are using to organize information and make better decisions. “Like rudder of a ship, information alone is not enough; but without it, the vessel and the project both recklessly wander out of control”.⁵

Work Breakdown Structure (WBS) in Real World Projects

If a person sits in a car and drives to the town less than 100 km away, it will not take him much of the planning. What he has to do is to have a car, enough fuel and know the road where to go. However, if a person is going to a long trip throughout the Europe to visit different countries he will have to spend more time looking at Google map, searching for the route, looking for a places at booking.com or airbnb.com where to stay, browsing on Internet for a places to visit, eat and relax. By doing this work he will have to break his big trip down into separate parts or maybe plan the trip according number of kilometres to go each day. It doesn't matter which approach is chosen to use the accurate plan of a big thing is to break it down in the smaller pieces.

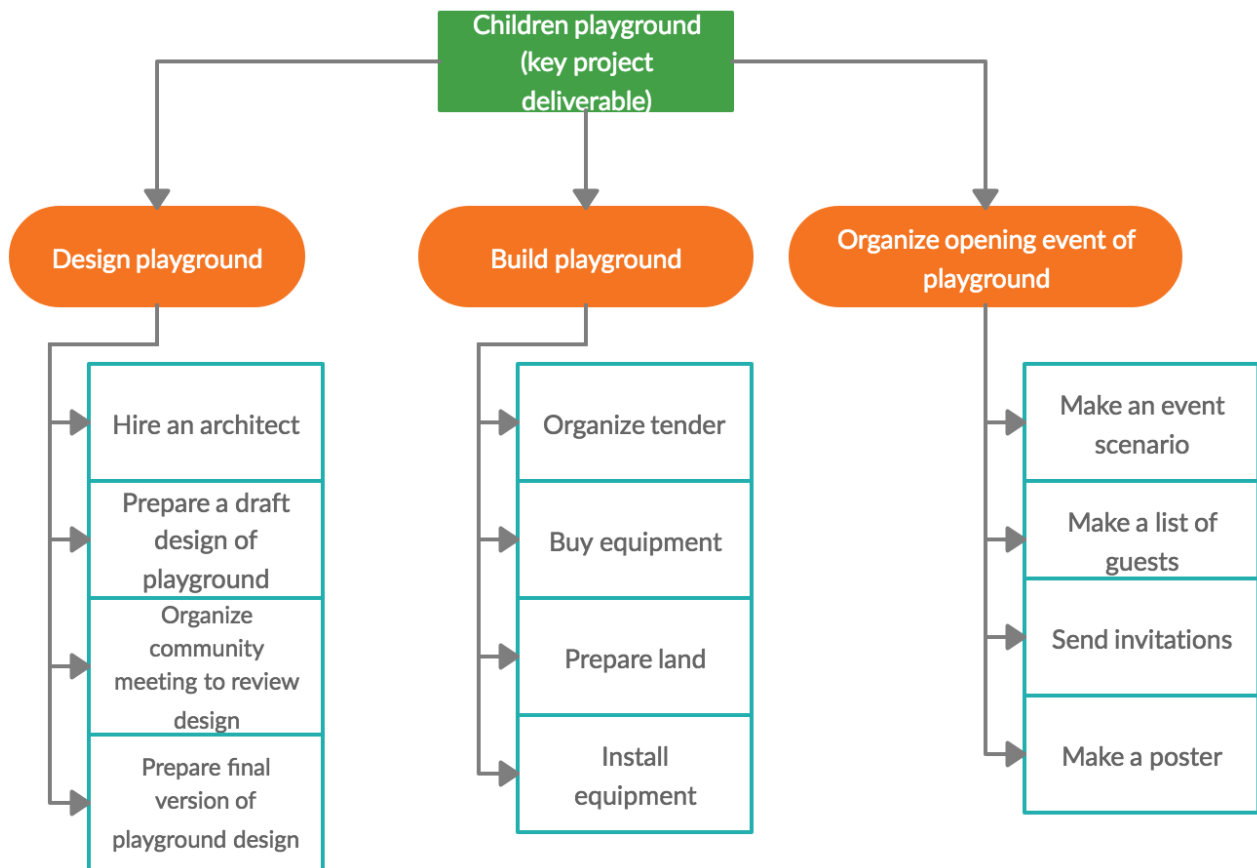
The same thing is for the projects. In order to understand the whole project it is important to break it down to smaller parts. The Work Breakdown Structure (WBS) is one of the most important techniques for breaking down a project into smaller parts called work packages. In simple words WBS shows the work required to complete the project. The WBS is using outputs/deliverables from Project Scope of Work Document and identifies tasks that are foundation for further planning. WBS can be designed either in graphic or outline form.

⁵ EGreg Horine. Project management. Absolute Beginner's Guide.

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Sample of the graphic WBS:

Picture No. 1. Work Breakdown Structure Sample



WBS breaks the entire project into descending levels of all activities/tasks required to create the deliverables that were named in Project Scope of Work Document. Project manager while creating WBS has to involve the whole team in the planning process. The first thing has to be done is to start with project scope and deliverables listed in Project Scope of Work Document. At a very top level of a graphic form is either a project name or the key outcome of the project. Picture No 1. demonstrates that the key outcome of the project is – “Children playground”. The next level represents major deliverables that need to be completed in order to say that children playground was built. In this case deliverables “Design playground”, “Build playground”, “Organize opening event” are those that it is needed to built children playground. Then project manager together with his team looks at each of the deliverable and discuss what it makes true for that particular deliverable to be completed. Let’s say that in order to “Design playground” it is needed to include number of tasks such as “Higher an architect”, “Prepare a draft design of playground” and “Organize community meeting to review design”. Then if needed project team goes lower and discuss what kind of tasks are needed to be performed in order to “Higher an architect”. There always exist a question. How low teams should go with WBS. In this case there are guidelines to consider:

- Use 8/80 rule. It means that lowest level task should not be smaller than 8 labor hours or larger than 80.

It is possible to rearrange them in different ways. For example, it can be listed in outline way as it is shown in picture No 2.

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Picture No 2. Work Packages

I. To install children playground

1. To design playground

- 1.1. Higher an architect
- 1.2. To prepare a draft design of playground
- 1.3. To organize a community meeting to review the design
- 1.4. To prepare final version of the playground design

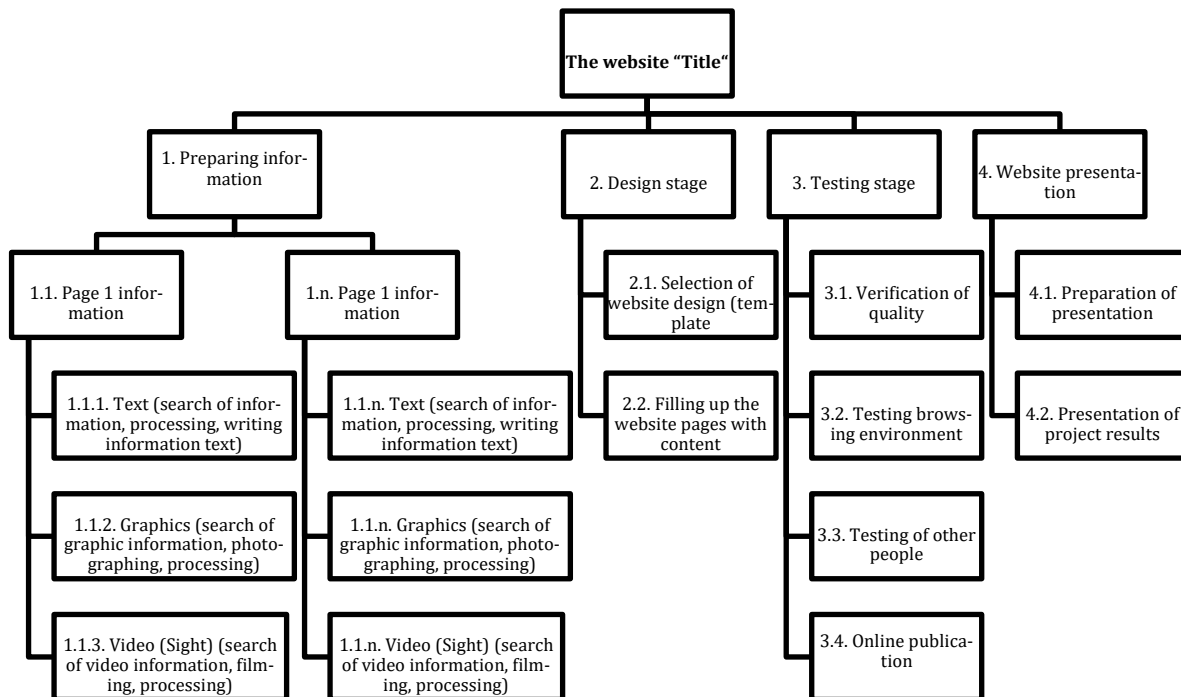
2. To build playground

- 2.1. Organize tender
- 2.2. Buy equipment
- 2.3. Prepare land
- 2.4. Install equipment

3. Organize opening event of playground

- 3.1. Make an event scenario
- 3.2. Make a list of guests
- 3.3. Send invitations
- 3.4. Make a poster

Picture No. 3 Sample of WBS



Activity No. 1 Breaking down the project in WBS. The aim of this activity is to make a WBS of chosen project idea within groups. Trainer asks learners to review the work they already done during drafting Project Scope of Work Document and check once again identified project deliverables. Once it is reviewed trainer presents few templates for WBS and asks learners to choose the one they like. Learners can choose either the Excel template provided in *Annex No. 14. Work Breakdown Structures Template*. Online templates or the online tool (see ICT digital tools section). After choosing a template learners work in groups and make their own project's WBS.

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During this activity trainer can also present some useful recommendations for the following work:

- Do not rush and spend as much time as it is needed on WBS. By spending time to get detailed strategy you can actually save a lot of time during execution stage of the project.
- Each deliverable must be names as an activity/task that includes a verb (improve, design, install, etc.) and noun (deliverable or sub-deliverable).
- The “if it’s useful” rule. If you consider to break tasks down further you should remember:
 - Smaller tasks tend to have less uncertainty, leading to more accurate estimates;
 - Large tasks assigned to many people lose accountability. Breaking down tasks can help to clarify who is responsible for what.

At the end of exercise it is recommended to ask representatives from one or two groups to present WBS to the audience give a feedback/comments. At the end of the activities learners upload files on project drive.

ICT Tools:

- ✓ **Beeye:** <https://www.mybeeye.com/home>

The digital tools used in this session are identical to those used in session Defining a Project: Stakeholders Analyses, Beeye is a project planning and management tool that can be used also for creating a work breakdown structure.

Template: <https://www.mybeeye.com/work-breakdown-structure-template?hsCtaTracking=ba64a3cb-ecd5-4cc3-82bd-94ec6cdb61f5%7Cd0f0440d-cbd9-44db-9e28-ab4154595031>

Additional resources/links to free of charge audio, video and text materials:

- Beeye Step-to-step guide available at: <https://www.mybeeye.com/blog/wbs-template-create-a-work-breakdown-structure-in-excel>

Debate and discussion:

The sessions end by summarising presented topic, trainer replies to the questions, suggests additional resources for individual reading. Trainer can finish the sessions by sharing short story, joke or quote.

Annexes:

Annex No. 1 Ice Breaking Educational Games

Annex No. 17 WBS

Annex No. 18 Work Breakdown Structures Template

16-17 SESSIONS
Planning project: Gantt Chart

Duration: 90 min.

Learning outcomes:

- Learners know how to make Gantt chart;
- Learners know how to use different ICT tools for making Gantt chart for their entrepreneurial project.

Techniques, instruments, materials needed:

- Stationary: flip chart, pen, A4 paper;
- Internet Connection;
- Free of charge Internet Tools;
- Computers/smart phones/tablets.

Introduction:

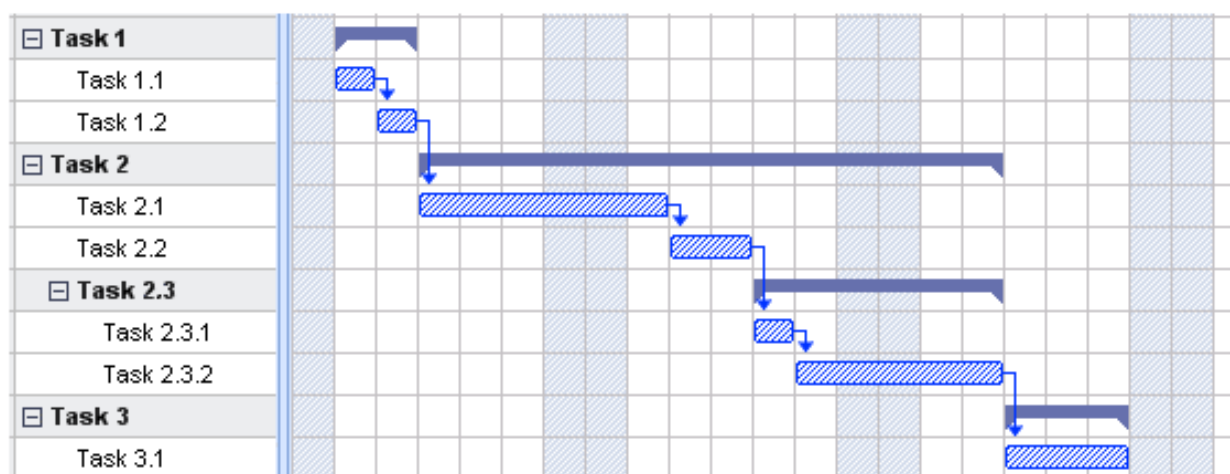
At the beginning of the session trainer organizes a small educational game for the group to increase the motivation and working mood. *See Annex No. 1 Ice Breaking Educational Games.*

The aim of this session is to teach learners to plan a project schedule called Gantt Chart.

Content:

Gantt charts

Gantt chart is named after Henry Gantt who invented it in the 1990s. It has become the most popular method for displaying a project schedule. The project schedule is the tool that merges all the work tasks to be performed, their relationships, their estimated durations and their assigned resources to a calendar. Schedule is detailed plan required for day-to-day management of the project. The great advantage of the Gantt chart is clarity: the horizontal axis shows the schedule and the vertical axis lists the activities/tasks taken from WBS.



Gantt chart is necessary for the project team to become committed to agreements and when they will do the work. It's sort of an agreement between the individual and the entire team, indicating what a particular person will do in a certain time (week, month or year). Gantt chart is a possibility

for individual to see his contribution to the project. At the same time, it develops a responsibility: a person sees his name written to a specific activity and it is not easy to ignore it. The time schedule also provides possibility to follow project implementation process and progress. It is easier to realise how much time it is needed to carry out for any of the work. This plan also shows at what state (stage) the project is now and what it will be in the future.

For example, imagine the builder (especially having little experience) is given the task to build a house within 400 days with no other directions provided. We can guess it is difficult to understand what must be done first and what after, which work takes more time and which less. However, if the builder will receive a plan showing what work, which week must be done, will it be clearer? Who wins from this it is not only the builder (he knows what to do first and after, in what time), but also the customer (he can monitor whether things are going in time).

Good schedule makes the project intelligible, reduces the number of the potential problems and errors and increases the chance of the project results to be achieved. In the Gantt chart a project manager can quickly see places where the projects is a head or behind the schedule. The timetable also indicates the duration of the project, the beginning and the end.

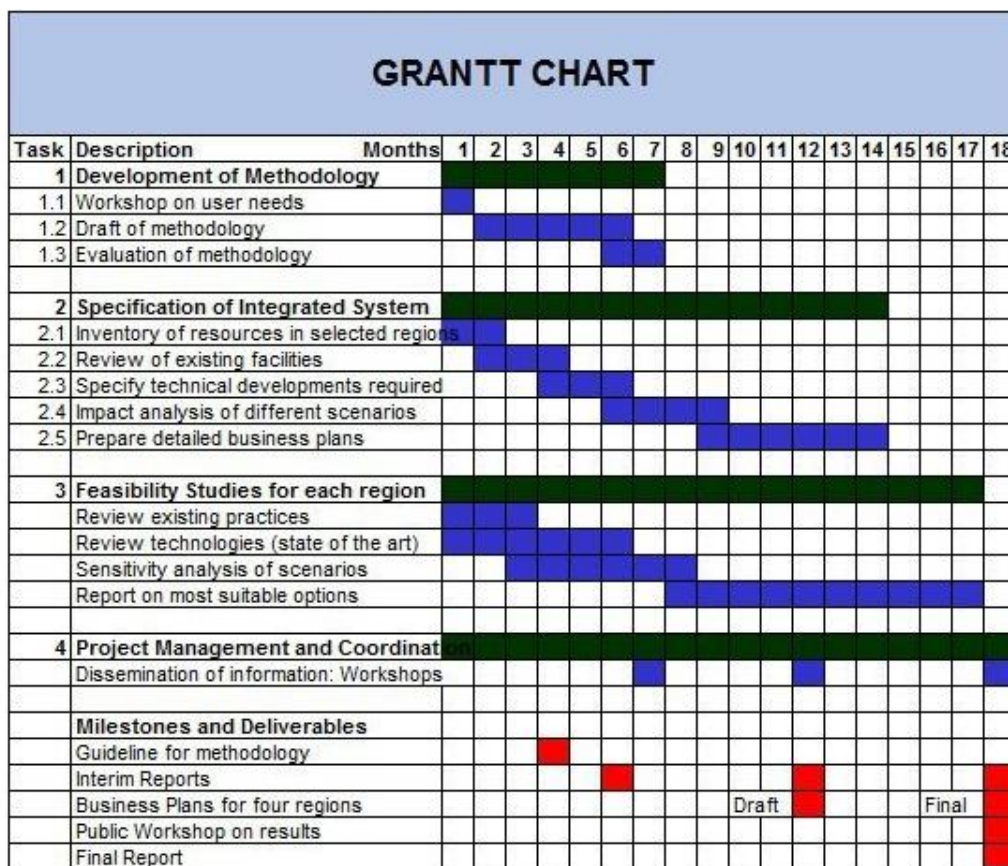
Gantt chart usually includes following information:

1. Activity number;
2. Activity names;
3. Durations;
4. Start and finishing dates;
5. Progress;
6. Responsible person.

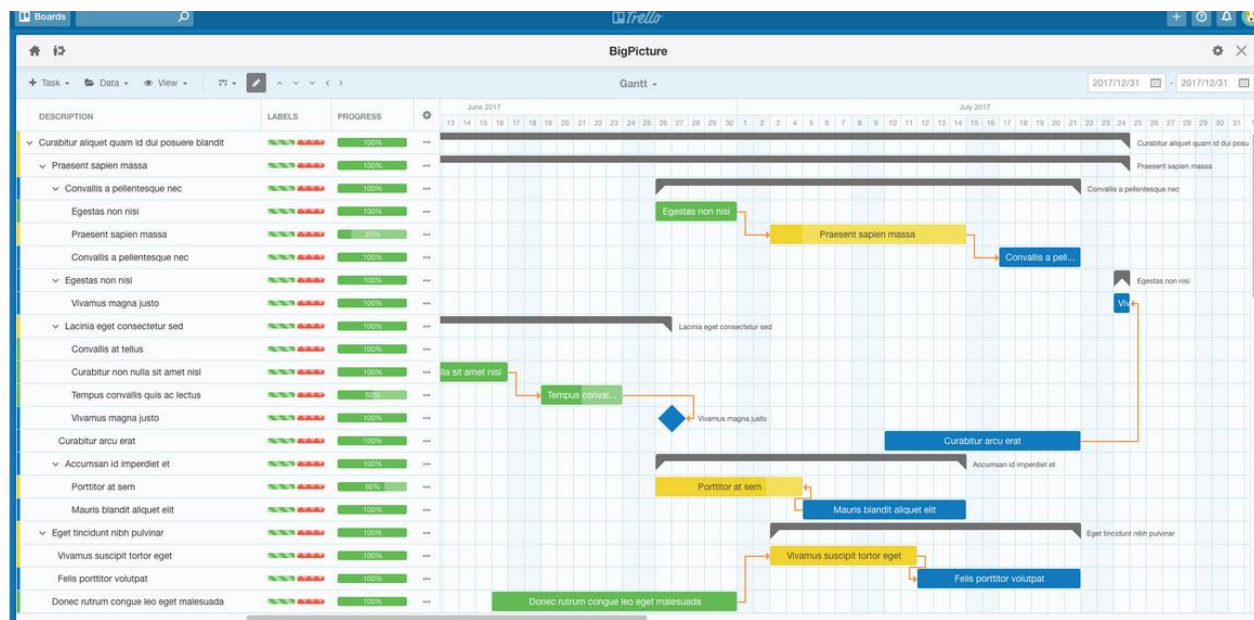
Gantt charts are easy to create using a spreadsheet (Excel) or software. There are lot of software on Internet offering paid or free of charge, simple and sophisticated Gantt chart templates. This program offers easy to use and free of charge software for making project Gantt chart. Pictures below show samples of how Gantt chart looks like made with excel and software applications.

Module 2. Planning a Project

Picture No. 1. Sample of Gantt Chart (Excel)



Picture No. 2. Sample of Gantt Chart (Software)



When preparing the time schedule it is better to be pessimistic than optimistic. The most difficult thing to predict is the time one or another specific activity has to be carried out. The plan development must involve all the team members trying to listen to each team member's comments and proposals, considering them.

When preparing the plan, team should consider what it is needed to implement each work. They have to think if plan and schedule meet the reality (did you take holidays in consideration, etc.). They also have to consider whether the plan is realistic in time perspective. The space for the unexpected situations should be taken into account as well (eg. What will happen if one or the other member of the team leaves, etc.).

Before Activity No. 1 Gantt chart development for chosen projects trainer presents Gantt chart templates to the learners. It is advised to the trainer to show some Gantt Chart samples. Trainer can choose the one he/she prefers from the list of templates provided in ICT tools part.

Activity No.1 Gantt chart development for chosen projects. The aim of the task is for the learners to make Gantt chart for their projects. One way to create a project chart is to use already completed Work Breakdown Structure (WBS). Trainer asks learners to look at WBS document and use identified project activities (work packages) for creating Gantt chart. Then trainer asks learners to choose a Gantt chart template they like. Once WBS are known and template is chosen learners can enter data to the Gantt application that will create the chart for their project. Some tips to be presented to the learners:

- Define the project settings, such as its start date, end date and scheduling mode. The most common scheduling mode is forwards from the project start date.
- Define the project calendar. This sets the number of working days in the week, the number of working hours in the day, and so on.
- Enter or edit task names and durations.
- Make final adjustments to the project plan.
- Once the project has actually started, inspect it at regular intervals to detect potential problems or scheduling conflicts and make any corrections required.

Once activity is finished trainer asks group members present their Gantt charts and gives a feedback. Prepared document is uploaded on drive.

ICT Tools:

Three online tools that allow learner to either online create or download the gantt chart template are presented below. For learners that do not have Microsoft Office access, the easiest way is to use GoodDay, TeamGantt or GanttPRO, as they allow for online editing and online work, while only downloading a gantt chart (with Planio) requires the learner to have Microsoft Office uploaded on their device.

- ✓ **Planio:** <https://plan.io/blog/gantt-chart-excel-template>

With this simple template you will be able to download a pre-created gantt chart for Microsoft Excel. The template will provide for all the features of the gantt chart (tasks, subtasks, project deadlines and milestones and progress bar). It will be however, necessary to manage manually – it only provides for an overview of the project and is a tool for project planning and monitoring.

Advantages:

- Simple to use;
- No need for online access for using it;
- No registration;
- Automatic download.

Disadvantages:

- Need to have Microsoft Excel licence (usually already on computers or other devices).

✓ **GoodDay:** <https://www.goodday.work>

GoodDay is a web software (app) that allows learner to make a gantt chart, but also connect it to his/her business goals and track progress towards achievements. It provides with several templates of gantt charts, depending on what is the learner needs in the project management field. On the board learner can insert tasks that transfer into the gantt chart, calendar, workload, backlog and 'what's done' categories.

The whole list of features: <https://www.goodday.work/features>.

Advantages:

- Selected as the best gantt chart tool online in 2019;
- It is not just a gantt chart but it provides a set of options surrounding the chart that enables learners smooth work (prioritization, notifications, adding documents, tasks checklist, etc.);
- It allows for tagging tasks – hence you are able to search for specific categories very quickly, which is a unique feature;
- It enables several views: gantt chart, 'what is done', 'over due tasks', project portfolio, tasks by team user, tasks by priority and activity stream (all the changes made);
- It is cloud-based, so it keeps all your charts saved, but you can also export them in PDF, CSV format.
- Easy interface that is extremely intuitive and colorful;
- It is integrated with Google Drive, Dropbox, Google Calendar, G-Suite, Slack, Gmail, Email;
- Enables email, desktop or mobile notifications.
- Autosave, so your data is never lost;
- The free version is free forever (not a trial) and it can support 1-15 users, although it does not offer all the possible features.

Disadvantages:

- It does not allow for the export to Excel or several other formats (HTML etc.), and only allows for the import from CSV file format, but not Excel
- Mobile version is not as useful as the computer version
- Requires a lot of personal information with the registration process (e.g. telephone number)
- Some aspects of the tool are complicated to use – searching for tasks is criticised in the online reviews of the tool
- No possibility to assign one task to several people

✓ **TeamGantt:** <https://www.teamgantt.com/signup>

TeamGantt is actually a web application, not only a downloadable template. It allows learner to insert chart milestones (task/milestone/group of tasks) to gantt chart and later export it. But it is also more than this: if learner uses the gantt chart, the app will automatically put his tasks into a calendar, together with the prescribed due dates, as well as enables learner to invite team into working with both the chart and the calendar. It also has a place for discussion among the team,

surrounding a specific task in the chart; as well as several filters that learner can use (filtering out of the chart people or tasks or milestones) for a better overview. TeamGantt requires a sign up to the free account.

Advantages:

- It is not only a Gantt chart but a project management tool that enables filtering out, discussion, automatic transfer of projects due to calendar and work in teams. There are several additional useful features: you can check previous versions of the gantt chart or a to-do list that makes you see your complete updates, new tasks (that you can assign to somebody else as well), tasks reschedules etc. It also allows for the upload of other documents;
- Easy registration process;
- You can work online and then export the chart, which can make you avoid the mistakes in excel that can break down the functioning of the chart itself;
- Chat help that works very well;
- It is cloud-based, so it keeps all your charts saved, but you can also export them in PDF, PNG, XLSX and XML format.

Disadvantages:

- The web-app is not that easy to use, as it has a lot of functions;
- Lots of pop-ups offering your additional tips.

✓ **GanttPRO:** <https://ganttpro.com>

GanttPRO requires registration and it provides for free trial where you can learn to use the Gantt chart, but it also provides for an online project management solution based on it, similar to TeamGantt, but with more options for work: <https://ganttpro.com/why-us-ganttpro/#/signup>

It offers an interactive online Gantt Chart software where you can both plan and monitor multiple processes at once. As other templates, it enables the learner to split the project into groups of tasks, subtasks and milestones, together with setting up the due dates, durations and dependencies with other tasks on the chart. It allows for collaboration as you can select your team members and add them to the project.

Advantages:

- It is not only a Gantt chart, but it enables several other features surrounding the gantt chart and providing automatization (schedule tasks and remind you of deadlines, set roles for your team members, which tasks them automatically for some tasks, adding attachments and other files to the gantt chart). Anyone from a project team can leave comments on tasks, attach files to tasks and get real-time notifications about actions other team members are taking. It also accounts for national holidays and workdays-weekdays ratio;
- Resourcing: learners can add resources to the gantt chart and connect them to specific tasks on the timeline (for example, cost/hour or the time spent on a task), which will automatically calculate the resources (project costs) that somebody will spend on the task, enabling learners to see if a project will be too extensive or expensive;
- It allows for a very easy prioritization of tasks (highest-lowest) with a click, enables you to see the status of the task and the assigned role (who is responsible for the task);
- It allows learner to drag the chart bar, instead of only putting in dates to the excel (drag and drop function);

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- Drag and drop works also for tasks – learner does not have to copy-paste;
- Learner can share it externally (it has an online view-only option, where the user cannot edit);
- It is cloud-based, so it keeps all your charts saved, but you can also export them in PDF, PNG, XLSX and XML format;
- Learner can import charts from Microsoft Project and Excel (it is compatible);
- Both online and email help;
- Very intuitive and well-designed.

Disadvantages:

- As it offers a really diverse set of function for project management surrounding the gantt chart (automatization), it becomes more complicated to use;
- Long loading times – slow tool;
- With free registration learners receive a watermark on each export (not very visible);
- Requires a lot of personal information with the registration process.

Additional /links to free of charge audio, video and text materials:

- Planio tutorial: <https://plan.io/blog/gantt-chart-excel-template/>
- GoodDay tutorial: <https://www.youtube.com/watch?v=Y5qSGw2PFgg>
- TeamGantt tutorial: https://www.youtube.com/watch?v=9HtdWMzcU-M&feature=emb_title
- TeamGantt tutorial (managing workloads, selecting tasks colours etc.): <https://support.teamgantt.com/videos/>
- GantPRO tutorial: <https://www.youtube.com/watch?v=2iaATkWEY9w>

Debate and discussion:

The sessions end by summarising presented topic, trainer replies to the questions, suggests additional resources for individual reading. Trainer can finish the sessions by sharing short story, joke or quote.

Annexes:

Annex No. 1 Ice Breaking Educational Games

Annex No. 19 Gantt Chart

18-19 SESSIONS
Project Planning: Resources

Duration: 90 min.

Learning outcomes:

- Learners learn how to develop and cultivate self-awareness and increase self-advocacy;
- Learners understand how to stay focused in order to achieve personal or group aims;
- Learners learn how to identify necessary resources (material, non-material, digital etc.).

Techniques, instruments, materials needed:

- Stationary: flip chart, pen, A4 paper;
- Internet Connection;
- Free of charge Internet Tools;
- Computers/smart phones/tablets.

Introduction:

Up to now learners became familiar to project planning and understood the importance to break a project to smaller parts (WBS) as well as how make a duration estimate using a simple Gantt Chart. They also became familiar to SMART objectives In these sessions they will learn how to define resources for each activity. This includes they learn to trust their own ability to generate value for others, how to compensate for their weaknesses by teaming up with others and by further developing their strengths and that they can make the most of their strengths and weaknesses (based on EntreComp Overview).

Content:

SWOT Analyses

First, a 'possible selves' approach is going be used in order to facilitate learners to express themselves as to how they see themselves in the future in order to learn how to develop and cultivate self-awareness and increase self-advocacy 'Possible selves' include cognitive and emotional aspects of what we want to become, what we can become, and what we want to avoid ("Possible selves" by Markus, Hazel, Nurius, Paula, American Psychologist, Vol 41(9), Sep 1986, 954-969 Brown et al., 2003; Markus & Nurius, 1986). Following learners will become familiar with SWOT Analysis. **SWOT Analysis** is a powerful tool for used in the strategic planning for organization, personal development, project management and in other cases. SWOT stands for **S**trengths - advantages, **W**eaknesses - disadvantages, **O**pportunities, **T**hreats. Strengths and Weaknesses are **internal factors** of the individual/group/company etc (resources, competences, competitive advantage etc) whereas Opportunities and Threats are the **external factors** of the individual/group/company etc affected by the external environment (political, economic, social, technological). In terms of the projects SWOT analyses is an effective framework for analysing Strength, Weaknesses, Opportunities and Threats of a project planning and implementation. SWOT analyse helps to see and identify if the right things are done to meet project objectives.

Activity No. 1. SWOT analyses. Trainer invites learners to make a SWOT analyses for their planned projects and at the same time identify necessary resources (material, non-material, digital etc.)

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learners will need for their projects. The trainer shows online template and explains how to perform an exercise by using a table provided below. Strengths would define any internal assets (like expertise, motivation, technology, finance, etc.) that will help team to meet project objectives and fight against threats. Weaknesses describe internal problems of the team (like lack of motivation, lack of competences to implement the project, lack of resources to meet project objectives). Opportunities describe any external circumstances that favor the demand for the project objectives. For example, changes in social patterns, lifestyle will favor project implementation, changes in government policies, changes in market will favor product which is created in the project, etc. Threats define also any external circumstances that will unfavorably influence demand for the project results. After activity is completed groups shortly present their SWOT analyses and trainer gives feedback.

		Key Questions:
Internal	Strengths	What are our project advantages? What do we do well? What are our resources that we need for the project? Are there any internal assets of our team (know-how, motivation, technology, finance, business links) which will help us to reach project goals?
	Weaknesses	What could be improved in the project? What is done badly? Are there any internal problems hindering the project in meeting demands?
External	Opportunities	Do we expect to see demand of our project idea in the near future? Are any external circumstances or trends that favors project?
	Threats	What changes could negatively affect our project results? What are the external obstacles that could unfavourable influence project implementation?

Resource planning for the project

Resources are people, equipment, materials, place, knowledge or anything else that project team needs in order to complete all planned activities for the project and reach its goal. Once project teams have completed their WBS, they can look at each activity/task and determine who or what is needed to make that work a reality. It is also important to ask what resources are already available for the teams and what resources need to be obtained.

Activity No. 2. Trainer invites learners to estimate resources each team needs for their projects. There are many templates for resource planning available on Internet. Trainer can suggest filling in simple template provided in *Annex No. 20 Resource planning template*. At the end of exercise trainer gives a short feedback. Learners save their recourse plans on chosen project management platform.

ICT Tools:

There is a wide range of free online tools that allow learner to either online create or download the SWOT Analysis Tool template. Three of them are presented below:

- ✓ **Swotanalysis:** <https://www.swotanalysis.com>

Easy to use, free for unlimited projects, post up to 25 items per project, export capabilities. Allows inviting others to collaborate on each SWOT and use the stars to rank items to the top.

- ✓ **Visual-paradigm online:** <https://online.visual-paradigm.com/diagrams/features/swot-analysis-tool>

Easy to use, offers templates the option to build from scratch or start from a template (including personal SWOT). Keeps personal and team's projects and diagrams in Visual-paradigm's cloud workspace.

- ✓ **Mindtools:** <https://www.mindtools.com>

Easy to use, offers worksheet templates with questions for personal and project/business SWOT Analysis. Restriction up to 3 free articles, limited templates.

Additional resources/links to free of charge audio, video and text materials:

- More information about SWOT analyses https://www.youtube.com/watch?time_continue=33&v=JXXHqM6RzZQ&feature=emb_logo

Debate and discussion:

The sessions end by summarising presented topic, trainer replies to the questions, suggests additional resources for individual reading. Trainer can finish the sessions by sharing short story, joke or quote.

Annexes:

Annex No. 1 Ice Breaking Educational Games

Annex No. 20 Resource planning template

20 SESSION

Project Planning Process: Budget

Duration: 45 min.

Learning outcomes:

- Learners understand the process of managing project costs;
- Learners know simple techniques how to make a project budget.

Techniques, instruments, materials needed:

- Stationary: flip chart, pen, A4 paper;
- Internet Connection;
- Free of charge Internet Tools;
- Computers/smart phones/tablets.

Introduction:

So far learners have decomposed work packages in WBS to the activity level, have identified a duration estimate for each activity in Gantt Chart and defined the resources they need for each activity. Now they can start creating a budget that represents the scope of their project. In this session learners will learn simple techniques how to make a project budget.

Content:

Project budget

Very often people ask what are criteria for a successful project? In this program definition of a successful project is one that meets four success criteria: *project's scope* is delivered on *time*, it is delivered within *budget* and it meets the *quality expectations* of the stakeholders.

Since the budget is important success criteria for the project this session explains what is a project budget, it's importance and key recommendations how to design it correctly. People might disagree and say that making a budget is an accountant or finance manager responsibility. But this is not a very correct statement. It is not needed to be a financial wizard. It is important to understand budgeting process and some techniques for creating a budget. So, since project manager and his team have been involved in the project planning stage they are very well aware about project scope, planned activities. By knowing basic things about budgeting they can create project budget themselves and respond to the question how much the project is going to cost.

What is a project budget? A project budget is the total amount of money allocated for the particular purpose of the project for a specific period of time. The goal of the budget is to estimate expenses for completion of project activities. The budget is formally authorized document by the stakeholders or decision makers.

At the project defining stage estimated budget is not that accurate. When starting a project it is difficult to know how much it will cost. That is why it is often provides very rough calculations of how much expenses might be needed. And once a project is approved, project manager together with his team estimates more detailed and accurate costs. It is important to remember that estimating will never be a science that produces 100 % accurate results. But it helps project manager to compare actual project costs with estimated costs against the budget. Moreover, detailed cost

estimate helps everyone from project manager to customer agree and to stay within planned budget.

A process of managing project costs looks like in Picture No. 1. The following chapter explains each step of the process in details.

Picture No. 1 A process of managing project costs



Creating a project budget: what the learners need to know?

If learners make a budget for a first time it can be challenging task. However, once learner creates first budget, he/she will have an approach to use and it will become easier for future projects.

In this program bottom-up budgeting approach is suggested to use for the learners. The bottom-up budgeting starts with the smallest components or lower level project activities/tasks to create a budget for the whole project. In project management world the project scope of work is broken into Work Breakdown Structure, which involves number of work packages. Those work packages are broken down into tasks or activities. So, to begin the bottom up budgeting process, project manager must look at the WBS and identified activities or tasks for each work package and use it to determine costs to each step. This means that the expenses are related with project tasks/activities listed in WBS. Then by looking at each activity/task identify parameters (human and other resources) are needed to implement the activity and estimate costs.

The advantage of the bottom-up budgeting is its accuracy. A disadvantage – is the difficulty in getting a full list of tasks and activities needed to complete the project.

There are two types of costs that project manager should know when he/she creates a budget: direct and indirect costs.

Direct costs mean everything that is directly necessary for the project that is being implemented. Direct costs include: personnel and non-personnel expenses. Personnel are people (labor or consultancy fees) working on the project and non-personnel costs include all the things that are necessary in order to do the project (for example, equipment, materials, fees, training, travel, facilities). These costs are charged on an item-by-item basis.

Indirect costs are those costs not readily identified with specific project but incurred for the joint benefit of both project and other activities. Indirect costs include expense which are frequently referred to as overhead costs (rent/utilities, telephone/Internet, office supplies).

Once all the expenses related with project tasks/activities are listed the budgeting tool should be chosen. The budgeting tools may be simple spreadsheets or complex budget estimating tools. It is recommended to use spreadsheets software – Microsoft Excels for making project budget. It is easy tool to capture all project costs. It is flexible and can be used to track project costs during execution. The budget can fit the kind of WBS. One sheet can be allocated to each main project work package. Every row on the spreadsheet can be allocated to one task so that adding the costs along each row gives a task cost estimate.

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Picture No. 2. Budget template

Project budget	Labor		Materials		Travel	Equip-ment	Facili-ties	Total Budget (Eur)
	Hou rs	Eur/Ho urs	Units	Eur/Uni ts				
1. Work package								510
1.1.Task/Activity	7	20	5	10		50	50	290
1.2.Task/Activity	8	15						120
1.2.1.Sub-task							100	100
1.2.2.Sub-task						
2. Work package								
2.1....							
2.2....							
3.Unexpected costs								300
4.Indirect costs								200
4.1....								100
4.2....								100
Total								1010

Let's analyse project budget template (Picture No. 2). The table includes all work packages broken down to tasks or activities on the left. Sometimes each task or activity can be broken into sub-tasks or sub-activities. It depends how detailed and how low project WBS is designed. After all work packages are listed cost estimates are being calculated. Cost parameters depend on what expenditures will be needed to implement each task or activity. Labor is measured in how many hours it is needed to complete the task and how much it is paid per hour. The concrete task may have some material costs and it is measured in units and price inserted. There might be other costs like travel, equipment or facilities. Then at the task level budgeted amount is calculated. The same principle is applied to other tasks or subtasks. If learner travels along a way it is ultimately known how much identified work package would need expenses. At the end you sum up all work packages and get the total budgeted amount for the project.

Activity No.1 Budget plan. Trainer asks learners to make a budget for their projects by using a template provided in *Annex No. 22 Project Budget Template*.

ICT Tools:

Microsoft Excel

Excel is a program that enables the user creating and editing spreadsheets, which include also automatic calculations, pivot tables, as well as various graphing tools. Some common usages of Excel software are a creation of a monthly budget, tracking business expenses and organizing a large amounts of data.

An Excel spreadsheet consists of cells that together form columns and rows. Each cell, column or row can be modified in many different ways and used for basic and complex mathematic operations and functions. Excel offers features like Power View (a data visualization technology that brings your data to life by creating interactive charts, graphs, maps, and other visuals). It was built for massive amounts of data and remains fast no matter how much data is added. Furthermore, Excel provides lots of customization options, which can also increase learners productivity by automating repetitive tasks like certain calculations.

Advantages:

- The most advanced functionality on the market;
- Unlimited storage;
- Responsive and fast;
- The most options for data visualisation and the most customizable of spreadsheet programs;
- No need to have access to the internet.

Disadvantages:

- Not free, comes with Microsoft Office, which is comparatively expensive;
- Steep learning curve, not that easy to use;
- No clean revision history, different versions make collaboration difficult;
- Cannot access sheets from computers other than your own.

✓ Google Sheets

Google Sheets is a free online spreadsheet web application that includes a lot of capabilities of a traditional spreadsheet program such as Microsoft Excel, but offers a benefits of simplicity and cloud storage, which means that users' documents are saved automatically, and may be retrieved by the user at any point. As it is simpler than other programs, it makes user on boarding – learning to use it – easy. It is also very user intuitive, as other Google products.

Google Sheets allow multiple users to edit the sheet at once online, which represent a comparative advantage to other programs. Multiple people can be working on the same spreadsheet at once without any lagging or confusion. You can even access the spreadsheet from your account on multiple devices at the same time without disruption. In addition, you can live chat users currently working on the spreadsheet with you, making communication much more efficient than a string of emails.

Google Sheets is integrated with other Google applications, meaning you can use the benefits of apps like Google Translate or Google finance within the Google Sheets by simple commands (e. g. googletranslate).

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Google Sheets benefits those that have modest spreadsheet requirements and those that need to more effectively collaborate on their spreadsheets without the expense of paying for e. g. Microsoft Excel. It is useful for the learner that does not require large amounts of data.

Advantages:

- Free and accessible online with Google account;
- Easier to use with a less steep learning curve, extremely intuitive in comparison to other programs;
- Tight integrations with Google, enabling customization, if the user is using Google's other products (search engine, Gmail, Slides etc) a lot;
- Built-in revision history, which allows the user to track progress;
- Collaboration: multiple users can work on it, it is easy to share the link to it and offers a real-time chat window with other collaborators;
- Always accessible on all devices through online or offline Google Drive;
- Better visibility and 'clean look' than other softwares;
- Multiple add-ons that are developed within Google or by external programmers, meaning that if you lack something in the most basic version of Google Sheets, you can download an add-on to solve your problem;
- Storage is limited and after the limitation with free Google Sheets is used (15 GB), the user can pay for increase (2€/month for 100 GB).

Disadvantages:

- Accessible with Gmail account;
- Slows down as the size of data inserted increases;
- Limited data visualization options in comparison to Microsoft Excel;
- Limited formulas and functions in comparison to Microsoft Excel.

Additional resources/links to free of charge audio, video and text materials:

- Download example spreadsheet that illustrates some of the capabilities of Excel, formulas and functions and allows you to experiment: <https://www.computerhope.com/jargon/e/example.xls>
- Excel Video tutorial: <https://www.youtube.com/watch?v=rwbho0CgEAE>
- Written tutorial explaining basic options, with in detail explanation of each after clicking on its name: <https://www.excel-easy.com/>
- Google Sheets video tutorial: <https://www.youtube.com/watch?v=FlkZ1sPmKNw>
- Google Sheets longer tutorial: <https://www.youtube.com/watch?v=zs3ku4uVoho>
- Google Sheets written step-by-step tutorial: <https://zapier.com/learn/google-sheets/google-sheets-tutorial/>

Debate and discussion:

The sessions end by summarising presented topic, trainer replies to the questions, suggests additional resources for individual reading. Trainer can finish the sessions by sharing short story, joke or quote.

Module 2. Planning a Project

Annexes:

Annex No. 1 Ice Breaking Educational Games

Annex No. 21 Project Budget

Annex No. 22 Project Budget Template

wom@n

**ENTREPRENEURIAL
SKILLS FOR
WOMEN IN A
DIGITAL WORLD**



Module 3

Presenting and closing a Project



21 SESSION

Copyrights and Creative Commons licenses

Duration: 45 min.

Learning outcomes:

- Learners will understand the principles of copyrights and Creative Commons licenses for using, modifying and sharing digital content.

Techniques, instruments, materials needed:

- Stationary: flip chart, pen, A4 paper;
- Internet Connection;
- Free of charge Internet Tools;
- Computers/smart phones/tablets.

Introduction:

This session intends to present to the learner in a very conventional way the basics of copyrights and licenses needed to operate smoothly in the digital world.

At the beginning of the session trainer organizes small educational game for the group to increase the motivation and working mood. *See Annex No. 1 Ice Breaking Educational Games.*

Content:⁶:

Copyrights

Trainer can use prepared presentation attached in *Annex No. 23. Copyrights and Creative Commons licenses*. Trainer starts the session by showing a following movie and presenting some interesting facts from the part "Did you know that".

https://www.youtube.com/watch?v=InzDjH1-9Ns&feature=emb_title

Did you know that:

- The copyright notice is not necessary to protect your creative work?
- Publishing pictures to which you do not own copyright or license can be an infringement of law?

The Walt Disney company still holds copyright of the cartoon character Mickey Mouse even though it was created in 1928.

After watching a video and introduction to the topic trainer can organize a small discussion with the learners asking if they have ever heard about the topic, what exactly do they know about copyrights, licenses, their usage, etc.

Copyright is a form of intellectual property. Copyright is a legal right that grants the creator of original work exclusive rights for its use and distribution. This is usually only for a limited time. The exclusive rights are not absolute but limited by limitations and exceptions to copyright law,

⁶*This session is based on the blended learning training "Getting Digitally Smart" by Erasmus+ Project "[Digital Skills 4 You\(th\)](#)" under CC BY SA-4.0.*

Module 3. Presenting and closing a Project

including fair use. A major limitation on copyright is that copyright protects only the original expression of ideas, and not the underlying ideas themselves.

Even though you have access to pictures, music, and videos on the internet, you cannot use it freely as you wish. The person who owns the copyright to work, such as song lyrics, photo, drawing, etc., is the only person who can copy that work or give permission to someone else to copy it. Every creative work is protected by copyright and if you want to use it, you should make sure that you are doing it according to law.

There is no need to register such an original work in order for it to be “copyrighted”. As soon as individual creates an original piece of art, for example, they have an automatic copyright on the resulting work.

The works are often accompanied by the symbol of copyright © (letter C in a circle). This symbol, however, is not required to be displayed in order for copyright to be valid. The © had its legal meaning in the past. It has only informative character nowadays. Copyright applies automatically when the work is created.

Current author law (CZ) allows downloading basically everything for own use only. (This does not apply to software!) However, you must not share them in any way prior to the informed consent of the author.

Copyright laws usually protect following works. The duration of protection and specifics, however, differ country to country:

- Dramatic works and music
- Pantomimes and choreographic works
- Photographs, graphics, paintings and sculptural works
- Music and lyrics
- Motion pictures and other audiovisual works
- Audio recordings
- Architectural works
- Video games and computer software
- Literary works

Questions to be addressed:

- How is this managed in your country?
- Which works are not protected by copyrights in your country?

Creative Commons licenses

Protection of copyright on the Internet is particularly tricky because you often have to deal with transnational content and different jurisdiction. Finding author of the creative work can be also very difficult. One of the answers how to make the copyright jungle easier to navigate is the Creative Commons (usually referred as CC) initiative. It is a tool bridging copyright protection with open access and sharing. CC came up with a simple set of licenses that helps creators choose a set of conditions they wish to apply to their work. At the same time, the users can easily identify how they can use such a work.

The CC licensing conditions are graphically represented by pictograms. The CC also implement machine readable formats so that these are easy to process by search engines and various specialized web services.

Module 3. Presenting and closing a Project

CC is popular by educational communities and we therefore suggest you familiarize with them carefully.

Let's have a look at basic four types of licenses that were created in Creative Commons (www.creativecommons.org). They are for both, authors of works as well as for their potential users. The description below shows the perspective of the author who wants to decide what can be done with his/her work.

Notice the pictogram and the two-letter abbreviation at each license.



Attribution (BY)

All CC licenses require that others who use your work in any way must give you credit the way you request, but not in a way that suggests you endorse them or their use. If they want to use your work without giving you credit or for endorsement purposes, they must get your permission first.



ShareAlike (SA)

You let others copy, distribute, display, perform, and modify your work, as long as they distribute any modified work on the same terms. If they want to distribute modified works under other terms, they must get your permission first.



NonCommercial (NC)

You let others copy, distribute, display, perform, and (unless you have chosen NoDerivatives) modify and use your work for any purpose other than commercially unless they get your permission first.



NoDerivatives (ND)

You let others copy, distribute, display and perform only original copies of your work. If they want to modify your work, they must get your permission first.

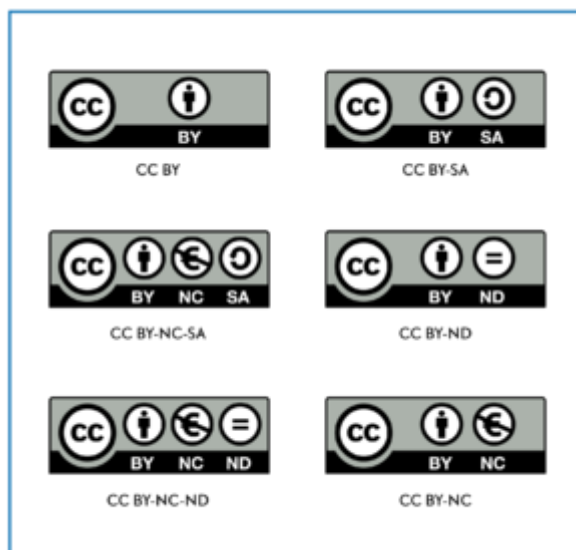
How to attribute a CC licensed work? Title, Author, License

A good rule of thumb is to recall the acronym TAL, which stands for Title, Author, and License.

- Title – What is the name of the material? Provide the title of the work you are adopting. Be sure to hyperlink the title to the original sources. If a hyperlink is not available, describe where you got the work.
- Author – Who owns the material? Name the author or authors of the material in question. Sometimes, the licensor may want you to give credit to some other entity, like a company or pseudonym. In those cases, please just do what they request. Also, if the author has a webpage, please link to the author's page.
- License – How can I use it? Provide the exact name of the Creative Commons license under which the work was released, and hyperlink the license name to the license deed page. You can use the acronyms instead of full name of the license.

Module 3. Presenting and closing a Project

You are obviously using the material for free thanks to the CC license, so make note of it. Don't just say the material is Creative Commons, because that says nothing about how the material can actually be used. Remember that there are six different CC licenses:



Trainer briefly explains what each license means. Explanations for each license is provided in this link: <https://creativecommons.org/use-remix/cc-licenses/>

Here is an example of an attribution of a CC-licensed image:



“E4W” by “Association Rural Internet Access Points” is licensed under [CC By-ND 4.0](#)

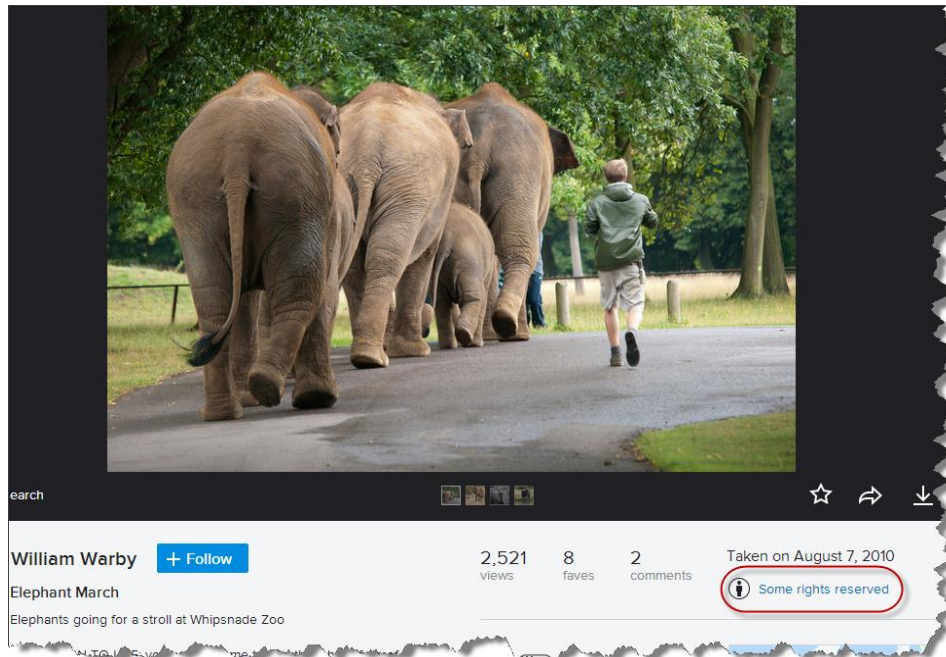
This is an ideal attribution because it includes the:

- **Title: “E4W”;**
- **Author “Association Rural Internet Access Points”;**
- **License with link to the attributions: [CC By-ND 4.0](#).**

How to use CC-licensed image from the Internet?

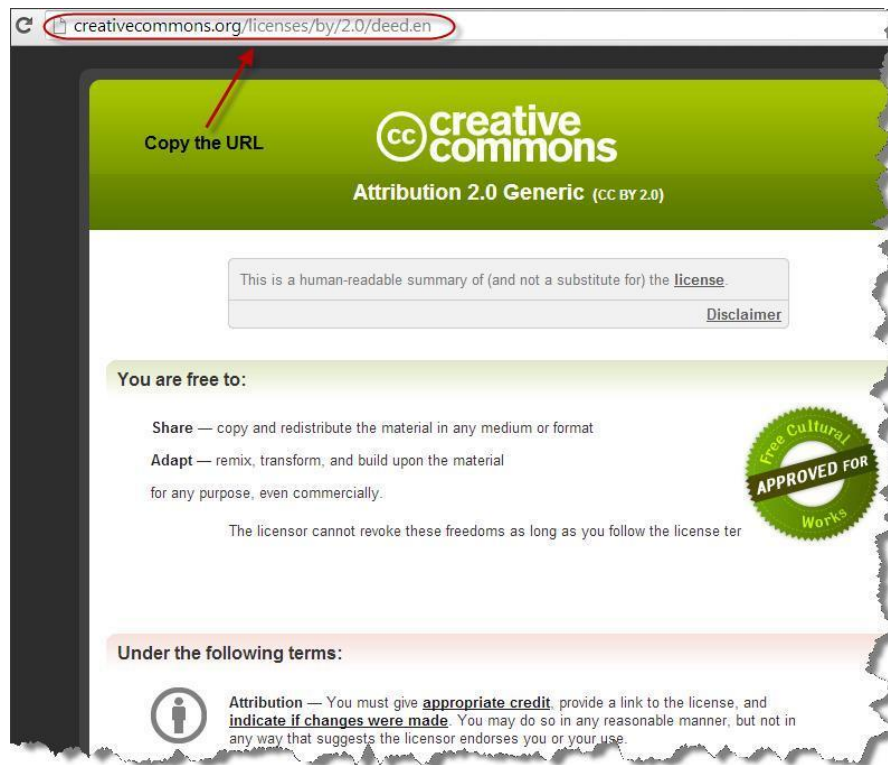
Let's say you found a CC-licensed image of an elephant on Flickr, and you want to add it to your document. You can do it without asking for anybody's permission, as this image was released with a CC license, but you would still need to attribute the work in the manner specified by the author.

1. After successfully locating the image, first check the license information to see if the image is truly openly licensed. All image repositories offering CC licensed images, such as Flickr or Wikimedia Commons, have their own way to provide license information. For example, in Flickr it is located below the image.

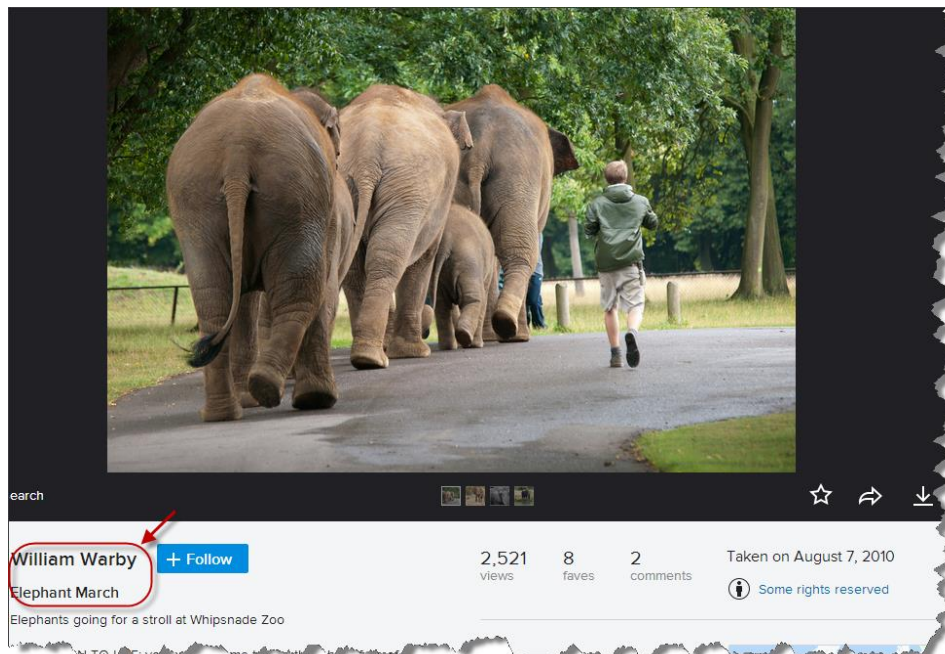


2. Click the Some rights reserved link. You will be taken to the Creative Commons license deed where you can check the type of CC license used. To cite the license link in your attribution, copy the URL of the deed in the browser.

Module 3. Presenting and closing a Project



3. We've now confirmed the image is CC licensed (which means it is safe to use) and copied the URL of the license deed. To complete the attribution, we need to credit the author by citing the author's name (or user identification) and the work title.



4. Copy the URLs of the image and the author page.

5. We have collected all the information needed to make a proper attribution (title, author, license deed, and URLs to all three components).

6. Please see the example below. Notice that we linked the name to the person's profile page and linked the title directly to the original work.

Module 3. Presenting and closing a Project



[Elephant March](#), by [William Warby](#) is licensed under [CC BY](#).

Activity No. 1. How to release your project's work with Creative Commons license. Trainer asks learners to go to the page <https://creativecommons.org/choose> and give to their created projects a license, give correct attributions to their projects and save it. Trainer asks learners to argue why they choose which license.

Additional resources/links to free of charge audio, video and text materials:

- More about Creative Commons, <https://vimeo.com/244671254>

Debate and discussion:

The sessions end by summarising presented topic, trainer replies to the questions, suggests additional resources for individual reading. Trainer can finish the sessions by sharing short story, joke or quote.

Annexes:

Annex No. 1 Ice Breaking Educational Games

Annex No. 23 Copyrights and CC licenses

22-23-24 SESSIONS
Developing digital content

Duration: 120 min.

Learning outcomes:

- To develop digital skills that will help learners to create digital content (videos and presentations);
- To gain an ability to prepare and give presentations on planned projects.

Techniques, instruments, materials needed:

- Stationary: flip chart, pen, A4 paper;
- Internet Connection;
- Free of charge Internet Tools;
- Computers/smart phones/tablets.

Introduction:

At the beginning of the session trainer organizes small educational game for the group to increase the motivation and working mood. *See Annex No. 1 Ice Breaking Educational Games.*

The aim of the sessions is to teach learners to present their planned project, while at the same time develop digital skills that will help them to create digital content (videos and presentations). This lecture intends to lead the learners to create a short, persuasive presentation for fellow learners and therefore practice this skill in a supportive and fun environment, while grasping on the digital skills as well.

Content:

For this part trainer can you presentation provided in *Annex No. 24 Developing digital content*. One of the key skills required when managing a project is the ability to give presentations. Project managers are called upon to present to their team members, management, customers, and other stakeholders. These presentations need to be highly effective and persuasive – they need to present the very core of the project idea, project planning, project execution and project monitoring, often for the purpose of convincing reluctant or even opposing audience. A presentation is defined as the process of presenting a topic – in this case project idea – to an audience.

Each presentation preparation includes three key parts:

- Learner's own preparation regarding the content;
- The production of the presentation itself;
- The preparation before presenting to the other learners.

Content preparation:

For a successful presentation, learners should decide what effect they would like to achieve beforehand. Many people forget this part of the preparation and prepare information in the most obvious manner. In order to avoid this, learner should ask himself the following question:

What effect would I like my presentation to have?

Module 3. Presenting and closing a Project

In some cases learner needs to present a lot of information in a clear manner and in other cases give a rougher but more emotional overview. In most cases, presentations serve to summarize something and give listeners an easy introduction to the topic. For this reason, set yourself a goal and work towards it while you prepare your project.

At this stage it is very useful to sit and think about information or topics that will be presented in the presentation. Mapping presentation plan or scheme on piece of paper can be very helpful way for making a presentation.

The project presentation may come in the form of a slide-presentation (with the tools like Microsoft Powerpoint or Prezi), as well as in the form of a video. No matter which format you use, the presentation contains the following elements:

- Title: the title should reference the main focus of your project idea, the reference to you (your name), the date and the place of presentation. The title page is especially important if you consider this presentation might get physically or electronically shared in the future. (*Question: Who am I?*)
- Forecast: give gist of the problem attacked by the project idea and insight found. (*Question: What is the problem?*)
- Agenda/Outline: Breakdown of the key topics that will be presented in the sequence of presentation delivery. (*Question: how am I going to present you my approach to the solution?*)
- Background motivation and problem statement (*Question: Why is it important?*)
- Contents: main content of the presentation, based on the objective of the presentation – in your case, to present your project idea with its methods, approach. (*Question: What was my approach and what did I do?*)
- Wrap up: When the presentation is close to conclusion, you need to recap on the key topics discussed and return to the main idea presented during the presentation. (*Question: What should others remember about my project idea?*)
- Contact Details: provide your name and contact details. Again someone in the future might want to reach out to you to discuss the presentation. (*Question: How can others reach me?*)
- Where to find the presentation file: if you are sharing information within the project team, make a reference slide who show the file storage location. That will allow other learners to review the file quickly. (*Question: How can others look at my presentation again?*)

Activity No. 1 Mapping a presentation plan. Trainer invites learners to work in their project teams. The aim of the activity is to come up with the presentation plan for their project idea and map key elements for their upcoming presentation. Learners can use Microsoft word for completing the exercise. While making a plan they can rely on above-mentioned elements for the presentation. After completion of activity trainer together with the teams discuss mapped plans for the presentation of their project ideas.

Before moving to the next topic trainer organizes small educational game for the group to increase the motivation and working mood. See Annex No. 1 Ice Breaking Educational Games.

Production of the presentation:

Trainer continues the session by presenting key tips and tricks that can lead learners to have a better content for presentation (*Annex No. 24 Developing digital content.*):

- Use 10-20-30 Rule. This rule states that a presentation should contain no more than 10 slides, last no more than 20 minutes and have no text less than 30-point font.
- Always present the problem and solution;
- Include an analogy or story (for example, how did you come up with the project idea? How can your project idea change your community?). Telling a story is a great way of getting your audience involved, even if they have no prior interest in the subject your project idea is about;
- Begin your presentation with an attention-grabber: an attention-grabber is something that will interest other learners for your project idea, regardless of their prior experience of the subject. Examples could be a story (already mentioned), jokes, expressing the importance of your idea, or using a poetic description to get to the heart of your subject;
- It is recommended to watch TV news or commercials in order to learn basic presentation principles. While making news producer chooses only those daily news that could be interesting to the major audience. Moreover, in visual materials like schemes or graphics only few words are used. The same with the presentation. Unnecessary and not useful information should be removed;
- In innovative presentations it is suggested instead of using sentences focus on key words or numbers (for example: instead of saying “Employment rate has increased by 85 %” to write only 85% in large font);
- Instead of text use illustrations or animations to get across key concepts.

There are also some technical recommendations while making presentation:

- Limit words on your slides. Keep texts in the presentation short and limit the number of bullet points, if you are using them;
- Avoid grammar mistakes;
- Use good quality photos, images or other graphical elements;
- Use colours to emphasize key words or numbers. Instead of using many colours in presentation choose colours well because they cause specific reaction from viewers;
- Choose appropriate fonts for the presentation text. Use 28-30 point font for the text (but not smaller than 18);
- Choose appropriate fonts for the slide headlines. Use not less than 36-44 point font for slide headlines;
- Use bright presentation templates and dark colour letters. Sometimes showing presentation through other devices or projector the view could be slightly different from initial version.

Activity No. 2 Making a presentation. For the purpose of creating a presentation trainer suggests to the learners to either choose making a video or presentation by using free of charge Internet tools. As for making videos it is suggested to use Adobe *Spark*, a free tool that allows to easily make short videos – inserting texts (e.g. learners’ analysis of the project stakeholders), photos, videos or make voice recordings along the way. As for making presentation it is suggested to use either *Google presentation* or *Prezi*.

Module 3. Presenting and closing a Project

After choosing the way of doing presentation learner briefly introduces ICT tools and how to work with them. Description of tools is provided below in ICT tools section.

Each team will create a short video or presentation about the process they have undergone in previous sessions of the program: from discussing the project idea (the problem) to preparing everything for its execution. The video or presentation should only take into account the most crucial points of the process of learners undergone:

- project idea (problem and solution);
- stakeholders analysis results;
- project planning processes (Scope of work, WBS, Gantt chart, budget, recourses).

Trainer can suggest learners to use graphic images from:

- <http://www.flickr.com>
- <https://pixabay.com>
- <http://photobucket.com>
- <https://openclipart.org>
- <http://www.freedigitalphotos.net>
- <https://www.pinterest.com>
- <http://freepik.com>

Trainer should take into account to give as much time as needed for learners to make their presentations. In this part learners do not hurry and takes as much time as it is needed to create their project's presentation. At the end of the activity presentation is saved to project drive and it will be presented to the audience in the final Module 3.

Before moving to the last topic of these sessions trainer organizes small educational game for the group to increase the motivation and working mood. See Annex No. 1 Ice Breaking Educational Games.

Preparation before the presentation:

Trainer continues the session by presenting crucial elements that are needed to prepare before giving the presentation (*Annex No. 24 Developing digital content*).

Studies show public speaking is a bigger fear than death. Becoming a competent, rather than just confident, speaker requires a lot of practice. That is why it is important to walk through the presentation— to get comfortable with the delivery. To think about the speed, the tone, and the parts speaker wishes to emphasize.

A good presentation: a little note on creativity

Moreover, framing your project in a creative way is very important, especially if you're counting on your audience to take away something from your work. Although successful presentations stem from a basis of careful planning, you should put equal thought into the way you'll communicate your ideas to others. All aspects of a presentation, verbal, visual and social, should be considered in your end plan.

There are a few things learners can consider to start sharpening their presentation skills:

- **Be Entertaining** – Speeches should be entertaining and informative. Unlike an e-mail or article, people expect some appeal to their emotions. Simply reciting dry facts without any passion or humor will make people less likely to pay attention.

- **Slow Down** – Nervous and inexperienced speakers tend to talk way too fast. Consciously slow your speech down and add pauses for emphasis.
- **Eye Contact** – Match eye contact with everyone in the room.
- **15 Word Summary** – Can you summarize your idea in fifteen words? If not, rewrite it and try again. Speaking is an inefficient medium for communicating information, so know what the important fifteen words are so they can be repeated.
- **20-20 Rule** – Another suggestion for slideshows. This one says that you should have twenty slides each lasting exactly twenty seconds. The 20-20 Rule forces you to be concise and to keep from boring people.
- **Don't Read** – This one is a no brainer, but somehow Powerpoint makes people think they can get away with it. If you don't know your speech without cues, that doesn't just make you more distracting. It shows you don't really understand your message, a huge blow to any confidence the audience has in you.
- **Speeches are About Stories** – If your presentation is going to be a longer one, explain your points through short stories, quips and anecdotes. Great speakers know how to use a story to create an emotional connection between ideas for the audience.
- **Project Your Voice** – Nothing is worse than a speaker you can't hear. Even in the high-tech world of microphones and amplifiers, you need to be heard. Projecting your voice doesn't mean yelling, rather standing up straight and letting your voice resonate on the air in your lungs rather than in the throat to produce a clearer sound.
- **Don't Plan Gestures** – Any gestures you use need to be an extension of your message and any emotions that message conveys. Planned gestures look false because they don't match your other involuntary body cues. You are better off keeping your hands to your side.
- **"That's a Good Question"** – You can use statements like, "that's a really good question," or "I'm glad you asked me that," to buy yourself a few moments to organize your response. Will the other people in the audience know you are using these filler sentences to reorder your thoughts? Probably not. And even if they do, it still makes the presentation more smooth than um's and ah's littering your answer.
- **Breathe In Not Out** – Feeling the urge to use presentation killers like 'um,' 'ah,' or 'you know'? Replace those with a pause taking a short breath in. The pause may seem a bit awkward, but the audience will barely notice it.
- **Come Early, Really Early** – Don't fumble with presentation or hooking up a projector when people are waiting for you to speak. Come early, scope out the room, run through your slideshow and make sure there won't be any glitches. Preparation can do a lot to remove your speaking anxiety.
- **Get Practice** – Join Toastmasters and practice your speaking skills regularly in front of an audience. Not only is it a fun time, but it will make you more competent and confident when you need to approach the podium.
- **Don't Apologize** – Apologies are only useful if you've done something wrong. Don't use them to excuse incompetence or humble yourself in front of an audience. Don't apologize for your nervousness or a lack of preparation time. Most audience members can't detect your anxiety, so don't draw attention to it.
- **Do Apologize if You're Wrong** – One caveat to the above rule is that you should apologize if you are late or shown to be incorrect. You want to seem confident, but don't be a jerk about it.

Module 3. Presenting and closing a Project

- **Put Yourself in the Audience** – When writing a speech, see it from the audiences perspective. What might they not understand? What might seem boring? Use WIIFM (What's In It For Me) to guide you.
- **Have Fun – Sounds impossible?** With a little practice you can inject your passion for a subject into your presentations. Enthusiasm is contagious.⁷

Activity No 3. Preparing for a presentation. The aim of this activity is to prepare for an official presentation, which will be introduced in the final session of the training. Team members of each project have to decide how and who will present created video or presentation.

ICT Tools:

- ✓ **Adobe Spark:** <https://spark.adobe.com/make/video-maker>

Adobe Spark is a cloud-based media creation application that enables learners to create graphics, **short videos** and web pages using in-built design tools - which are guiding the learner through the process with every step. It is a free presentation and story creation app, to which typed text, voice narration, icons, music, and more can be added to the videos and still images.

Advantages:

- Adobe Sparks Video is extremely simple to use. Without having professional experience and needing high-tech tools, the learner can easily create multimedia videos, and graphics;
- There are hundreds of pre-made templates to get inspiration and ideas from. It gives learner many font options and stock photo options;
- It is very quick: the learner can make something that looks professional, neat and clean very quickly;
- Easy exporting and little data collection;
- Available on mobile as well as desktop;
- It is so intuitive (with pictures guiding the user etc.) that **little instructions are needed** and **tutorials for different functions are already built in to the system.**

Disadvantages:

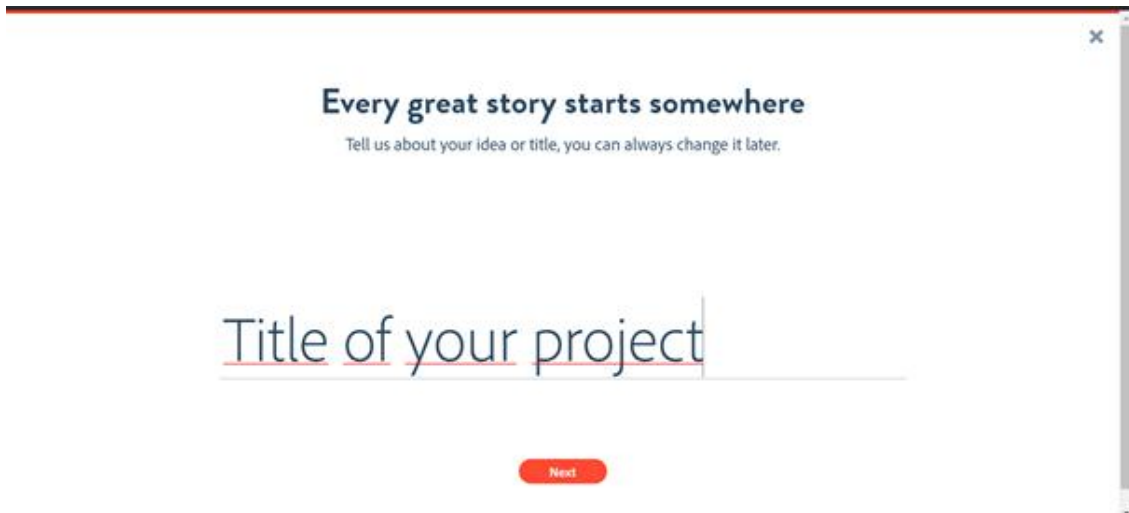
- Adobe Spark does not allow you to delve deeper and change many settings;
- It has an easy learning curve, but it is intended for beginners hence it will not be appropriate tool later on when the learners start to reach advance levels of digital skills.

⁷ <https://www.lifehack.org/articles/communication/18-tips-for-killer-presentations.html>

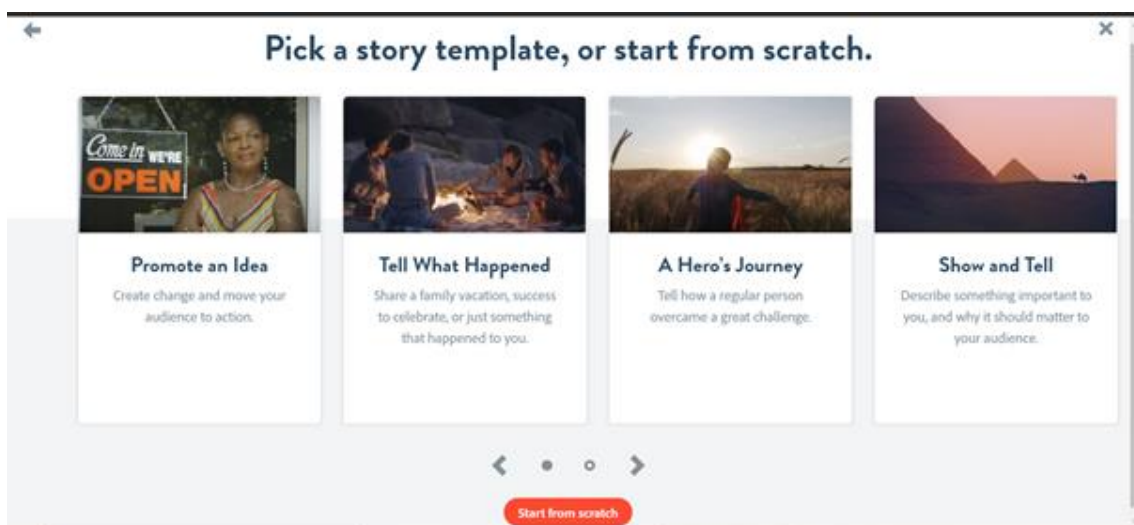
Module 3. Presenting and closing a Project

Short usage example:

To Adobe Spark Video, first sign up for free with your email. Title your presentation.

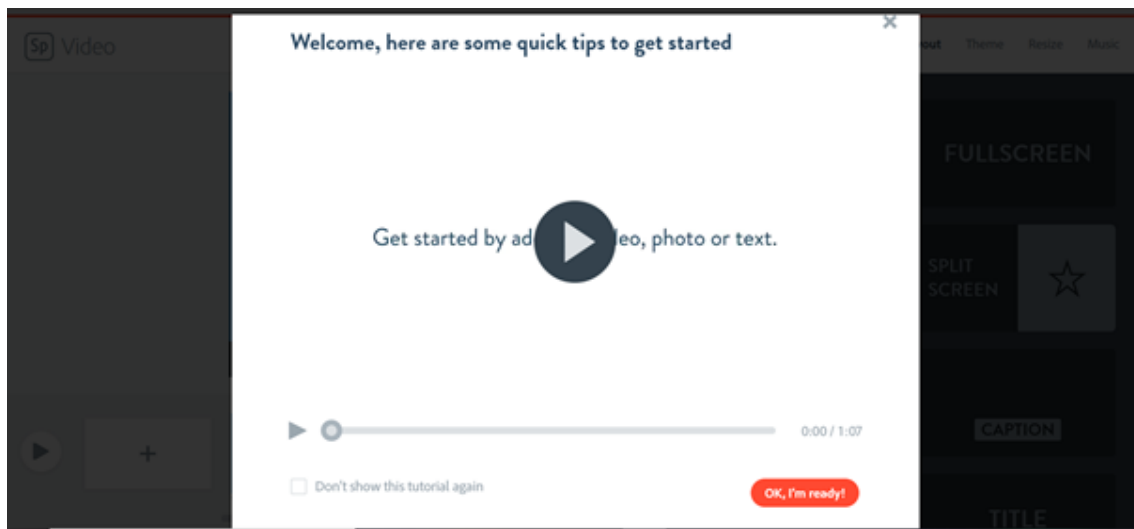


To begin a project, select a theme – what do you want to convey with the presentation? – or start from scratch.

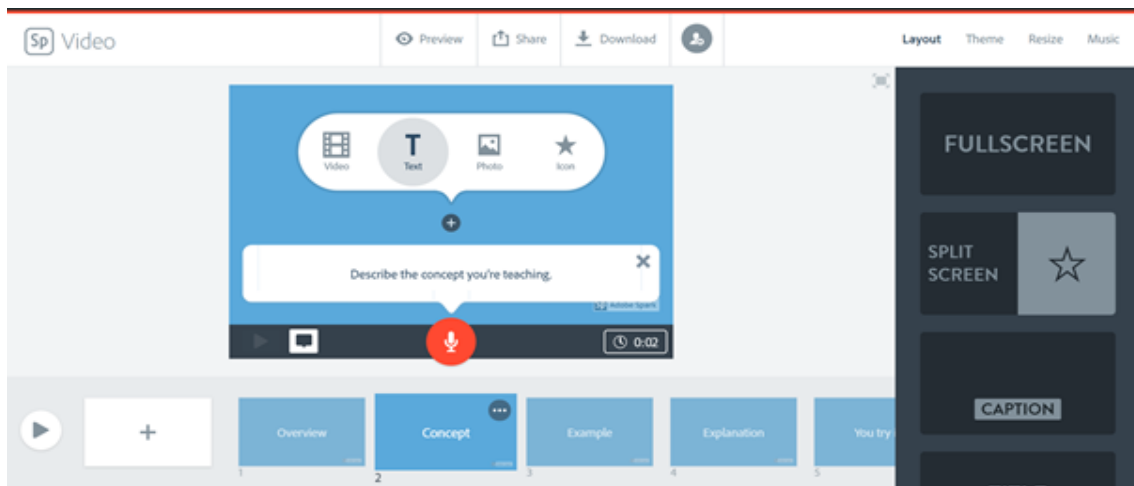


Watch the brief video tutorial.

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Add a video or image, and then edit the video to the preferred length. Add text, voice-over, icons, music, and more as you create more slides to complete your project. Once you've finished, view what you've created at any stage of the process. Share your project to the group.



✓ **Google Slides:** slides.google.com

Google Slides is a free web-based app that enables users to create, edit, and feature presentations via the cloud. It can be accessed from any popular browser (Chrome, Firefox, Internet Edge, Safari; with other browsers its functionality might be limited).

Google Slides is made for collaboration and sharing: it allows users to create and edit presentations online while collaborating with other users in real-time. Edits are tracked by user with a revision history that tracks changes to the presentation: every editing has its own timestamp, which indicates when the changes were made, so it is also very useful for the classroom.

Updates have introduced new features, including "Explore", offering suggested layouts and images for presentations, and "Action items", allowing users to assign tasks to other users. This provides for an intuitive touch and easy usage by the learner, as the app is becoming more intelligent and tailored to individual user.

Advantages:

- Completely free and more user friendly than other providers out there (such as Powerpoint and Prezi, according to public reviews);
- Auto-save feature that automatically saves your presentation file in all circumstances
- Sharing and collaboration: through the link the user (trainer or learner) can share a presentation with a group in a very simple way
- Different templates that enable easy work; adding texts, colors, fonts, images and videos
- Functionality is preserved even when offline and it synchronizes smoothly when the user comes back online
- Mobile app that enables simple mobile use is available and the user will be automatically re-directed to download it when entering web address to its mobile browser
- Google Slides are compatible with Microsoft Powerpoint: if the user downloads a Google Slide presentation, it opens as a Powerpoint format. The user can also upload the Powerpoint format file, which opens in Google Slide and then use it online.

Disadvantages:

- Using Slides requires a Gmail account;
- Due to its simplicity, it has less functions and design options than other providers (Microsoft Powerpoint);
- No desktop app;
- The user cannot import any audio.

✓ **Prezi:** <https://prezi.com>

Prezi is a web-based tool for creating presentations. It can be used as an alternative to traditional slide making programs such as PowerPoint. Prezi is not typical slide-based presentation tool. The topic can be presented in unique ways by adding canvas and manipulating with the content anywhere on the page.

Advantages:

- Completely free to use
- Appropriate for all ages
- Shows learners that they are “up-to-date” with technology

Disadvantages:

Web-based. If learner faces certain circumstances where there is no wireless Internet or poor Internet access, web-based tool may be useless. Good thing that Prezi allows exporting complete presentation, making it viewable offline.

Additional recourses/links to free of charge audio, video and text materials:

- Adobe Spark tutorial for educators: <https://spark.adobe.com/page/JJcZ3JQWUJPlc/>
- Adobe Spark video tutorial: www.youtube.com/watch?v=-nKTi5ydKbw
- Short video tutorial: www.youtube.com/watch?v=1ENTPjEp_5c
- Google slides video tutorial: www.youtube.com/watch?v=kYA6GLAzz9A
- Video tutorial on how to edit Slides: www.youtube.com/watch?v=Gq2kizStm-g

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- Prezi video tutorial: www.youtube.com/watch?v=0fAY_hkc8&feature=emb_logo

Debate and discussion:

The sessions end by summarising presented topic, trainer replies to the questions, suggests additional resources for individual reading. Trainer can finish the sessions by sharing short story, joke or quote.

Annexes:

Annex No. 1 Ice Breaking Educational Games

Annex No. 24 Developing digital content

25 SESSION

Presenting a Project. Closing programme *Making Ideas Happen*

Duration: 45 min.

Learning outcomes:

- Learners will know how to make creative presentation of their projects.
- The programme *Making Ideas Happen* will be evaluated by the learners for its usefulness and appropriateness.

Techniques, instruments, materials needed:

- Stationary: flip chart, pen, A4 paper;
- Internet Connection;
- Free of charge Internet Tools;
- Computers/smart phones/tablets.

Introduction:

During the closing session of the programme *Making Ideas Happen* two important activities should take place: sharing presentations or videos of created projects with other learners or stakeholders and evaluation of the training programme.

Content:

Presenting projects

At the end of the training it is very important to encourage learners to present their projects. Since many people find difficult to speak in front of audience, they feel fear the trainer can suggest doing presentations in a fun and creative ways. There are few samples of ways and forms of doing it:

- **Event idea#1: Idea Fair**

This could be an event where potential sponsors or stakeholders could be invited to listen proposed ideas. For example, if project is about kindergarten playground local municipality representatives could be invited.

Module 3. Presenting and closing a Project

- **Event idea #2: Idea Award Ceremony**

This could be an event where also stakeholders or sponsors could be invited as jury members and the best or most creative project idea could be chosen.

- **Event idea #3: Meet-up**

A small event could be organized in local library or museum where projects could be presented to invited people in enjoyable and relaxed environment.

- **Event idea #4: Networking**

An event, which brings like-minded people together to hear presented projects, chat, share experiences, and hopefully find common ground that will ultimately lead to mutually beneficial relationship.

- **Event idea #5: Participatory**

If trainer knows that any public event is coming and the topic is related to what they have been doing during the training he can suggest learners to be part of that event and present their project ideas.

- **Event idea #6: Presentation**

This is the simplest way of sharing project ideas with other group members during the last session of the training programme.

Evaluation of the training programme

The second part of the session is entitled to evaluation of the programme *Making Ideas Happen*. Trainer shortly presents the online survey tool Google Forms and provides link to an online survey <insert the link>. Learners are invited to fill in the questionnaire and evaluate the design and content of the training. It is important for the learners to have time to reflect, summarize and respond to given questions.

When an online form is completed the trainer for the last time asks learners to organize an activity to share their last impressions of the training, to share their emotions, thoughts, suggestions. It can be done either by having a short final discussion or by organizing below suggested reflection game:

Thermometer
Goal: To assess activities, impressions and feelings.
Duration: 5 min
Number of participants: 5-20
Materials: A large thermometer is drawn on a big piece of paper.
Description of the game: The participants come up to a thermometer and mark how many “degrees does their inner thermometer show”. The more they liked the experience or information, the higher is the temperature. Zero shows that they are still not sure and it is difficult for them to evaluate.

Module 3. Presenting and closing a Project

Nr. 48 Like Surprise Spark Take

Goal: To assess activities, impressions and feelings.

Duration: 5-10 min

Number of participants: 5-20 min.

Materials: to print the table

Description of the game:

What did I like?



What did surprise me?



What ideas were sparked?



My key takeaways



Nr. 49 4C's

Goal: To assess activities, impressions and feelings.

Duration: 5-10 min

Number of participants: 5-20 min.

Materials: to print the table

Description of the game:

How does this connect with my life and the world?

CONNECT



The most important concepts I learned?



CONCEPTS

How might I apply what I learned?



CONCRETE

How might I sum up the learning in one of two sentences?



CONCLUSIONS

Module 3. Presenting and closing a Project

Nr. 47 How are you feeling about....?

Goal: To assess activities, impressions and feelings.

Duration: 5-10 min.

Number of participants: 5-20 min.

Materials: to print the table

Description of the game

How are you feeling about _____?

Delighted Good Eh.. Unhappy Confused



Closing the training programme

Trainer distributes training certificates to the learners. He could close the session by suggesting making a group photo.

ICT Tools:

✓ Google Forms

With Google Forms learners can collect RSVPs, start surveys, create quizzes with a simple online form. The forms can be shared via email, a direct link, or on social media and ask everyone to participate. It is a part of Google's online apps suite of tools to help learners get more done in browser for free.

Advantages

- Easy to use interface. Any user with average computer skills can create forms and deploy it.
- Able to access with various devices
- Share files with everyone
- Forms are integrated with Google Sheets which gives spreadsheet view of the data collected, making it easy to analyze.

Disadvantages

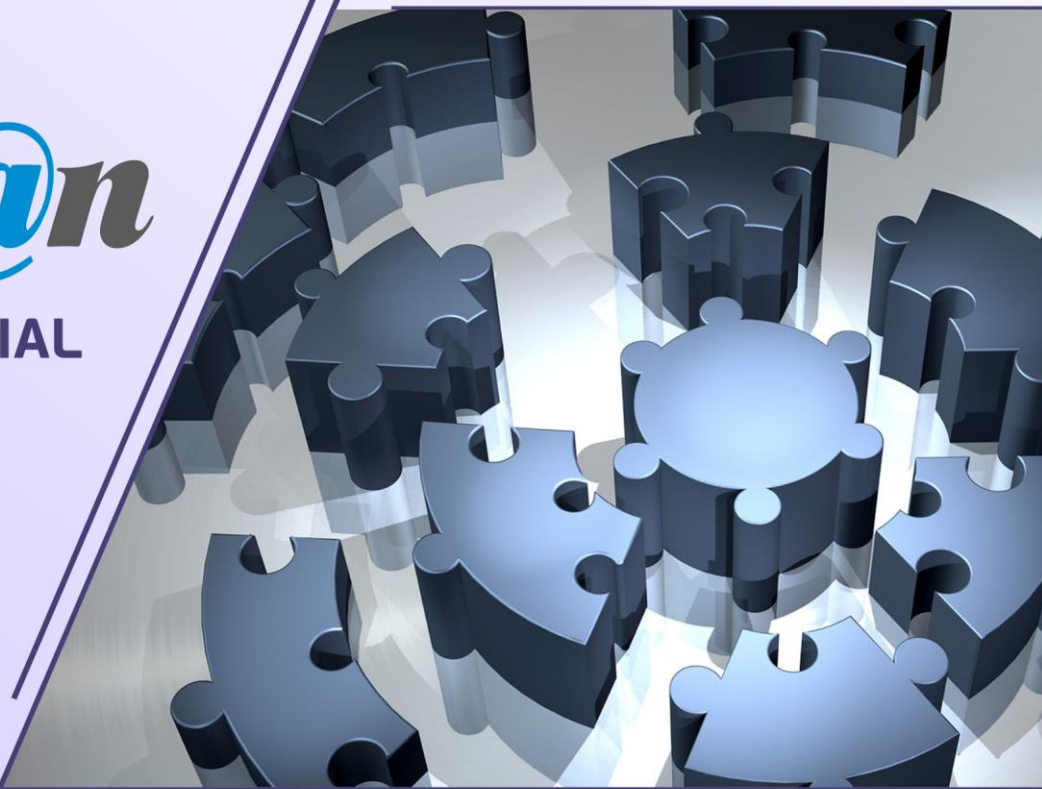
- The design for the forms is very limited.
- In order to use Google forms user must have Gmail account.

Additional recourses/links to free of charge audio, video and text materials:

- Google Forms tutorial: <https://www.youtube.com/watch?v=LxlfPLPI0wM>

wom@n

**ENTREPRENEURIAL
SKILLS FOR
WOMEN IN A
DIGITAL WORLD**



Annexes



1-2 SESSIONS
Introduction to the Course 'Making Ideas Happen'

Annex 1. Ice Breaking educational games

WARM UP GAMES

Warm-ups are very valuable and advisable. Warm-ups teach and help to 'break the ice', but also create a good atmosphere, through playing. They liven up individuals, as well as the whole group. They bring people closer, integrate the team. They create an opportunity for direct contact, also physical, through touch. Warm-ups increase the confidence and they make the group relations stronger. The form of the exercises has to be chosen wisely, in accordance with a particular group and the subject of the classes - the warm-up has to have a purpose. Similarly to its function in sport, warm-ups let to prepare and mobilise us before a particular task, and at the same time it is a crucial element of learning the rules and useful skills that are needed in following stages of work. Depending on the imagination of the leader and the needs of the group, warm-up exercises may be modified and upgraded.

Nr. 1 Intertwined hands

Goal: relax, get acquainted, and stimulate activity.

Duration: 10-15 min.

Number of participants: 10-25

Material: not needed

Assessment: interesting

Description of a game

Participants stand their backs to each other in the circle. They rise up their hands, recline them and accidentally interlock with other participants hands without looking at each other. Holding their hands they have to unravel and return to a circle.

Sometimes is possible to form two or more smaller groups.

Nr. 2 Mixer

Goal – to relax and to promote activeness, develop quicker reaction

Duration: 10 min.

Number of participants: 10-20

Material: chairs

Assessment: good

Description of a game

Preparation. Before starting the game you need to show how to imitate and mime the words agreed.

Procedure. The group stands in a circle. One player is in the middle. He suddenly points a finger at any player and says one of the agreed words. The player, who has been pointed at and his neighbours have to react as quickly as possible and mime the agreed word.

Imitation of the words

Palm tree – the middle person puts his hands up and splays all the fingers. Side players do the same thing but lean onto different sides from the middle one.

Elephant – the middle person with his left hand holds his own nose and pushes the right arm through the left arm loop (it's a trunk). Side players widely spread their hands and add them to the middle person's sides imitating the elephant's ears.

Giraffe – the middle person puts his folded hands up and leans them forward (head). Side players lean themselves at the middle person to form the body.

Dog - the middle person bends his hands in front of himself as serving and lolls. Side players raise one leg (right one – the right, left one – the left) - showing the peeing dog.

Mixer – the middle player turns around himself on one spot. Side players put their arms around the central person.

Toaster - middle one jumps up and down (as a toast). Side players hold their arms around the central person.

Pop star – the middle person imitates holding a microphone and singing. The side players mime the fans who are fascinated by looking at him, reaching out to him and cheering.

Cowboy - side players imitate shooting each other, and the middle one mimes to be shot.

The commander - the middle person imitates "a feather crown" by holding the hands above the head, while the side players "row a canoe".

Note. It takes a while for the presentation of images and figures. For the first time, game can be explained with just a few figures, the next time some other figures can be added and so on.

Nr. 3 Breathing

Goal: relaxing atmosphere

Duration: 15 minutes

Number of participants: 10-13

Material: not needed

Assessment: good

Description of a game

Deep breathing is one of the best ways to lower stress in the body. This is because when you breathe deeply it sends a message to your brain to calm down and relax. The brain then sends this message to your body. Those things that happen when you are stressed, such as increased heart rate, fast breathing, and high blood pressure, all decrease as you breathe deeply to relax (<http://www.webmd.com/balance/stress-management/stress-management-breathing-exercises-for-relaxation>)

The teacher invites students with the following words – music in the background is quite helpful:

- Make yourself comfortable on your chair
- Start to breathe slowly and deeply, in a calm and effortless way.
- Gently tense, then relax, each part of your body, starting with your feet and working your way up to your face and head.
- As you focus on each area, think of warmth, heaviness and relaxation.
- Push any distracting thoughts to the back of your mind; imagine them floating away.
- Don't try to relax; simply let go of the tension in your muscles and allow them to become relaxed.
- Let your mind go empty. Some people find it helpful to visualise a calm, beautiful place such as a garden or meadow.

In a course of more than 90 minutes you may give students some 15 min to do this exercise; in shorter courses gently wake them up after about 10 min. Don't be afraid of 'losing time' for the learning; after such a phase students are normally more attentive.

Nr. 4 Greetings

Goal – meeting with direct contact-breaking resistance to physical closeness

Duration: 15 minutes

Number of participants: 8-14

Material: not needed

Assessment: excellent

Description of a game

The trainer asks the participants to greet each other in a different way to how they usually do. The task is first to greet a person using their feet, then knees, hips, shoulders, and finally - by touching heads. There is a lot of movement and fun involved in the exercise, more and more sophisticated forms of greetings appear, the participants usually behave freely and spontaneously, they look for various ways of establishing relations. All of them have an opportunity to meet each other in a form of a direct contact. The game requires its players to break through their resistance to physical closeness (which for many people is a big problem), but at the same time establishes safety boundaries - Everyone has the ability to control how they relate with their partners.

Nr. 5 Oxford and Cambridge

Goal – Meeting with direct contact-breaking resistance to physical closeness

Duration: 15 – 30 min Duration also depends on the number of cards, size of the premises where participants will look for cards, terms that will be discussed (or not discussed)

Number of participants: 10-20

Assessment: excellent

Material: It is needed spacious place or two separate rooms are even better. The same amount of the two colors cards (5-10 cards of each color) with important sentences, thoughts written down on the cards that are important for that day session. It should help participants to be involved in a discussion, conversation. Once it is played only to warm up the cards could contain any text: names, riddle, proverb, etc.

It is also possible to use special marking of different teams as scarfs or differently colored stickers on the foreheads.

Assessment: Excellent

Description of a game

Preparation. It is needed to write down the same phrase on the two the same color cards. One color is for Oxford team, another – Cambridge. The cards are hidden in certain places where game will be played. Cards should be hidden in a way that wouldn't be very easy and difficult to discover. It is also needed to have two judges who are in charge of hiding the cards.

Description. All participants are divided in two separate groups – Oxford and Cambridge teams. The members of the both teams should sit on the ground or on the chairs one after another. They

will form so called two “canoes”. One team has one color and second team has another color. The tutor or teacher explains the rules and gives a start of the game.

Each team should find as quick as possible their team color cards (tutor has to tell how many the same color cards are hidden) that are hidden. The winner is a team that will find all the cards first. However, there are certain rules for collecting the cards. Rules are as follows. After announcing the start of the game both teams should “row” 50 metres (all have simultaneously bent forward and back by rowing with hands. One bent – one metre). After rowing first 50 metres team members are running to look for the hidden cards (each team is searching for their color cards). Once someone find his team color card call all the members of his team and gives back the card to the judges. As quick as possible team sits again to the “canoe” and “rows” 10 metres. Then, again starts looking for another cards. Each finded card is equal to 10 metres rowing of the whole team. If the same team finds two cards at once they have to row for each card separately.

Notes. If a game is used as introduction to the session’s topic, all the participants after the game is over sits separately within their teams and discuss the preposition or term written on each card. If there is time tutor could ask to prioritise terms or prepositions accordingly importance or by any other criteria.

At the end of the game everyone sits in the circle and discuss issues agreed within the teams.

Nr. 6 Cross, heart, peak, drums

Goal – to relax and promote activeness

Duration: 10- 15 minutes

Number of participants: 10-25 min.

Material: chairs and cards

Assessment: excellent

Description of a game

Preparation. Chairs should be organized in a circle.

Description. Group sits in a circle. Each member received a card and has to memorize the sign of the card (peak, drum, heart or cross). Cards are given back to the tutor.

All the participants will have to move on the chairs clockwise. The leading person of the game has all the cards and takes one card. If he takes a drum all the person who have drum should move to the right by one chair. If someone already sits their a person who is moving should sit on his or her knees. Those who have different card they shouldn’t move and keep sitting on their chairs. After the leader takes one more card and participants move in analogical way. It is played till someone goes around the circle and comes back to his initial chair.

Nr. 7 Normal Day

Goal – relax, to promote activeness

Duration: 10- 15 minutes

Number of participants: 10-25 min.

Material: chairs and cards

Assessment: good

Description of a game

Each of the participants finds a space for himself in the room. The aim of the task is to stage those activities which particular people do at different times of the day, every day. Everybody works simultaneously, at their own pace. The trainer explains what time it is, starting with five or six o'clock in the morning. At this time of a day, most people are usually sleeping, some are walking the dog and others persons are drinking coffee. At 7am some people brush their teeth, some walk or drive to work, someone switches of an alarm clock, someone smokes a cigarette. The time signalled by the trainer jumps two or three hours forward, and the exercise ends at, say, 1am. The leader is allowed to stop the game at any particular moment and ask some participants to explain to him the details of the action they are performing. The game is not only a good role-play training, but also allows the participants to learn more about other participants, to discover things that are common and those things that aren't.

Nr.8 Magicians, Old women and Dragons

Goal - to relax, stimulate activity

Duration: 5- 10 min

Number of participants: 10-25

Material: not needed

Assessment: excellent

Description of a game

Participants stand in the circle and moderator divides them into two groups by counting as bananas and oranges. Each group forms two rows – so called two cities. There is a river between those two cities. One city fights against the other. Every group has 3 armies: old women, dragons and magicians.

The participants have to remember three combinations which are shown by moderator: old women can defeat only dragons (think a motion); dragons can defeat only magicians (think a motion) and magicians can defeat only old women (think a motion).

Each Group secretly decide what kind of army they will use. Then they all coming back to the line in front of the river and stand in front of other group. The moderator announces one of the combinations, and if any of the group has agreed to use that combination they have to catch a person from the other city. If the person runs more than 3 m -his catching is not allowed. The winner is the team which catches more people.

Nr.9 Those, who....

Goal - to relax

Duration: 5- 10 min

Number of participants: 10-25

Material: chairs

Assessment: Interesting

Description of game

Participants sit in a circle. One person stands in the middle. There is one chair less than there are the participants in the game. The person in the middle says the phrase (For example: "Those who didn't have breakfast..."). Those whom suit this phrase have to stand up and take another chair (but not the next one). The person, who stays without a chair, stands in the middle and says a different phrase.

Nr. 10 To present

Goal - to develop non-verbal communication skills

Duration: 10 min

Number of participants: 10-25

Material: not needed

Assessment: interesting

Description of a game

Group is divided into pairs and sit facing each other, eyes closed, hands held up in front of them. Students touch flatly their partner's hand. Moderator instructs students to keep their eyes closed and just use their hands to communicate/get their message across. Moderator instructs students to say 'Hello' to their partner's hands (1 min.). Now have students make up and say they are sorry – again using their hands. Have students say good bye to their partners again.

Nr. 11 Hand knot

Goal - to develop non-verbal communication skills; to listen attentively, to relax

Duration: 5 min

Number of participants: 10-25

Material: not needed

Assessment: excellent

Description of a game

Group stands in one circle, close to each other. They lend their hands into the circle and interlock with two different people. It is not allowed to hold a hand with the person, standing next to. One of the members sends a click with his right hand (it is decided who starts). Every member who gets a click has to send it to other person until it returns to the one who started. If this did not happen, the group has to interlock and start the game again.

Nr. 12 A Drawing

Goal - to develop verbal communication and listening skills.

Duration: 5 - 10 min

Number of participants: 10 - 15

Material: paper, pens, pencils, picture (post card).

Assessment: interesting

Description of a game

The group is divided into pairs and sit back to back that they could silently communicate with each other. Then the moderator gives a picture to one person in the pair (so called teller) and tells carefully look at it. The picture can't be shown to the second person (so called listener). Then the person who has a picture should describe it to the listener in a great detail. The listener can only ask questions.

After short discussion about the picture the teller should leave the room and listener stays and gets piece of paper and pencils. Then he has to draw a described picture on piece of paper in 5 minutes. When the time is over, listeners bring the drawings and put them all on the floor. Tellers are coming back to the room and they have to put their pictures next to the drawings painted by listeners.

Later the groups organize a discussion. Questions for discussion: "What helped you the most and the least? How did you understand what was in the picture? How did you decide to express what was in the picture? Did you try different ways to express the picture?"

Nr. 13 Stop and go

Goal - develop verbal/ non-verbal communication; listen attentively.

Duration: 5 - 10 min

Number of participants: 10 - 15

Material: playground

Assessment: interesting

Description of a game

Part I. The moderator starts with the word "go" and all the people walk in the room in different directions. Then someone from participants says "stop", everybody should quickly stop. Later the game continues when someone else says the words "stop" and "go". Better to play in silence.

Part II. The game is played in the same way except, the person who says “stop” or “go” offers the posture for standing/walking and others should repeat it.

Part III. The game is played in the same way, but without word “stop” and “go”. The players observe each other and when someone starts walking- everybody does the same; when someone stops, all the players have to stop.

Nr. 14 Three minutes story

Goal – to develop verbal and non-verbal communication, listen attentively

Duration: 20 min

Number of participants: 10 - 15

Material: Cards with the description of the situations for each of participant.

Assessment: very interesting

Description of a game

Preparation: To prepare cards A and B.

Divide into pairs: A and B. Explain that everyone will get a card to read but not to show to his partner. After a sign they will have to do what is written in the card.

Part I. Member A gets a card A.1; member B gets B.1.

The first round lasts three minutes and after the game is stopped the members in the group can discuss their feelings and emotions they had during the game.

Part II. The game continues. New game cards are given: member A gets a card A.2; member B-B.2. People in the pair change their roles. They carry on the task for 3 min and later have a discussion.

Question for reflexion: discussion take place in the circle. What was the most difficult and why?

How did you understand your friend`s feelings? Is it possible to express things written on the cards without any words? How did participants A and B feel when others were listening to them?

Is it possible to learn to understand non-verbal signals?

Annexes

Copy and cut:

A.1 To speak 3 min and tell the partner about yesterday`s day	B.1 While your partner is telling you show him (in non verbal way) 2 things: you like everything the partner is telling; and later that you got sad.
B.2 For 3 min speak about the film, book or computer game that you like.	A.2 While your partner is telling you show him (in non verbal way) 2 things: at the beginning you get nervous, later – you are angry.

This activity reveals the effect of non-verbal signs and the necessity of understanding them in a right way.

Nr. 15 Encouraging trust

Goal – to encourage trusting each other

Duration : 5 - 10 min

Number of participants: 10-20

Material: A box (or a few) with the holes on the sides, box of matches, a little bottle, two patches of any cloth and one safety pin.

Assessment: Very interesting

Description of a game

Preparation. Put the tasks into the box (scattered matches and their box, a little bottle with its cap unscrewed, two patches of cloth, a safety pin, etc).

The group is divided into pairs. A pair put one hand each into the box. They have to identify things inside it and arrange everything the right way (put the matches into the match box, screw the bottle cap up onto the bottle, fasten patches with a safety pin, etc.)

Nr. 16 The ball into the hole

Goal – encourage to trust each other

Duration: 5 - 10 min

Number of participants: 10-20

Material: A cloth, a ball the size to fit the hole in the cloth.

Assessment: Very interesting

Description of a game

Everybody stands in a circle. A cloth has to be stretched in the level of waist. The guide throws a ball onto the cloth, the players have to raise or lower the cloth to help the ball get into the hole. There is no special leader in the group, the players talk, interact and harmonise their actions themselves.

Reflexion: a common discussion in a circle.

How did the process go?

What helped or interfered to get the ball in the hole?

How did you manage to feel each other and agree?

Who took initiative? Why? What encouraged him/her?

Did anyone feel like only obeying the orders? How did he/she feel?

What were the obstacles to reach the goal? Why?

Other ways to play this game:

- Throw few balls on a cloth;
- Throwing a ball into the air and not letting it fall down on the ground;
- Roll the ball on the edge of the cloth and do not let it fall into the hole or on the ground.

Nr. 17 Chocolate river

Goal – encourage to trust each other

Duration: 5 - 10 min

Number of participants: 10-20

Material: A piece of paper (A4) for each player.

Assessment: worth trying

Description of a game

Preparation. Have enough space in the room for participants to move easily.

Everybody gets A4 paper. In the middle of the room mark “A chocolate river” (10-15cm wide). The task is to cross the “Chocolate river” without touching a ground. You can touch only your or friend’s paper. Crossing the river is possible only by standing on these papers. If the paper stays in the river untouched (with a leg or hand), it “floats” away (the leader takes it). That means the group has fewer supporting positions for standing.

Nr. 18 From 1 to 20

Goal – to encourage trust in each other, to feel each other better

Duration: 10 – 15 min

Number of participants: 10-15

Material: not needed

Description of a game

The group stands in a circle. The task is to loudly count from 1 to 20. Someone starts counting “one” another person says “two” and so on, but if a few people say the same number, the game starts from the beginning. When the group is new, it is enough for them to count until 20, but later you can increase the number. This exercise can be quite often used at the beginning of any activities in the group.

Nr. 19 Balancing chairs

Goal – finding yourself in a team and feeling the rhythm as well as being persistent and determined to achieve the goal

Duration: 10 min.

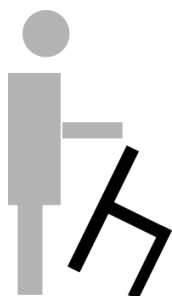
Number of participants: 4-15

Material: chairs

Assessment: Good

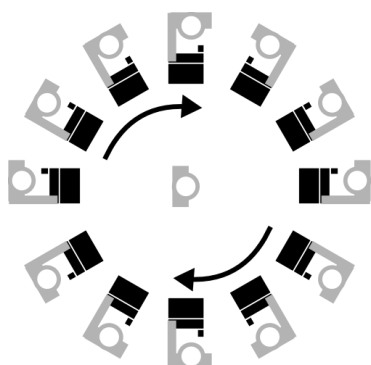
Description of a game

The participants stand in a circle, in front of them holding the back of a chair with one hand. The chair has to be leaned forward onto its front legs:



Then, a supervisor rhythmically counts to three, and under the "three", everyone lets his chair fall and tries to catch the neighbour's one on the left until it has not fallen down.

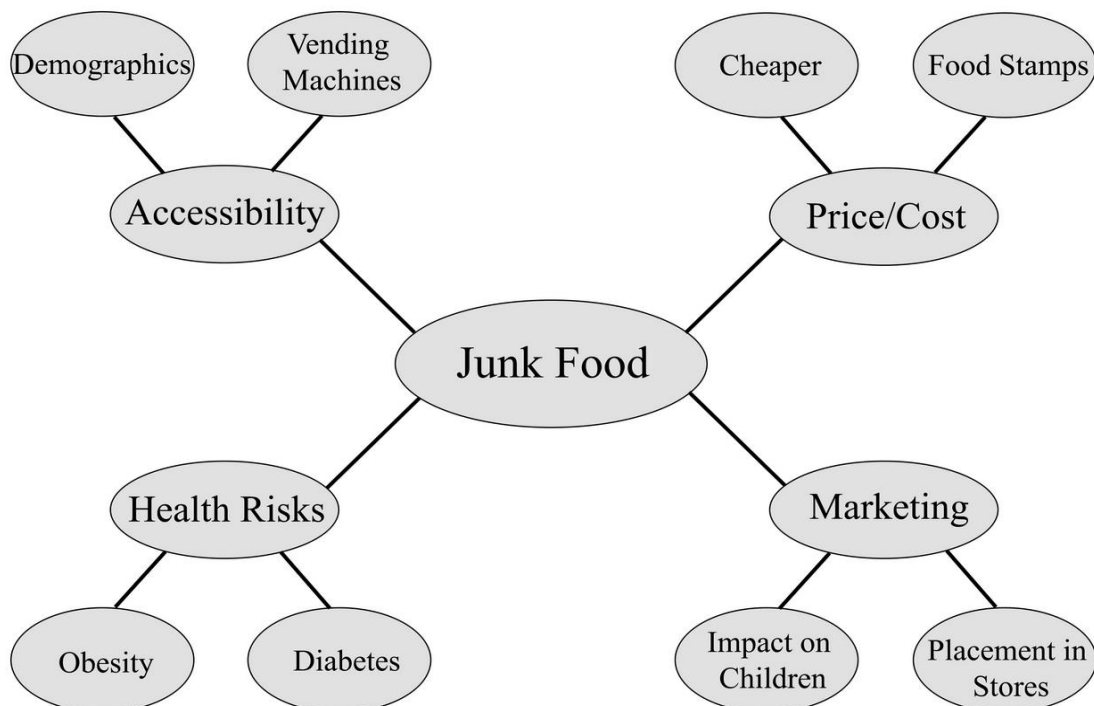
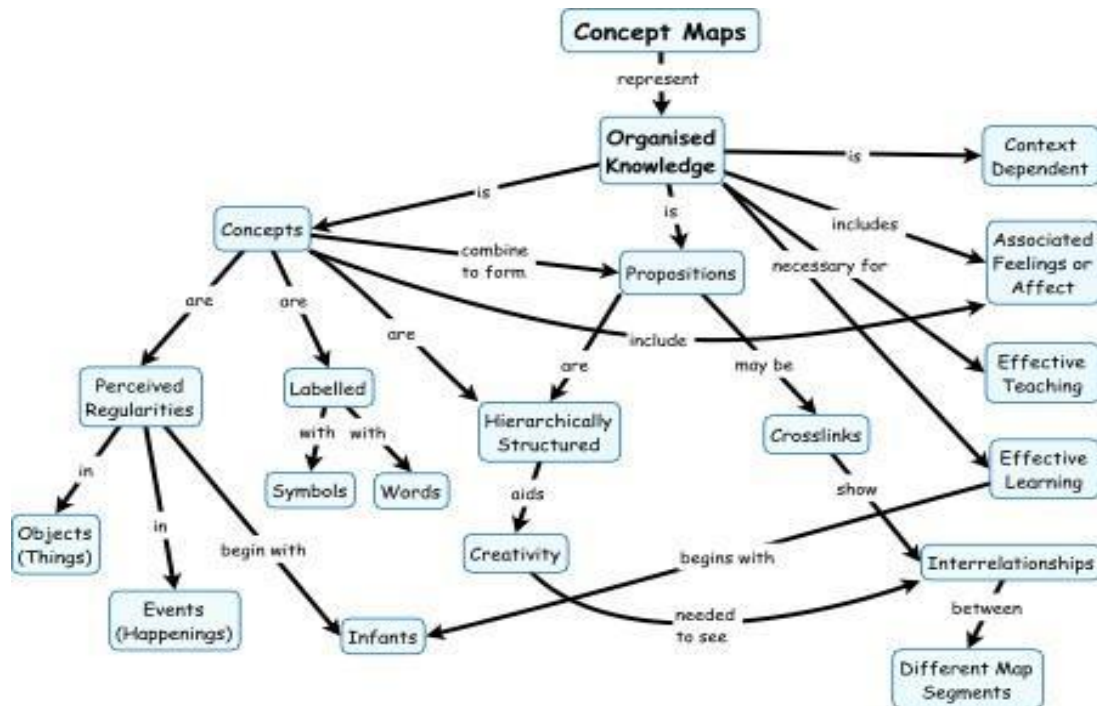
If at least one chair falls down, the game stops and it is started again. You may set an objective, for example, to turn round the full circle, that everyone returned to his starting chair with no chair fallen down.



3-4-5 SESSIONS

Introduction to the Projects and their Managements

Annex 2. Concept Map Samples



Module 1. Initiating a Project



3-4-5 Sessions

Annex 3. Introduction to the Projects and their Management

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1

Learning outcomes



- A project and project management;
- Project life cycle;
- Project boundaries and triangle constraint concept;
- Know the role of project manager and team members;
- Internet tools.


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2

Inspiration and dreams


<https://www.youtube.com/watch?v=whFcJJjT2Qk>

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3



- Businesses, public, non-governmental organizations embracing the project management discipline;
- Project management becomes a popular career track.


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Project management evolution



- VI BC - Pantheon in Greece



- III BC - Great Wall of China



- 70/80 - Coliseum



- 1506 - Saint Peter's Basilica in Rome



- 1475 - Michelangelo



- 1960s - Modern project management era

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5

What is a Project?



A temporary endeavour to produce a unique product or service


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6

Annexes

Project's features



- Temporary;
- Unique;
- Has interrelated activities and tasks;
- Product, service, or result.



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7

Projects are all around us



- Opening a hostel;
- Improving an organizational business process;
- Creating children educational programs;
- Opening online fitness lessons;
- Establishing company of homemade jewellery.



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8

Project vs On-going activity



Project

**Writing a book;
Building a bakery.**

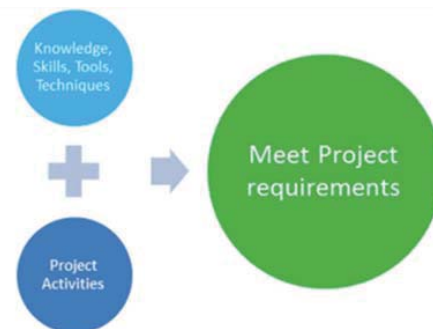
Routine work

**Printing books;
Making the same
type of bread.**

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9

What is meant 'managing projects'?



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10

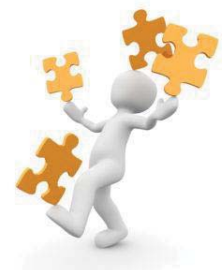
Project lifecycle



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11

Activity No.2 Analyzing scenarios of project lifecycle



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12

Annexes

Triple Constraint



Constraint – a factor which may place limitations on:

- What you do?
- How you do?
- When you do?



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13

Constraints example



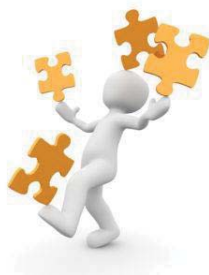
A family wants to build a new house. There are three constraints set: cost, time and scope. Due to certain circumstances it is decided to decrease the *budget (costs)*. The costs for building the house could be decreased in two different ways: by *extending the schedule* or by *reducing the scope* and having a smaller house built.



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Activity No. 3 Triple Constraint



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'W' Elements Set Project Boundaries



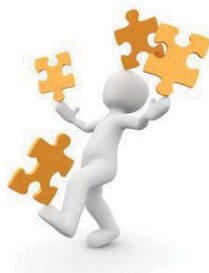
- WHAT?
- WHY?
- WHO?
- WHEN?
- WHERE?
- HOW?



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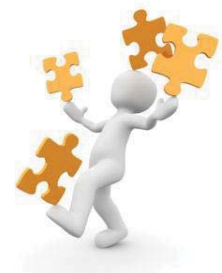
Activity No. 4 Project Boundaries



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Activity No. 5 Online Quiz



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Annexes

Project manager



Key roles of each project manager:

- 1) Planning;
- 2) Execution;
- 3) Control.



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Good Project manager



- Technical authority;
- Positional authority;
- Personal authority.



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Project team



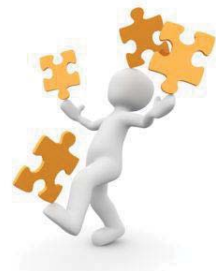
Team is a group of individuals working together, when presence of all persons to achieve a common goal and implement the task or project is required.



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Activity No. 6 Personality types



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Additional reading



More about concept maps: <http://cmap.ihmc.us/docs/theory-of-concept-maps>

More about history of projects:

<http://pmkarma.blogspot.com/2008/11/ancient-project-management.html>

https://www.researchgate.net/publication/298341808_The_History_Of_Project_Management

More about project management methodologies:

<https://toggl.com/project-management-methodologies/>

<https://financesonline.com/list-of-project-management-methodologies-comparison-examples/>

Kahoot tutorials:

https://files.getkahoot.com/academy/Kahoot_Academy_Getting_Started_Guide_2nd_Ed_-_June_2016.pdf

<https://www.youtube.com/watch?v=pAfnia7-rMk>

Quizizz tutorial:

<https://www.youtube.com/watch?v=bz0fB4u9uF8>

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3-4-5 SESSIONS

Introduction to the Projects and their Managements

Annex 4. Project lifecycle

Read the project scenarios below. Determine which project lifecycle is described in each scenario.

1. Ana has a small bakery shop in little touristic town in Palanga. Her business is running well, she has constant clients coming to her bakery for croissant, cakes and cup of coffee. However, Ana had a new idea to expand her services, which would attract more tourists and increase her income. She decided selling her bakery stuff by using mobile stroller in most touristic places of the town. Once the goal was set she started a detailed planning of her idea. She made a list of materials she needs to buy, listed all activities she needs to accomplish, people she needs to hire and calculated a precise budget for her idea.
2. Answer: _____
3. Daugelai community has 100 families living in the village but no place for social and cultural gatherings. At a monthly meeting group members of community council decided to initiate a project – to improve social and cultural environment in their village by opening Daugelai community home for its members. The goal was set, activities and time defined, responsible people assigned and approximate budget estimated.
4. Answer: _____
5. A group of three good friends who work in sports industry had a project idea to open online personal training platform for the clients. They filled in project application to Sports and Health Ministry, received a funding and implemented a project. At the end of the project they filled in the report, counted expenditures and evaluated lessons learned.
6. Answer: _____
7. Rita works at an NGO which the main goal is to protect human rights. She was given a project assignment from her director to organize an international conference on gender issues. After careful planning, Rita together with her team members started executing the plan. They found a venue place, invited participants, took care of accommodation, agreed on presentations with speakers, ordered meal and printed all needed materials.
8. Answer: _____
9. Inga is a bag designer and has her small manufacture where together with her employees she designs and sews bags for women. Each year she delivers new collection of bags and sells it through different sellers. However, this year she decided to make a project – to sell bags herself through opening an online shop. She made careful planning and started project execution. She was constantly contacting web page designer, re-discussing online page functions, controlling the expenditures and the whole implementation process.
10. Answer: _____

Answers:

- Planning
- Initiating
- Closing
- Execution
- Monitoring and controlling

3-4-5 SESSIONS
Introduction to the Projects and their Managements

Annex 5. Triple Constrain Concept

Read the following situation and identify the three sides of the triple constraint triangle in a table provided at the end of description.

Following the annual business strategic planning meeting at cheese production company, the sales department was tasked with creating a project that would introduce the existing company's products into the European market.

Sales department would introduce the products within three months, but with limited product and sales support that would be managed from the existing sales and service groups.

The whole thing would cost 200,000 Eur and no new personnel would need to be hired.

The project would create website sales portals in all five of the targeted European markets and will organize a marketing campaign for the products.

Scope:	
Schedule:	
Costs:	

3-4-5 SESSIONS

Introduction to the Projects and their Managements

Annex 6. Project Boundaries

Read the situation provided below and by using the “W” questions identify project boundaries. Reply answers in the table.

Nicole works in human resources department at the headquarters of international pharmacy company that is selling medicine in different European countries. She had just received an email from her executive director informing her that she had been assigned to plan and run the annual meeting of sales managers from Eastern European Countries. She went to her director’s office to get information about the meeting.

Nicole entered the office and sat down on the chair in front director John. He looked at her and asked, “How I can help you?”

“I would like to get information about the annual event of sales managers,” Nicole replied. “I need to understand the boundaries and constraints so that I can start to plan and organize the event.”

“Well, this is the annual meeting of sales managers from Eastern European Countries. The goal of the meeting to review last year’s results in sales and set out the goals and objectives for the next year. We should plan to have that meeting at the beginning of February because by then we will have all statistical data from sales departments,” said John.

“That’s great but I have a few other questions. First, who should be invited to the event?”, asked Nicole.

“We need to invite all sales personnel from Eastern European country branches to the event. In addition, I think we need to invite supporting staff from Finance, HR, and IT, marketing departments”.

“Okay,” Nicole said, “I would also like to ask where we should have the meeting. Should I look for a venue in a town or in the outskirts of the city?”

“I think we should do it in one of the hotels with some entertainment and relaxation services. But I want you to give me some options,” John replied.

“What other constraints are there?” Nicole inquired.

“The total budget is 10,000 Eur and that includes travel and accommodation for everyone invited to the event. The event should be two days with one night staying at the hotel. The first night I would like to have a small party. The first day we concentrate on presentations and second day on group work. I will let you know detailed the agenda later,” John answered.

“I have one more question,” Natalie asked. “Why are we spending money on an event like this because there will be one more big conference at the end of the year?”

“That is very good question,” John responded. “Our annual meeting serves two purposes. It gathers the best sellers of our company in to one place, which serves as a motivation for others. Also, it gives me a chance to communicate the strategy and its updates to sales personnel and answer questions. This helps to align everyone on the message our company tries to send to customers next year.”

Annexes

What:	
Why:	
When:	
Who:	
Where:	
How:	

3-4-5 SESSIONS
Introduction to the Projects and their Managements

Annex 7. Solutions

Solution to an Exercise No.3 Triple Constrain Concept

Scope:	To create a project that would introduce the existing company's products into the European market through developing website sales portals in all five of the targeted European markets and organizing a marketing campaign for the products.
Schedule:	During three months
Costs:	200 000 eur

Solution to an Exercise No. 4 Project Boundary

What:	To plan and run the annual meeting of sale managers from Eastern European Countries
Why:	To gathers the best sellers of the company in to one place, which serves as a motivation for others; To give a chance to director a chance to communicate the strategy and it's updates to sales personnel and answer questions To align everyone on the message of the company to customers next year.
When:	Beginning of February
Who:	Sale managers from Eastern European Countries Supporting staff from Finance, HR, and IT, marketing departments
Where:	Hotel in the town/outskirts
How:	10,000 Eur Two days event With a party on this day's evening Presentations, working in groups

3-4-5 SESSIONS

Introduction to the Projects and their Managements

Annex 8. Questions and Answers

1. What are key features of the project?

- Temporary, unique, product, endeavour – True answer
- Unique, repetitive, service, temporary – False answer
- Without end, Product, Service, Work people do one time – False answer
- Repetitive work, Has beginning and end, Unique, ongoing operations – False answer

2. What is triple constraint?

- Time, Limits, Cost- False answer
- Scope, Time, Cost-True answer
- Time, Risk, Scope – False answer
- Recourses, Costs, Risk – False answer

3. Among listed statements, which is the project?

- Manufacturing cars – False answer
- Printings books – False answer
- Meeting clients – False answer
- Designing online personal training platform – True answer

4. Select the correct order of project life cycle

- Initiating, controlling, executing, planning, closing – False answer
- Initiating, planning, executing, monitoring and controlling, closing – True answer
- Monitoring, initiating, planning, executing, closing – False answer
- Planning, initiating, monitoring and controlling, closing – False answer

5. What does it mean executing the project?

- To perform the actual work as approved in the plan – True answer
- Developing the plan – False answer
- Identify the objectives, scope, purpose and deliverables to be produced – False answer
- Reviewing project success and failures – False answer

6. What does it mean scope in triple constrain concept?

- It means that all projects have a finite budget – False answer
- It means the description of all the required work to create the product, service or result- True answer
- It means client quality requirements – False answer
- It means a schedule of the project – False answer

3-4-5 SESSIONS
Introduction to the Projects and their Managements

Annex 9. Creativity development games

These exercises are used in search of new ideas, before the start of a new work or project.

Nr. 30 Thinking outside the box

Goal – practice a brainstorming technique that could be applied to come up with project ideas. Students stretch their imagination by looking at variety of everyday objects and listing possible new uses for the objects. This idea-generation process can be used for planning project ideas, goals, presentation and project design.

Duration – 30-40 min.

Group size: 6-18

Materials: cheese grater, cherry pitter, stapler, napkin ring, can opener, potato peeler, umbrella, water bottle.

Assessment: excellent

Game description

Distribute the SCAMPER questions or hang them for all the students to see.

Divide students into groups of four or six.

Review the SCAMPER questions and explain that students will look at an object and consider the questions using the brainstorming technique called SCAMPER. SCAMPER is a technique aimed to think of improving something. It is an acronym that helps to remember seven different ways to think up new improvements. Emphasise that there are no right answers; the wackier they are, the better. For example, why not to combine an umbrella with a sail and make a boat?

Explain that each group will have five minutes to use SCAMPER for their first object. Then, the group will pass their object to another group and use SCAMPER for the next object. Continue this until each group has brainstormed with every object.

Debrief with discussion questions:

- What skills did this activity help you to develop?
- What did you find easy? What was hard?
- How well did your group work together?
- How do you think the SCAMPER technique could be useful in the project?

SCAMPER

SUBSTITUTE: What materials could be used to improve this product? Can you use this product in a different way or as substitute for something?

COMBINE: How could the product be combined with anything else to create -something new?

Adapt: How can the product be adapted to fit another purpose?

Modify: How could you change the shape, look or feel of the product?

Put to another use: Can you put this product to another use?

Eliminate: How could you simplify this product? What features or parts could you remove?

Reverse: What could be turned around, placed in an opposite direction, or used backwards?

Nr. 31 Nine dots

Goal – development of creativity skills and untraditional thinking

Duration: 10 min.

Number of participants: 10-25

Material: envelopes with a task for each participant, pens, felt-tip pens.

Assessment: excellent

Description of a game

Each player receives an envelope with a task. Inside the envelope there's a leaflet with nine dots and written task.

Part I. Task announcement: everyone must individually perform the task from the envelope within 1 minute in kind of isolation without displaying the decision to anyone.

Part II. After a minute, the participants are divided into groups and given 5 minutes more to solve the task together. If the task is solved, the group stays silent and waits for 5 minutes to be over and until other groups are finished working.

Part III. Groups show their common solution. Other possible solutions are also presented.

Reflection. Discussion in one joint circle.

- What feelings and moods?
- Did anyone manage to solve on his own?
- How did discussion go in the groups?
- What helped to reach a solution?
- What disturbed to find the right answer?
- What stops us from thinking unconventionally?

Summary. There is no single solution but it has got many decision paths. In our lives we perhaps have already done such similar conundrums and made decisions. In all of them we needed to connect the dots in straight lines without lifting a hand. In the same inertia of thinking we choose now. Usually we think that line must cross the dots. All attention is concentrated on the dots not paying attention to the space around them. So, we continuously try to connect the crossing dots

Annexes

and aren't looking for the other ways. From this puzzle-solving came out the saying "Think outside the box", i.e. think unconventionally. Often, when the first possible solution is found, we stop and do not try to solve the problem other way. Sometimes we are afraid to look and see from the other point.

Lesson:

Let us not become the victims of a standard way of thinking.

Perception and reality are sometimes very different.

Do not rush to accept other people's decisions.

THE TASK:

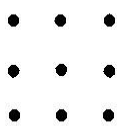
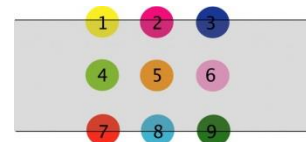
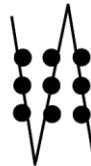
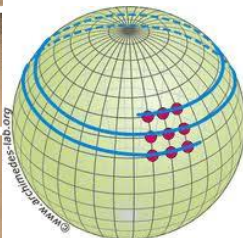
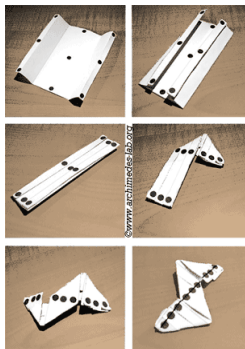
1. Work in peace and silence.

2. In the middle of a paper draw nine dots in the same way as shown in the example.

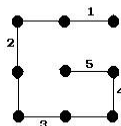


3. You need to connect all of the dots in mostly 4 straight lines without lifting your hand and not moving the same line twice.

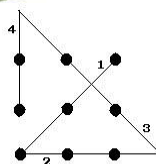
Variety of solutions:



A



B



C

Nr. 32 Freestyle flight
Goal – development of creativity, cooperative and cognitive skills
Duration: 30-40 min.
Number of participants: 6-18
Material: pencils, felt-tip pens, A4 sheets of paper
Assessment: Good
Description of a game
<p>Preparation:</p> <p>On the table you lay small, differently scented pieces of paper (e. g. deodorants, lemon juice, vinegar, perfumes, etc.), according to which participants are divided into particular scent groups of 3-4 people; Find the other place in the room for placing A4 white sheets, pencils, felt-tip pens, and maybe setting a musical background.</p> <p>Procedure:</p> <p>Divide students into commands. From the table they pick one small, differently scented piece of paper. Participants are invited to choose one paper strip each. Then, they go to one another and must find the same scent strips and thus create further game teams.</p> <p>Creative work.</p> <p>The new team members are invited to sit comfortably at the tables, they are given the hand outs of white sheets of paper (one sheet per team) and pencils. They must work in silence. Now, they are told in one minute to draw what just comes up to their minds, a range of fantastic shapes or concrete images, with their eyes closed. After one minute, the eyes are opened and the drawing inspected.</p> <p>After inspecting the drawing, another 10 minutes is given. The time when the “piece of art” should be coloured, i. e. completed with the sounds of beautiful music around. Talking to each other should be avoided! After the work is finished, start a team conversation. Everyone has to brainstorm for five adjectives describing the drawing. They should write them down on the other side of paper or simply somewhere in the corner. They also must invent a title for the picture and write it at the top.</p> <p>Joint conversation of all teams. Now, all teams exchange their thoughts why they entitled their “work of art” in that way.</p> <p>Note:</p> <p>Different continuation is possible. For instance, all groups create their story, which should include all the adjectives on that paper. The game may be finalised by spontaneous acting, creating scripts of written stories, later plays, which also have to be entitled, etc. Show is about to begin because it is usually the climax of the game to present each other the long, but impressive performance, i.e. sketches.</p>

Nr. 33 A cobweb - 5 habits of creative thinking

Goal – To start a discussion about the habits of creative thinking, the conception of creativity in the context of creative education. To analyse own creativity and strengths.

Duration: 30 min

Number of participants: 10-15

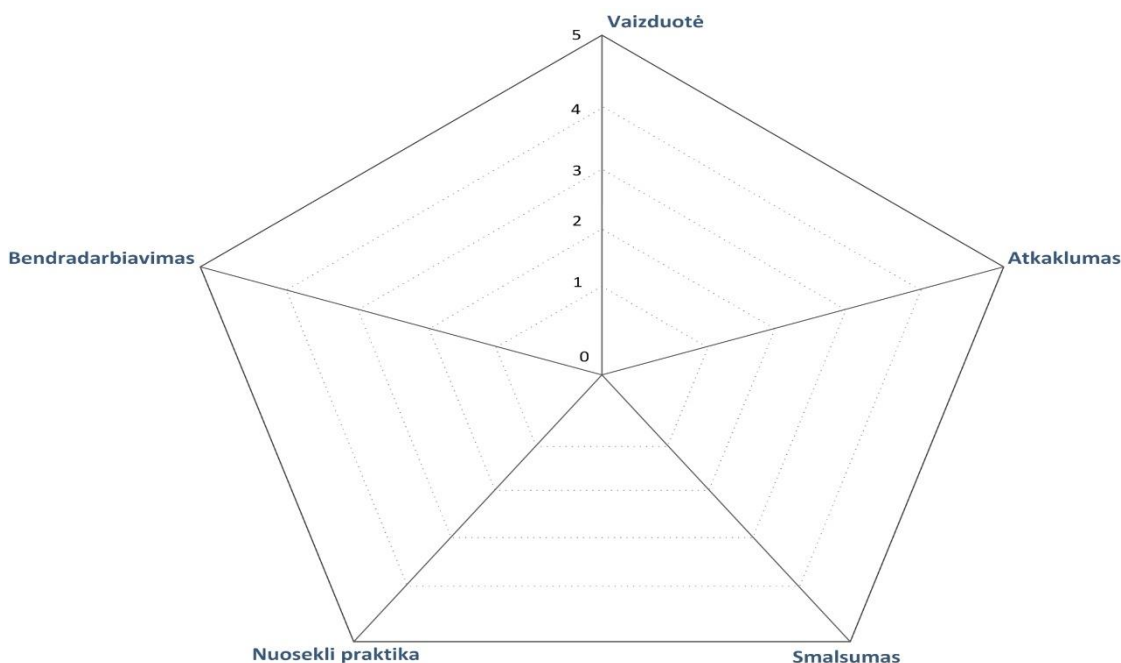
Materials: Paper, pens of different colours.

Assessment: very interesting.

Description of a game

Resources:

This must be done in advance. Use a sticky tape to make a pentagon on the floor (external contour and 5 lines going out of every angle and crossing in the middle). There should be as many pentagons as the number of groups (4 or 5 people in each group). Every line is graded from 1 to 5 (1- in the middle; 5- at the edge). The preparation of the “cobwebs” may take about 10 min.



It's important for every member in the group to have a pen or marker of different colour.

The process:

Before performing in this exercise, the participants must have already heard the presentation of 5 creative thinking habits.

Participants are divided into groups of 4 or 5.

Every participant chooses a different colour marker and creates his own creativity web, putting himself somewhere on the scale from 1 to 5 (5 is the strongest) according to his own creativity features (imagination, persistence, collaboration, curiosity and consistent practice).

Annexes

Later, every group discuss what they see in their own common web:

what sort of strengths emerge, what habits become dominant, what common group opportunities are revealed;

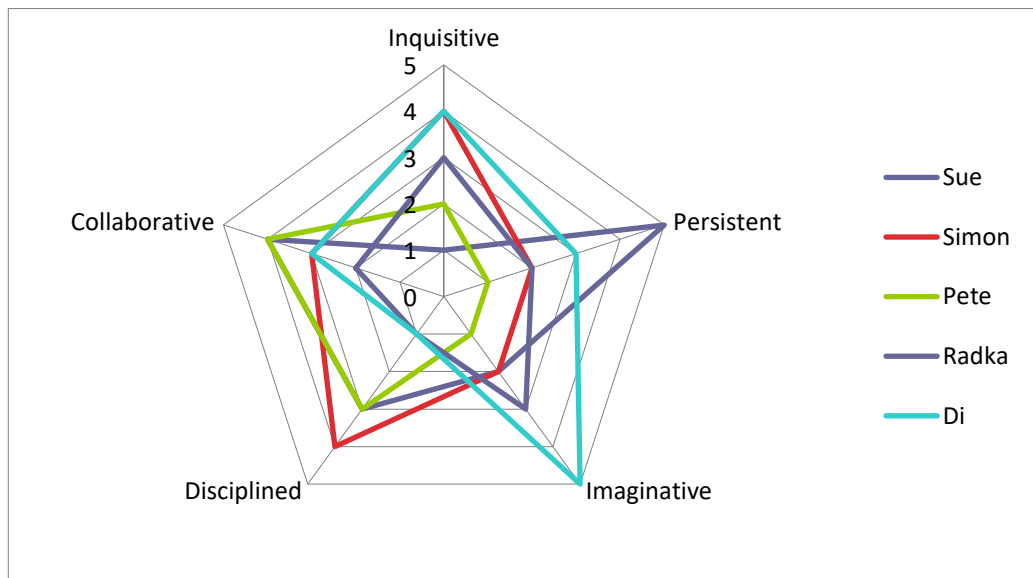
What opportunities and challenges this combination provides for the agent's work? For example, if there's 5 at "consistant practice", it is a strength, however it may become a challenge when others are, for instance, at 1.

How this exercise could help when working with teachers and students, for fixing/ adjustment of initial situation?

Have you changed your opinion when you saw other people's self-evaluations?

Finally, there is a common group reflexion, aimed to discuss this exercise, its visuality and mobility; its opportunity to be used for measuring the situation and doing the analysis at the beginning and at the end of the project.

Here's a model, how a common group cobweb may look like:



IMAGINATION	CURIOSITY	PERSISTENCE	CONSISTENT PRACTICE	COOLABORATION
Playing with ideas relies on intuition connects different spheres	wonders, raise questions observing, searching for answers has doubts on existing assumptions and norms	tolerates uncertainty admits difficulties as a part of the job dares to be different	realistic, tries to improve constantly improves technical skills has a critical thinking	easily can work with others admits two-way communication shares ideas

Nr. 34 Squiggle Birds

Goal – Squiggle birds is a quick exercise that can be used to get people stretching their visual thinking muscles. It takes about five minutes and quickly, clearly demonstrates how little effort is really required to make meaningful, easy-to-read images. The main point of the demonstration is that our minds are already pattern-making machines, and very little drawing is actually required to convey an idea and promote creativity.

Duration: 5 min

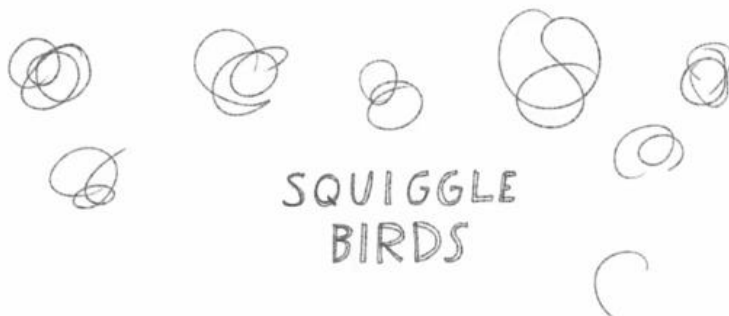
Number of participants: 10-15

Material: pen and sheet of paper

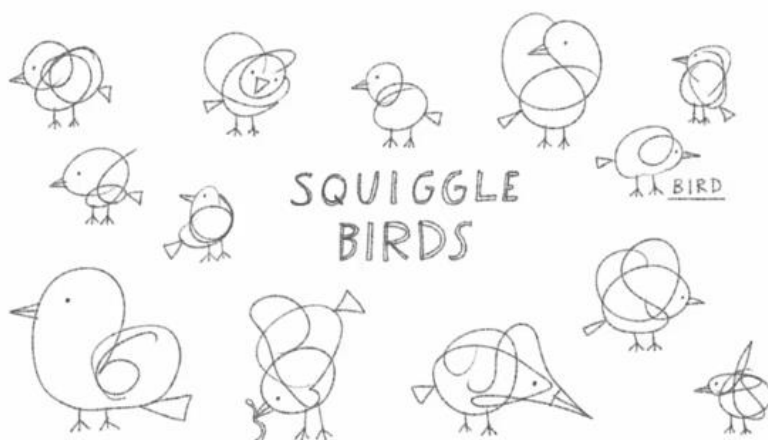
Description of the game

People in groups start drawing random squiggles on big sheet of paper. Any type of thing they want to make. Then the lecturer tells that people to each of the squiggle can add a beak or triangle, or eye, couple of bird feet, maybe a tail and certainly have a bird. It should be done for each squiggle. The drawings shouldn't be good. It demonstrates how mind can creatively work and easily make images. It is fun exercise.

The squiggles:



The result of the drawing:



Module 1. Initiating a Project



6-7 Sessions Annex 10 Origin of ideas

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1

Learning outcomes



- Creating ideas;
- Choosing an entrepreneurial idea;
- ICT tools.



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2

The origins of ideas



No idea in the history of mankind has ever come from a pile of large rocks, a warm mound of dirt, or a bundle of sharp, pointy sticks. It's **the people who create** them that are the source.



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3

Bad ideas lead to good ideas



4

Activity no 1. Bad ideas lead to good ideas



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5

Brainstorming rules



- No criticism of ideas;
- Go for large quantities of ideas;
- Build on each others ideas;
- Encourage wild and exaggerated ideas.



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6

Annexes

Any project



- Addresses real problems;
- With realistic objectives and activities;
- Leads to sustainable/long term results;
- Meets client needs;
- Implemented within limited time frame.



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7

Let's generate ideas!



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8

Activity no 2. Exploring topics



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9

Activity no 2. Choosing project ideas



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10

Additional reading



MindMup tutorial:

<https://www.mindmup.com/tutorials/index.html>

More information about Affinity Diagram method:

<https://www.balancedscorecard.org/portals/0/pdf/affinity.pdf>

Xmind tutorials:

https://www.youtube.com/watch?time_continue=30&v=szBb5f7zeQ0

https://www.youtube.com/watch?time_continue=10&v=7aiRzX2LO7Y

Bubble.us tutorial:

<https://www.youtube.com/watch?v=G7FT4RAVxGw&feature=youtu.be>

MindMeister tutorial:

https://www.youtube.com/watch?time_continue=9&v=zHVCwapbs-k

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11

Module 1. Initiating a Project



8-9 Sessions
Annex 11. Storage of Project Files.

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1

Learning outcomes



- Store files on digital device/computers or in a cloud;
- Participatory tools, project management tools and synchronization tools;
- Set-up online collaboration tools.



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2

Golden rule: good file management makes finding what you want easy



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3

Files management:



- One place for all documents;
- Logical hierarchy;
- Nest folders within folders;
- Naming conventions;
- Be specific;
- File as you go;
- Order files for convenience;
- Cull files regularly.



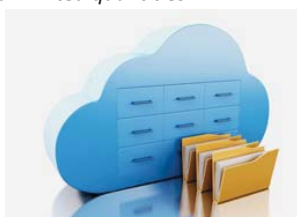
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4

Cloud storage



Cloud is a way of *storing files remotely* – using computer, files can be stores in a virtual space. Documents are accessible to *user and other people* with whom user wishes to share information. Computer clouds can be accessed *anywhere, anytime in unlimited quantities*.



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5

Could storage advantages and disadvantages



- Data reliability;
- Universal access;
- Collaborate on document preparation;
- Lower costs;
- Improved performance;



- Continuous access to the Internet;
- Service speed when having a slow internet connection;
- Application speed compared to installed ones;
- Security.

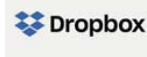
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6

Annexes

Most used cloud services:

- OneDrive;
- Google Drive;
- DropBox;
- Trello;
- Meistertask;
- Slack;
- Basecamp.



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7

Activity no 1. Trying software



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Additional reading

Tutorial on Dropbox: <https://www.youtube.com/watch?v=4Nan6Zt6bzw>
 Tutorial on Google Drive 1: <https://www.youtube.com/watch?v=cCZj5oixRAA>
 Tutorial on Google Drive 2: <https://www.youtube.com/watch?v=82CUzgqUxKU>
 Tutorial on OneDrive 1: <https://www.youtube.com/watch?v=hkf1p1Y6rEQ>
 Tutorial on OneDrive 2: <https://www.youtube.com/watch?v=9w4JeZhnJis>

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Module 2. Planning a project



10-11 Sessions
Annex 12. Stakeholders are the heart of a successful project

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Learning outcomes



- Defining a project correctly;
- Project stakeholder;
- Stakeholder analyses;
- Strategies to manage stakeholders' needs;
- ICT tools for communication and collaboration.



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2

Defining the project



The first stop on our journey down Project Management Boulevard is also the most important, because it builds the foundation for all other project management activities and sets the stage for our eventual project success (or failure).



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3

Stakeholders are the heart of a successful project



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4

Who is a stakeholder?



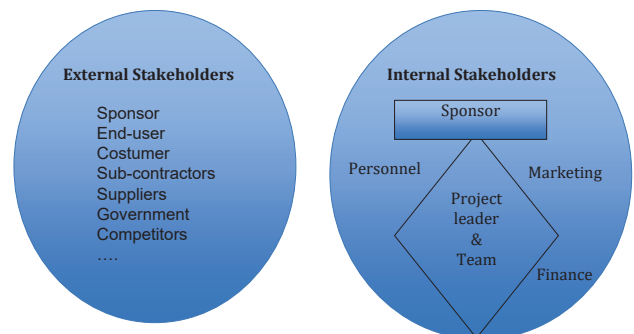
Stakeholders are anyone who participate in the project or are impacted by an initiative.



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Stakeholders can be:



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Annexes

Activity No. 1. Stakeholder identification for chosen projects.



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Activity No. 2. Stakeholder matrix analyses **woman**

Power/Interest Grid



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8

Strategies to manage stakeholders **woman**

- High power & high Interest => Manage closely
- High power & low interest => Keep informed
- Low power & high interest => Keep satisfied
- Low power & low interest => Minimal effort



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ICT tools

- Groupmap: <https://www.groupmap.com>
- Beeye: <https://www.mybeeye.com/home>

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Additional recourses

- Groupmap Video tutorial:
<https://www.youtube.com/watch?v=JKKR-Qsz2G4>

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10-11 SESSIONS
Defining a Project: Stakeholders Analyses

Annex 13. Defining stakeholders

Stakeholder (Those who can help with the project, disturb or remain neutral.)	Expectations (Why are they interested? What are they expecting to gain? What do they need? How will the project affect them?)	Interest level (Very low, Low, Average, High, very high)	Power level (Very low, Low, Average, High, very high)
S1			
S2			
...			

Module 2. Planning a project



**12-13 Sessions Defining project:
Project Scope of Work Document
and SMART objectives
Annex 14. Project Scope of Work
Document**

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Learning outcomes



- Project Scope of Work Document;
- Using SMART Objective(s);
- Using digital tools for projects.



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2

Project Scope of Work Document



The document includes:

- What the project is creating;
- Product or service;
- Conditions for the product;
- Definition of deliverables.



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**Key elements of
Project Scope of Work Document**



- Project name – short, catchy, easy to pronounce and memorize.
- Problem statement – Why this project is needed? What problem this project will solve?
- Project goal/aim – goal or aim is high-level statements, and it can be somewhat vague.
- Project objectives – specifies what the project is trying to achieve.



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**Key elements of
Project Scope of Work Document**



- Outcomes – the changes that happen as results.
- Scope statement – What we are going to accomplish?
- Timescale – What is the deadline for completion?
- Stakeholders – list the major stakeholders.
- Risks – A list of possible risk can be identified.
- Resources – What financial, human and other recourse are needed for a project?

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Deliverable



Something you created on the way to completing your project. It is a piece of a product or a service you are creating.



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About SMART objectives



SMART stands for:

- Specific;
- Measurable;
- Achievable;
- Relevant;
- Time Bound.



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Activity No. 1. SMART Objective(s).



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Activity No. 2. Develop Project Scope of Work Document.



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ICT tools



Microsoft Word

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Additional recourses



Longer Microsoft Word tutorial:
<https://www.youtube.com/watch?v=HC13M8FGINc> (28 minutes)
Medium long Microsoft Word tutorial:
<https://www.youtube.com/watch?v=2bQ5JPQhagc> (13 minutes)
Longer Microsoft Word written tutorials:
<https://www.webucator.com/tutorial/introduction-microsoft-word/index.cfm>

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12-13 SESSIONS.
Defining project: Project Definition Document and SMART objectives

Annex 15. SMART Objective(s) Template

Initial goal	Write the goal you had in mind when your group chose the idea for a project and think why you need this project.
S – specific	What does your team want to accomplish? Objectives should address the five Ws: who, what, when, where, and why.
M – Measurable	How your team will measure the progress and how it will know that objectives are reached out successfully? What determine project success?
A – Achievable	Does your team have skills to achieve the goals? If not can you obtain them?
R - Relevant	Why your group is setting this goal now?
T – Time-bound	What is the deadline and is it realistic?
SMART goal	Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed

12-13 SESSIONS.

Defining project: Project Scope of Work Document and SMART objectives

Annex 16. Project Scope of Work Document Template

Project Manager:

Sponsor:

Project Approval Date:

Approved by:

Project Name:
Project Objectives:
Problem to be solved (or opportunity):
Scope of work:
Major project activities:
Out of scope activities:
Project Deliverables:
Key Stakeholders:
Project Manager:
Team Members:
Timeline (estimated project completion date):
Major milestones
Risks:
Budget/resources:
Consultants
Equipment, hardware or software
List of other costs such as travel&training, etc.

Module 2. Planning a project

14-15 Planning project: Work Breakdown Structure Annex 17. WBS

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1

Learning outcomes

- Principles of effective project planning;
- Work Breakdown Structure for project/entrepreneurial idea;
- Digital tools for WBS.



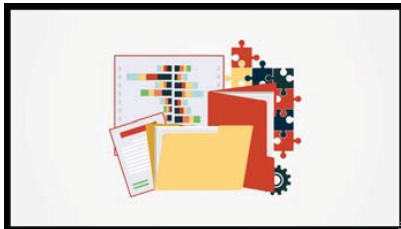
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2

Planning a project

Planning stage is one of the most critical stages. Planning involves work tasks, resources, schedule, cost, risks, communication and quality for a project.

“Like rudder of a ship, information alone is not enough; but without it, the vessel and the project both recklessly wander out of control”.



Work Breakdown Structure (WBS)

- WBS is a technique for breaking down a project into smaller parts called work packages.
- The WBS is using outputs/deliverables from Project Scope of Work Document and identifies tasks that are foundation for further planning.



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4

Recommendations for WBS:

- Do not rush and spend as much time as it is needed on WBS.
- Each deliverable must be names as an activity/task that includes a verb.
- The “if it’s useful” rule. If you consider to break tasks down further you should remember:
 - Smaller tasks tend to have less uncertainty.
 - Large tasks assigned to many people lose accountability.

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Activity No. 1. Braking down a project in WBS.



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Annexes

ICT tools



Beeeye: <https://www.mybeeeye.com/home>



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7

Additional recourses



Beeeye Step-to-step guide available at:
<https://www.mybeeeye.com/blog/wbs-template-create-a-work-breakdown-structure-in-excel>

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Template: Work Breakdown Structure

Work Breakdown Structure Outline

(task numbering optional)

PROJECT NAME

- 1 Activity (Deliverable)**
- 1.1 Task (sub-deliverable)**
- 1.1.1 Sub-Task

2 Activity (Deliverable)

- 2.1 Task (sub-deliverable)**
- 2.1.1 Sub_task
- 2.1.2 Sub-Task
- 2.2 Task**
- 2.2.1 Sub-Task
- 2.2.2 Sub-Task
- 2.2.3 Sub-Task

3 Activity (Deliverable)

- 3.1 Task (sub-deliverable)**
- 3.1.1 Sub-Task
- 3.1.2 Sub-Task
- 3.2 Task (sub-deliverable)**
- 3.2.1 Sub-Task
- 3.2.2 Sub-Task
- 3.2.3 Sub-Task

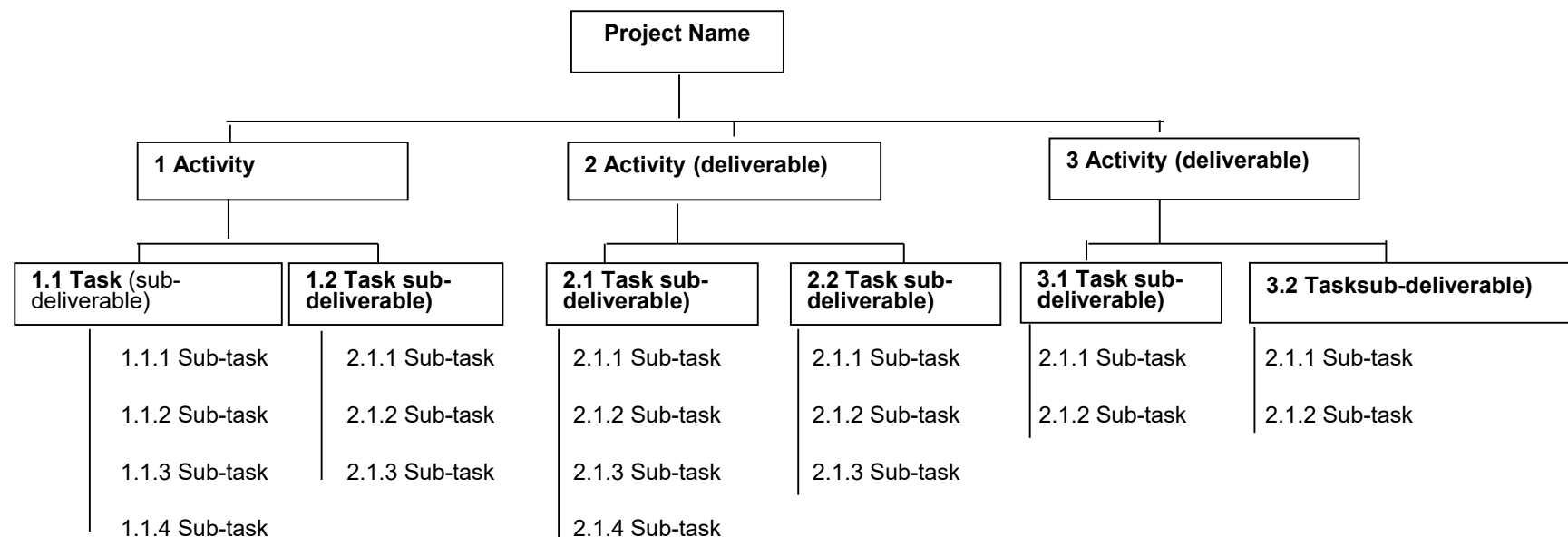
Annexes

Template: Work Breakdown Structure

The Work Breakdown Structure identifies the project's tasks and provides a framework for organizing and managing the work. Two methods for presenting a work breakdown structure (WBS) are the WBS outline and the WBS diagram.

Work Breakdown Structure Diagram

(task numbering optional)



Annexes

Module 2. Planning a project

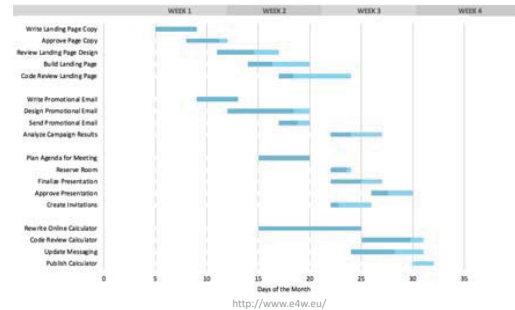
16-17 Planning project: Gantt chart Annex 19. Gamtt chart

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1

Learning outcomes

- Making Gantt chart;
- Using ICT tools for making Gantt.



2

Gantt chart

- Method for displaying a project schedule.
- The tool that merges all the work tasks to be performed, their relationships, their estimated durations and their assigned resources to a calendar.
- Schedule is detailed plan required for day-to-day management of the project.

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3

Gantt chart includes

- Activity number;
- Activity names;
- Durations;
- Start and finishing dates;
- Progress;
- Responsible person.



4

Activity No. 1. Gantt chart development for chosen projects



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5

ICT Tools

Planio: <https://plan.io/blog/gantt-chart-excel-template>

GoodDay: <https://www.goodday.work/>

TeamGantt: <https://www.teamgantt.com/signup>

GanttPRO: <https://ganttpro.com>



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6

Additional recourses



Planio tutorial: <https://plan.io/blog/gantt-chart-excel-template/>

GoodDay tutorial:

<https://www.youtube.com/watch?v=Y5qSGw2PFqg>

TeamGantt tutorial:

https://www.youtube.com/watch?v=9HtdWMzcU-M&feature=emb_title

TeamGantt tutorial (managing workloads, selecting tasks colours etc.): <https://support.teamgantt.com/videos/>

GantPRO tutorial:

<https://www.youtube.com/watch?v=2iaATkWEY9w>

18-19 SESSIONS
Project Planning: Resources
Annex 20. Recourse planning template

Provide a detailed breakdown of resources, required to execute the project.

Recourses	
Human recourses:	Number of working days (or hours):
Facilities:	
Equipment:	Quantity:

Module 2. Planning a project



16-17 Sessions

Annex 21. Project planning process: Budget

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1

Learning outcomes



- Process of managing project costs;
- Project budget making techniques.


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2

Project budget



A project budget is the total amount of money allocated for the particular purpose of the project for a specific period of time.

A process of managing project costs:


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3

Creating a project budget. Bottom-up budgeting



- Starts with the smallest components;
- Project manager identifies activities or tasks for each work package;
- Identify parameters are needed to implement the activity and estimate costs.



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4

Type of costs

**Direct costs**

Direct costs mean everything that is directly necessary for the project that is being implemented.

Direct costs include: personnel and non-personnel expenses.

Indirect costs

Indirect costs include expense which are frequently referred to as overhead costs (rent/utilities, telephone/Internet, office supplies).

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Activity No. 1. Budget plan


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ICT tools



Google Sheets
Microsoft Excel

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Additional recourses



Download example spreadsheet that illustrates some of the capabilities of Excel, formulas and functions and allows you to experiment:
<https://www.computerhope.com/jargon/e/example.xls>
Excel Video tutorial:
<https://www.youtube.com/watch?v=rwbho0CgEAE>
Written tutorial explaining basic options, with in detail explanation of each after clicking on its name: <https://www.excel-easy.com/>
Google Sheets video tutorial:
<https://www.youtube.com/watch?v=FlkZ1sPmKNw>
Google Sheets longer tutorial:
<https://www.youtube.com/watch?v=zs3ku4uVoho>
Google Sheets written step-by-step tutorial:
<https://zapier.com/learn/google-sheets/google-sheets-tutorial/>

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Annex 22. Budget template

PROJECT BUDGET	Labor		Materials					
	Hours	Eur/Hours	Units	Eur/Units	Travel	Equipment	Facilities	Total Budget (Eur)
1. Work package								
1.1.Task/Activity								
1.2.Task/Activity								
1.2.1.Sub-task								
1.2.2.Sub-task								
2. Work package								
2.1....								
2.2....								
3.Unexpected costs								
4.Indirect costs								
4.1....								
4.2....								
Total								

21 Session Annex. No. 23 Copyrights and Creative Commons licenses

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1

Learning outcomes

Principles of copyrights and Creative Commons licenses for using, modifying and sharing digital content.



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2

Short movie about copyright

https://www.youtube.com/watch?v=lnzDjH1-9Ns&feature=emb_title



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3

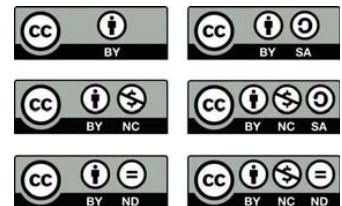
Creative Commons licenses

Ⓘ Attribution (BY)

Ⓒ ShareAlike (SA)

Ⓓ NonCommercial (NC)

= NoDerivatives (ND)



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4

TAL

- Title – What is the name of the material?
- Author – Who owns the material?
- License – How can I use it?



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No. 1. How to release your project's work with Creative Commons license.



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Annexes



More about Creative Commons at:
<https://vimeo.com/244671254>

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Module 3. Presenting and closing a project



22-23-24 Session Annex No. 24 Developing digital content

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Learning outcomes



- Digital content (videos and presentations);
- Preparing and giving presentations on planned project



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Presentation preparation key parts:



- Learner's own preparation regarding the content;
- The production of the presentation itself;
- The preparation before presenting to the other learners



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Presentation contains:



- Title
- Forecast
- Agenda/Outline
- Background motivation and problem statement
- Contents
- Wrap up
- Contact Details
- Where to find the presentation file



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No. 1. Mapping a presentation plan



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10-20-30 Rule



This rule states that a presentation should contain no more than 10 slides, last no more than 20 minutes and have no text less than 30-point font.



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Annexes

No. 2. Making a presentation



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Advices:

- Be Entertaining
- Slow Down
- 15 Word Summary
- 20-20 Rule
- Don't Read
- Speeches are About Stories
- Project Your Voice
- Don't Plan Gestures
- "That's a Good Question"
- Breathe In Not Out
- Come Early, Really Early
- Get Practice
- Don't Apologize
- Do Apologize if You're Wrong
- Put Yourself in the Audience
- Have Fun



8

No. 3. Preparing for a presentation



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