SOFTS BOX

TO TRAIN YOUNG PEOPLE SOFT SKILLS TO MIND THE GAP WITH THE LABOR MARKET





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THE PARTNERSHIP











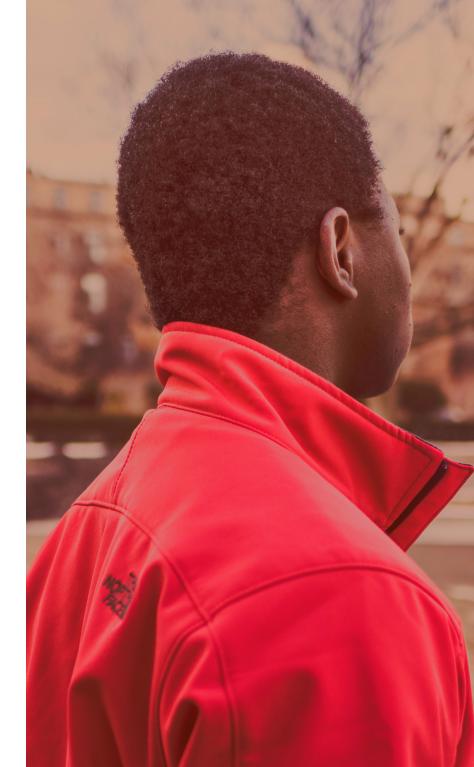




ABOUT

This booklet is one of the output of the project "Young people at the labout market" financed by Erasmus+ (KA2) aimed to fill the gap between young people and the labour market trough the development of the soft skills of youth.

Here you should find the training tools created and tested during the project. Thanks to this educational tools, you should support young people in develop their soft skills and reach their goals for the future.





THE POWER OF

PERSPECTIVE

THIS BOOKLET IS FOR TRAINERS AND YOUTHWORKERS
WHO WANT TO LEAD THE DEVELOPMENT PROCESS. IT
TEACH AN EXPERT VIEW OF EDUCATIONAL TOOLS THANKS
TO A THEORETICAL INTRODUCTION, THE DESCRIPTION OF
THE SCENARIOS AND SOME TIPS TO USE IT.

YOUTH, LABOUR MARKET AND COMPETENCES: WHICH CONNECTION?

In the introduction to its "flagship initiative" the European Commission concisely formulate the main challenges and policy suggestions in the following way:

"Bridging the gap to the target will be no easy task. The crisis has bought the employment rate down to 69% and the unemployment rate up to 10%; [...]. A skilled workforce is an essential asset to develop a competitive, sustainable and innovative economy in line with Europe 2020 goals. In times of budgetary constraints and unprecedented global competitive pressures, EU employment and skills policies that help shape the transition to a green, smart and innovative economy must be a matter of priority".

What are the "skills"?

A skill is the learned ability to carry out a task with pre-determined results within a given amount of time or energy, or both.

The labour market is constantly evolving. Skills, competences, and qualifications that people need change over time. To deal with these changes people need to be equipped with a variety of skills.

What are the soft skills?

Is hard to define what "soft skills" are and «the perception of what is a soft skill differs from context to context. A subject may be considered a soft skill in one particular area, and may be considered a hard skill in another. On top of it the understanding of what should be recognized as a soft skill varies widely.

Knowledge in project management for instance is "nice to have" for an electrical engineer, but it is a "must to have" for a civil engineer. Training intercultural awareness might be useful for a chemist, but it is an absolute necessity for public or human resources management in societies of diverse cultures» (Bernd Schulz, 2008).

«Soft skills is a term often associated with a person's "EIQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, interpersonal skills, managing people, leadership, etc. that characterize relationships with other people. Soft skills contrast to hard skills, which are generally easily quantifiable and measurable» (Wikipedia, 2015).

Softs skills are hard linked with the relational behavior of people and are important because, usually, working life include other people. How to imagine to work alone? But relations at work aren't so easy as it seams and it need to have the right means to multiply their positive effect and limit the risk and the obstacles that should occur.

Let's go to discover the soft skills packages and the tools/scenarios created!





01Mirek Urban:
mirekurban@wp.pl

03Gian Paul Gauci:
gpgauci@uhm.org.mt

Lubica Gallova: lgallova@gmail.com

05

Laura Birtolo:
laura.birtologiosef.it
Floriana Solaro:
floriana.solarogmail.com
Vincenzo Monaco:
enzomonkey@hotmail.it
(videomaker)

04

Daniel Markovič: daniel.markovic@ku.sk Ľubica Černá: lubica.cerna@ku.sk



Communication

Click here for an overview of the scenario



COMMUNICATION PACKAGE

Theoretical Introduction

Self-presentation and first impressions

Experts in broadly understood social sciences more and more often emphasise the importance of self-presentation and making a good **first impression** and influence of those factors on **perception** of an individual. Consequently, abilities to effectively **present oneself and shape one's self-image** have a significant influence on chances of achieving success by a given person.

Psychological research suggests that when people meet for the first time, 90% of them develop an opinion about the other person within a few moments (i.e. up to a few minutes). This opinion is based mainly on appearance, behaviour, body language, way of dressing and speaking (which is actually only a few sentences uttered by the observed person). It is believed that the impression we make on the other person within those first seconds and minutes will decide on their attitude to us.

We may distinguish the following types of self-presentation:

- facade self-presentation idealization of "me", presentation of oneself in a better light than one's private idea of oneself and our self-esteem;
- **tactical self-presentation** based on adapting oneself to expectations and preferences of the environment;
- authentic self-presentation presentation of our own ideas.

In case of a job interview it is advised to use the facade self-presentation, i.e. subtle idealization of oneself, not mentioning our mistakes or failures, accenting those features that might be beneficial from the point of view of our prospective employer. When using this type of self-presentation it is important to base on actual facts and not lies. The self-presentation should have an assertive character – its form should be distinctive with a self-confident presentation of ourself.

Interpersonal communication

The word "communication" comes from Latin communico, which means "making something common, sharing something with others", and also "allowing another person to participate, to share, to use". The Polish word "komunikacja" is close its English equivalents: "communication" and "communicate". Most often we understand communication as a process of passing messages between a sender and a recipient. A complete process of communication should be two directional. On one hand, the sender passes their message, on the other hand, the recipient reacts to the message and consequently sends back another message. Lack of efficient communication is one of the most significant obstacles to successful team work. It refers both to suitable expression of messages and to appropriate comprehension of those messages.

Interpersonal communication may be defined as a process in which people try to share meanings by means of symbolic messages (transmissions). This draft definition of communication draws our attention to three basic issues: **1) communication concerns people**, therefore its comprehension requires comprehension of mutual human relations, **2) communication is about sharing ideas**, which means that in order to communicate it is necessary for people to establish common definitions and terminology to be used, **3) communication deals with symbols**, although gestures, sounds, letters and words may only illustrate or approximate thoughts that are to be conveyed.

Communication may be divided into:

- One-directional this type of communication happens when there is no possibility to receive feedback. There is no return channel and roles of participants are stiffly assigned, e.g. when watching TV. The sender of the message is the TV presenter and the recipients are the viewers. There is no possibility to contact the sender and ask any additional questions in case the message is not clear.
- **Two-directional** this type of communication happens when we have a change of getting feedback, asking about any aspect of the message that was not clear for us.

Description of the Scenario 1 Self-presentation in the process of job seeking

3. Goals of the scenario/learning objectives

The main goal

The main goal of the scenario is acquiring new knowledge and skills concerning public presentations Detailed goals

- 1. Acquiring basic knowledge and skills concerning self-presentation and public speeches.
- 2. Acquiring the ability to recognize problems in communication, in particular in public speaking.

4. Description of the process of implementation of the scenario

The basic version of the scenario should take no longer than 90 minutes (in case of groups counting 15-20 people). Additional exercises (with a video camera) may last additional 90 minutes.

EXERCISE N.1

- 1. Name of exercise: Successes and failures of your public presentation
- 2. Objectives of exercise

The objective of this exercise is to analyse sources of successes and reasons for failures of public presentations and also establishing plans for self-development.

3. Expected outcome

The participants are aware of sources of their successes and reasons for failures in public presentations/speeches.

4. Materials/technical equipment

A4 sheets of paper, pens or markers

5. Time requirements

20 min

6. Detailed description of the exercise

The group should be divided into smaller sub-groups of 4-5 persons. One of the sub-groups receives a task of listing all possible sources of successes in public presentations. The other group is to list all possible reasons for failures in public speeches. The groups have 5 minutes to complete the task. Then each group has to present to all remaining participants the results of their discussions and notes. There is a short discussion and a summary of the exercise.

REMARKS: If there are for example 20 participants, then it would be necessary to create 4 sub-groups (2 sub-groups focus on sources of successes, 2 sub-groups – reasons for failures).

7. Analysis/discussion

What have you learned from this exercise? What are your sources of successes in public presentations? What can you do to be even more successful? What are your reasons for failures in public presentations? How can you improve them? How can you use the gained knowledge in your future presentations?

EXERCISE N.2

1. Name of exercise: First impression

2. Objectives of exercise

The objective of this exercise is to establish on what basis we judge each other.

3. Expected outcome

Awareness of how easy it is to judge other people based on non-verbal signals, i.e. gestures, clothes, smile, make-up, hairstyle, etc.

4. Materials/technical equipment

Pictures, multimedia projector (if we present the photos on screen), printed out photos (for each group) – in case we do not use the projector, PRINTOUT N.1 (with a table of questions)

- **5. Time requirements:** 20 min
- 6. Detail description of the exercise

The group should be divided in smaller sub-groups of 3-4 persons. Each sub-group receives the printout N.1. Then participants observe photos portraying various people (on projector or using printouts) and fill in a table with information about each photo. Each photo is shown for 1 minute – in this time participants fill in the table. In case of printed out photos, participants have 10 minutes to complete the whole table. Finally, each sub-group presents their notes.

7. Analysis/discussion

Where there significant differences in description of the photographed people in sub-groups? What were the reasons for differences? What have you learned from this exercise about how we perceive other people? Is it easy to judge other people? What do you pay attention to when judging others? To what aspects of your appearance, gestures, mimics you may pay attention in order to make a positives first impression? How can you use the gained knowledge in practice? (meeting new people, seeking work, job interview, etc.) What has surprised/puzzled you in this exercise?

PICTURES PORTFOLIO

EXERCISE N.2 - COMMUNICATION PACKAGE

EXERCISE NO 3

1. Name of exercise: Tell us about the journey of your lifetime

2. Objectives of exercise

Experiencing the role of the speaker and all aspects associated with it. Participants receive feedback from the coach and other participants concerning their presentations.

3. Expected outcome

Participants can experience stress, stage fright, necessity to manage verbal and non-verbal aspects of their presentations. Participants are able to describe advantages and disadvantages of their public presentations.

4. Materials/technical equipment

Sheets of paper and pens – for preparing one's presentation, PRINTOUT N.2.

5. Time requirements: 35 min

6. Detail description of the exercise

Each participant receives the printout n.2, which is later discussed on the forum of the group. Each participant prepares a presentation titled: "The journey of my lifetime" (5 minutes for preparation). The presentation should last no longer than 1 minute. *Participants are not allowed to use notes*. The suggestions for the participants are that: It is important to pay attention to welcoming the audience, introduction, development, closing of the presentation, as well as general non-verbal communication. Participants present in front of the whole group and each presentation is discussed straight afterwards: first, the participant discusses their impressions and observations, and then short feedback comes from the group and the coach.

.7. Analysis/discussion

What have you learned from this exercise about your skills of public presentations?

What was easy and what was difficult for you in your presentation?

How can you use the gained knowledge in practice? (meeting new people, seeking work, job interview, etc.)How can you develop your skills of public presentations?

What has surprised/puzzled you in this exercise?



Advanced option of Exercise No 3

Added Materials/technical equipment:

A video camera, multimedia projector/screen or a big TV set

- **5. Time requirements:** 45 min (more!)
- **6. Detail description of the exercise:** Each participant receives the PRINTOUT N.2, which is later discussed on the forum of the group. Then each participant prepares a presentation titled: "The journey of my lifetime". The presentation should last no longer than 1 minute and 30 seconds. Participants are not allowed to use notes. It is important to pay attention to: welcoming the audience, introduction, development, closing of the presentation, as well as general non-verbal communication. Participants present in front of the whole group and are recorded on a camera. After delivering all the presentations by participants, each presentation is played on a screen or on a big TV set and then it is discussed. First, the participant discusses their impressions and observations, and then short feedback comes from the group and the coach.

Description of the Scenario 2 Interpersonal communication on the labour market

Goals of the scenario/learning objectives

The main goal

The main goal of the scenario is acquiring new knowledge and skills concerning interpersonal communication.

Detailed goals

- 1. Acquiring basic knowledge and skills concerning conveying concrete and precise messages.
- 2. Acquiring basic knowledge and skills concerning active listening to messages.

Description of the process of implementation of the scenario

The basic version of the scenario should take no longer than 90 minutes (in case of groups counting 15-20 people).

EXERCISE N.1

1. Name of exercise: Drawing instruction

2. Objectives of exercise

Perfecting ability to use precise vocabulary and create comprehensible, explicit messages. Training in precision and logics of discourse – minimizing any ambiguities.

3. Expected outcome

Participants are aware that conveyed messages not always reach the recipient in a complete form. Participants attempt to pass messages which are maximally simple and comprehensible.

- **4. Materials/technical equipment:** Sheets of paper, markers or pens, PRINTOUT N.3.
- 5. **Time requirements**: 45 min (without the discussion)
- **6.** Detail description of the exercise

The coach chooses a single person from the group or asks for a volunteer. The chosen person sits in front of the group on a chair and receives a page with a drawing on it (PRINTOUT N.3).

FIRST PART of the exercise. The chosen participant has to describe (step by step) the drawing in the most comprehensible and clear way. The task of other participants is to recreate on their sheets of paper the same arrangement of objects as on the picture held by the person describing. In this part of the exercise the group cannot ask any questions – they are only to listen and draw this what they consider appropriate. The person describing is not allowed to illustrate the shape of objects with gestures.

SECOND PART of the exercise. Analogically - the participant has to describe again (step by step) the same drawing in the most comprehensible and clear way. The person describing is not allowed to illustrate the shape of objects with gestures. However, this time the group is allowed to ask questions. After completing the exercise, participants compare both drawings with the original and discuss the results.

7. Analysis/discussion

- Sample questions for a person describing the drawing:
- What have you learned from this exercise about conveying messages?
- What was easy and what was difficult in describing the picture?
- Did you find without any problems suitable words to describe objects and their location?
- What were the differences in the first and the second stage of the exercise?
- How can you use the gained knowledge in practice?
- Sample questions for people drawing the picture:
- What have you learned from this exercise about comprehending messages? What was easy and what was difficult in recreating the picture at each stage of the exercise? Were the descriptions precise, explicit and clear? How can you use the gained knowledge in practice?

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- Scenarios (including expected time for exercises and discussions) has been prepared for groups counting 10-15 persons. The scenario may be also carried out in 15-30 persons groups or even bigger, however, in such case there is a possibility that not all participants will have an opportunity to speak on the forum of the group (unless time of exercises is extended)
 - It is advocated that the scenarios should be delivered by a coach/trainer that has some experience in conducting group workshops and is familiar with at least basic information on the topic.
- When analysing the results of exercises and discussing with participants after completing each exercise it is advocated to focus on relating the new knowledge and gained skills to requirements of the labour market.
- Try to use interesting examples of public speeches/self-presentations that can be found online. Play them to participants of the workshops at the beginning or during the course of the meeting.
 - At the beginning of the training ask participants about their needs and expectations.
 - Adjust the exercises to the group.
 - Don't be afraid to modify the exercises.

Tips for trainers



02

Problem solving and creativity

for an overview of the scenario click here

Theoretical Introduction

This introduction aspires to illustrate the key elements of the designed pedagogical tool (scenario), that is to say that it explores the concepts of problem, decision in problem solving processes and creativity. This allows us to look from the right angle, the link between the competence named creativity and the other one called problem solving.

Second important point of this introduction is to explore the many forms of stress in workplace as main problem that any employee may live; this will allow us to understand and contextualize the video-story that is part of the scenario. These specifications are thought to give support points also to novice trainers, teachers and youth workers about the issue of problem solving and stress in workplace.

Finally, we provide some points of preliminary specification for the successful use of the scenario that will be described later.

1.1. Problem solving and Creativity. What are they and what is the relationship between them?

Problem solving, stress management, problems formulation.

Definition of the concept of problem: A problem is a practical or theoretical situation that waits a solution. In psychology, cognitivist has been particularly applied to the solutions of problems, distinguishing those well defined, which have a clearly expressed target and those no well defined that require a reformulation. The phases for the resolution are: 1. Protocols, 2. The behavioural modelling diagram (states of awareness: the information that the subject has about the problem; operations: what does the subject, the search for solutions), 3. The decision.

The decision: is the formulation of a judgment on the realization of an action or not. The decision is not spontaneous but requires a reflection and a consideration of the consequences that become possible as a result of the made selection. The choice, in its turn, is oriented towards the alternative that according to the forecast manages greater pleasure, rewards or benefits.

The time for the decision is for the physiological psychology not the reaction time to a stimulus (as wrongly thought before) but as the time for the brain to recognize the existence of a stimulus, select the adequate response to be implemented and to order muscles to move. More complex is the decision to make; more long will be the decision time. (Galimberti, 2012).

The problem solving: Researches in this field may have multiple effects on the educational activity level. Problem solving could be defined as an educational approach sought developing, on psychological, behavioural and operational level the ability in solving problems. Despite being associated with the development of logical mathematical abilities of problem solving, it isn't the only educational area that can benefit from these skills: problem solving in an interdisciplinary perspective, can mean correct use of classification ability of problematic situations and capabilities, so, to solve problems of this kind can be pertinent to the logical-mathematical field or not. Moreover, the method to solve problems (which problem solving is one facet) places, as the operating core, the discovery and the domain of difficult situations in general, which can develop student's heuristic potentialities, and his evaluation and objective judgment skills. The didactics method for problems allows students to learn how to solve, gradually, increasingly complex problems that allow them to acquire high-level cognitive skills. A problem can be a question that requires an exact and comprehensive response, or a question that requires the identification or the construction of rules and procedures that satisfy predefined conditions and allow solving the same question.

Creativity: Among the many definitions of creativity that were coined it is pointed out for simplicity and precision the one provided by the mathematician Henri Poincaré: "Creativity is to combine existing elements with new and useful connections."

The categories of "new" and "useful" rooted creative activity in society and history. The "new" refers to the historical period in which it is conceived; the "useful" is connected with the social understanding and recognition. New and useful adequately illustrate the essence of the creative act: an overcoming of existing rules (new) establishing an additional shared rule (because it had shown useful). It is also identified the two dimensions of the creative process that combines order and disorder, paradox and method.

Finally, the categories of new and useful expand the range of creative activities in all human action to which is recognized an economic benefit - aesthetic or ethical - and which develop one of the three possible degrees of innovation: new application of an existing "rule", extension of an existing rule to a new field, establishment of a completely new rule. As it is based on the deep knowledge of the rules to overcome, creativity cannot develop in absence of preliminary competencies. In the context of a problem to solve be aware of the limits (personal and contextual) but at the same time be able to overcome them produces solutions to overcome the impasse.

So between problem solving and creativity, there is a very close relationship because identify a problem and take the path to reach a determined decision is necessary to evaluate new connections that can be useful to achieve the purpose we resolved: pass the problem we are experiencing.

1.2. Description of stress and work-related stress

Stress is a condition associated with suffering or physical, psychic, psychological or social dysfunctions, resulting from individuals feeling of not being able to respond to requests or do not live up to expectations. Individual can well adapt himself to face an exposure to the short-term pressure, which can also be regarded as positive, but he has greater difficulty sustaining prolonged exposure to an intense pressure. Moreover individuals can react differently to the same situation given or can react differently to similar situations at different circumstances of their lives. Stress is not a disease, but prolonged exposure to it may reduce efficiency at work and can cause illness. Stress deriving from reasons outside the working environment can lead to changes in behaviour and reduced efficiency at work. All expressions of stress at work cannot be considered to be related to the work itself. Work-related stress can be caused by different factors, such as the content of the work, its organization, the environment, inadequate communication, and so on.

To identify problems of work-related stress: Given the complexity of the phenomenon, we do not intend to provide an exhaustive list of potential stress indicators. However, a high degree of absenteeism and staff turnover, frequent interpersonal conflicts or complaints by workers are some of the signs that may indicate a problem of work-related stress. The identification of the existence of a work-related stress problem can require the analysis of factors such as work organization and its processes (working time arrangements, degree of autonomy, match between workers' skills and job requirements, workload, etc.), working conditions and environment (exposure to offensive behaviour, noise, heat, dangerous substances, etc.), communication (uncertainty about job expectations, job prospects, future changes, etc.) and subjective factors (emotional and social pressures, feeling of inadequacy, perceived lack of support).

If a work stress problem is identified, we must act to prevent, reduce or eliminate it. The responsibility to define appropriate measures rests with the entrepreneur. Such measures must be conduct with the participation and collaboration of workers and / or their representatives. In Italy, according to the Directive 89/391, all entrepreneurs have a legal obligation to protect workers' employment health and safety. This obligation is also applied to work-related stress problems when they present a risk to health and safety. All workers have a general duty to comply with protective measures determined by the entrepreneur.

It is useful to keep in mind that problems in the workplace are often the source or the result of a stress process suffered by the subject and develops from his considerations regarding the discrepancy between the resources owned and those required by the situation.

1.3 Two specific types of work-related stress: mobbing and burnout

Mobbing: It means a kind of psychological terror at work, exercised through repeated aggressive and oppressive behaviours by colleagues or superiors. The victim of these real persecution seen himself marginalized, slandered, criticized: he has to do disqualifying tasks, or is moved from one office to another, or is systematically ridiculed in front of customers or superiors.

The burnout syndrome: It is the outcome of a pathological stressor process; this affects people who exercise an helping professions, if they do not respond adequately to the excessive loads of stress that their work brings them to assume. Maslach and Leiter (2000) perfected the components of the syndrome across three dimensions: deterioration of job commitment, deterioration of the emotions originally associated with the work, a problem of adaptation between the person and the work, due to the excessive demands of the latter.

Theories for the good use of the teaching method

Didactics for problems must be intentional and functional than the educational and teaching goals to reach, in terms of knowledge, skills and abilities. The philosopher and epistemologist Karl Popper argues that "[...] scientific research consists in solve problems, [...] life is made up of problems to solve," and then that "learning to solve problems is learning to live [...]". (Wikipedia).

Why a video as a problem solving tool

Piaget and Inhelder published in 1971 a distinction between reproductive images (evoking objects, situations or known events) and anticipatory images (representing objects made just mentally). They claimed that visual images were used as a starting point in the activity of realization of the thoughts evoked by verbal symbols and mathematical symbols; precisely visual images are the keystone of this realization. Several studies on the transition from the internal image to the word have been carried out, and according to various experiments, it was shown that only after a period of familiarization with the problem, the solver passes from a visual phase (internal and external representations) at linguistics one. Bruner, in 1964, wrote "In order to benefit from contact with events that regularly occur in the environment, we must represent them in some way." Köhler assumed that thinking and problem solving were not the simple sum of stimulus-response, but that it must somehow be a global perception of the problem as a functional whole. The problem, that is to say, becomes understandable and solvable because the relationships between the elements involved suddenly showed themselves in the individual's eyes in all their evident clarity. Gestaltists indicated this phenomenon, which is vital to the evolution of the thinking process, as insight that means, "see inside", that is to grasp. According to Wertheimer it is necessary to observe the situation freely, open-minded, with an overall view, trying to fully understand, to realize, to highlight the inner relationship that exists between the form and the assigned task, reaching, at best, the roots of the situation, illuminating and making obvious the essential nature of the structure.

Description of the scenario

LEARNING OBJECTIVES

General objective:

- Understand the structure of a problem, to cope the stressing situations, evaluate the possible solutions and choose the best solution, trying to "thing out of the box". *Specific objective:*
- Comprehension, analysis and evaluation of problems;
- Analysis of personal and professional resources;
- -Understanding personal emotion (empathy);
- Develop a creative approach to solutions;

EXCERCISE

1. Goal(s) of the exercise:

- to foster the comprehension, analysis and evaluation of the problem competences;
- to develop a creative approach to find solutions;
- develop empathy;
- skills to recognize personal emotions in the future situation;

2. Expected outcome

A critical personal and creative point of view about how to cope problematic situation at work.

3. Materials/technical equipment: projector, pc; pens, papers, flipchart and markers, internet connection. Link: https://youtu.be/CGUAEB0S8eo



Focus on the video: what to know

This is the Real story of Chiara (the team of the Giosef Enna made a research between real stories of mobbing consulting also the Union of the city to have some suggestions).

Chiara Gentile is a young woman employed in a big national and international inport/export Company. Before the story telled in the video she was employed there in a different department. She received the proposal to be the Secretary of the General Director of the Company in a building closer to her home (so with some advantages for her private life) and with more important resposabilites, a good chance for her career in the Company. She has to cooperate with the other Secretary everyday.

Due to some missunderstanding with the older Secretary of the General Director, at the beginning of the job, she had to stand some difficulties. These one became harder and harder and the video propose us to choose between different solutions in 2 moments with a high degree of stress for Chiara.

The options lead us to some solutions but also to other problems. Finally, we have to find a new option for Chiara:the "third option". Infact, the other options bring her to other difficulties and participants understand that there is something wrong in Chiara attitude and in the working environment that need to be changed. There is not the "best solutions" but there should be some different solutions not foreseen in the video and the participants should catch it. *So the video is composed by 3 steps: the first 2 are to train the problem finding and solving skill and the last one to train the creativity in problem solving process.*

The assumption is that sometimes the solutions are nearest that we immagine and there should be some obstacles in the process (stress or bad emotions for example) that should stop us in finding it. In the real story Chiara, finally was fired and it was recognized as a mobbing story.

4. Time requirements: 90 minutes for 10 people.

5. Detail description of the exercise

The activity will start with the workshop presentation and a name game.

The name game: say your name and choose a nickname that describe a positive characteristic; then participants will sit in circle and they will pass the ball from one to one saying, before to lunch it: "from... (your nickname)to...(the other nickname)". This is to pass the idea to be there and to exchange/calling to coming in the positive characteristic.

After that, the trainer will continue with the **introduction of the topic: problems**. In particular they will be focus first in the problems at school/university. We will start with *a brainstorming about this topic* using a flipchart in the middle of the circle. The Trainer will ask them to say everything come up in their mind about this. The idea is to explore the possible problems in the context of school/university (the nearest context for the pupils/students attending the course). It has to take 15 minutes at maximum.

Then the trainer **introduces the video**. Show the video and facilitate the choice process of the group asking questions when the video shows the 2 different options. Continue till the second choice moment and then fix the comments of the group on a flipchart (comment about what she should do, what is the situation, what was the problem in her behavior or in others behaviours, etc). Finally facilitate the reflection about the *third option* for the protagonist of the video: What should be the solution? (this is the creative moment: you should find a new option to choose for the good development of the story).

6. Analysis/discussion

Come back to the flipchart done at the beginning and ask to the participants if the can state some important thinks learned from Chiara's Story. Write it down on the flipchart used before for the brainstorming about the problems (using a different marker). Close with some comments if there are some.

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Tips for trainers

- 1. See the video before to do the workshop and try the different paths of solutions suggested.
- 2. Facilitate the process of reflection about the video stopping it in the moment of the "solution found!" and in the moment of the choosing between the two options.
- 3. Give the chance to the participants to discuss, put the chairs as semicircle to facilitate it.



Enterpreneurship

for an overview of the scenario click here

Theoretical Introduction

1.1 Introduction

The Subject of Entrepreneurship is a vast subject which describes the process of launching and maintaining a new business. For someone to be an entrepreneur, it was decided through the study performed by this EU funded project students would need to develop certain soft skills to be able to be entrepreneurs. Specifically, one should be:

- Independent thinking
- Persistent
- A leader
- Able to set and justify priorities

These four soft skills were further divided into sub-subjects which will be developed with in the goals of the scenario.

1.2 Independent thinking

In entrepreneurship fiel, independent thinking is the ability to think creatively, outside the box, however taking into consideration other's opinions. It is about taking decisions in a creative way.

1.3 Persistency

Persistency is to be insistent in a statement, request, question, etc. This is perhaps the most important soft skill that one needs to succeed.

1.4 Leadership

There are many theories which lead to what is leadership, however there has been no worldwide consensus to what constitutes a leader. In 1939, Kurt Lewin defined that there are three kinds of leaders: Autocratic leaders, Democratic Leaders and Laissez-faire leaders (Cherry, 2006).

On the other hand, (Northouse, 2013) specifically states that "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal."

It is underlined that leaders are only so due to the fact that there are followers and other people who are not leaders in a group.

The LMX theory describes how leaders maintain their position in a group through a two-way relationship between them and the followers. The leaders keep their most trusted followers in a high rank and offers them decision influence, responsibility and access to resources. The other followers are, on the other hand, given less important tasks (Mark O'Donnell, Yukl, & Taber, 2012; Northouse, 2013).

The Contingency theory states that a leader's effectiveness is directly dependent upon situations and effective leadership is matching a style of leadership to the right setting. The situations can be characterized by three factors namely: leader-member relations, task structure and position power.

1.5 Able to set and justify priorities

Time management and prioritizing is one of the most important tools in any type of work, be it normal employment, project management and even entrepreneurship. In the PMBOK, it is stated that Time management includes Planning Schedule Management, Defining Activities, Sequencing them, estimating the activity resources, estimating their duration, developing a schedule and controlling the schedule (Project Management Institute, 2013). Examples in scheduling are: Activity lists, Bar Charts such as a Gantt Chart and a Network Diagram.

Description of the scenario

Goals of the scenario/learning objectives

The main goal

The main goal of the scenario is acquiring new knowledge and skills concerning enterepreneurship

Detailed goals

- 1. Acquiring basic knowledge about enterpreneurship;
- 2. Acquiring basic skills about indipendent thinking and decision making;
- 3. Foster the persistency in reaching goals;
- 4. Acquiring the ability to recognize and use empathy in the right way in an enterpreneurial field.

Description of the process of implementation of the scenario

EXERCISE 1

Name of the exercise: Introduction to entrepreneurship

Objective of the exercise

Acquiring basic knowledges about enterpreneurship

Expected outcomes:

More consciousness in what is enterpreneurship

Material/technical equipment:

Flipchart, markers, colors

Time requirements:15 minutes.

Detailed description of the exercise:

Introduction to what will students achieve after the 90 minuts of activities.

As introduction, the trainer can help participants **brainstorm ideas on the word entrepreneurship** to help set the pace of the lesson, depending on what the participants already know on entrepreneurship. This can be done as a whole class activity or as group work. Write on a flipchart for each group the word "entrepreneurship" they have to write down just the word coming in their mind, not a definition. Compare the group works and underline the common words with a different color.

EXERCISE 2

Name of the exercise: A story of persistency

Goal of the exercise

The goal of the exercise is to learn what persistency is.

Expected outcome

1. To be able to get your message through

Materials/technical equipment

copies of the story (printout 4), pens, papers.

Time Requirements: 20 minutes

Detail description of the exercise

Divide the participants in groups of 4-5 people. Give them a copy of the story let them read and discuss about it: it was fair? what are the strongest and the weakest points of that story?

Analysis/Discussion

In plenary ask to a representant per group to report the opinions and open a little discussion. Then ask them to write down on a paper their personal definition of persistency and share it.

EXERCISE 3

Name of the exercise: The chair

Goal of the exercise

The goal of the exercise is to the difference between assertiveness and other attitudes.

Expected outcome

- 1. To be able to distinguish between different attitudes
- 2. To acquire the skills of being assertive

Materials/technical equipment: http://blog.trainerswarehouse.com/assertiveness-games-and-activities/ and a Chair

Time Requirements: 15 minutes

Detail description of the exercise

- Either split participants into groups of 5, or choose 5 students and let the others observe (in case of big groups).
- One participant who's character should be fairly strong and would be able to behave in an assertive manner should sit on a chair in the middle of the group: to choose him/her just ask who think to be effective in relations with people, usually.
- The other 4 persons should each be assigned a behaviour type **assertive, aggressive, passive** and **passive-aggressive.** Don't give too much instructions on that, let them free to express.
- They have to persuade the person sitting on the chair to relinquish his or her chair, he/her have to be able to say No in an effective way. See whoever manages to persuade this person.

Analysis/Discussion: in plenary ask them how they feeled and what was difficult what was not. Ask their point of view to the other participants of the group that observed. Undrline that there is not judgment in this game!

EXERCISE 4

Name of the exercise: Are you empathetic?

Goal of the exercise

To learn how to emphatise

Expected outcome

Understand empathy, practice ways to be more understanding, reflect on the effects of empathetic

Material needed:

Time requirements: 45 minutes

Detailed description of the exercise

Make the following activities step by step, giving to participants the time to reflect and discuss.

Can you think of a time—maybe during an argument with a friend or when the boy or girl you liked hurt your feelings—when you wished that someone understood how you felt? When we try to relate to what another person is going through, we're being empathetic.

Do you think you're an empathetic person? Respond to each statement on "Are You Empathetic?" (Printout 5) with "yes" if it describes something you do or "no" if you don't do what is described. After this activity alone, aske them to do it in little groups and the in plenary discuss the results. the aim is to discuss how you can follow the behaviors suggested to show empathy toward others. Remember that :If they answered mostly "yes," probably do a good job of showing empathy toward other people. The statements you answered "no" to are things you could do to be more empathetic.

- When you listen to others, making eye contact, not interrupting the speaker, and asking follow-up questions can show that you're making a genuine effort to understand what they're going through. What other behaviors might show someone that you are being an empathetic listener? In little groups make a list and then compare it.
- Now you are going to practice what you've learned about being empathetic. **Pair up with a classmate. Tell your partner one of the following:** an embarrassing moment, a time you were scared or something that made you sad. If you are not comfortable sharing a real-life experience, you may pretend to be a fictional character and tell his/her story (e.g., as Juliet, talk about how scared you were to drink the potion the Friar gave you). Your partner should practice being empathetic as he is listening to your story. Then, switch roles: talk to your partner telling him/her the story telled before.

Now create little groups and let them discuss about your experience in the game. How she/he showed empathy toward you, how it made you feel and what you wish she/he had done differently. Use statements like "I could tell you were really listening to me because you maintained eye contact with me during the entire conversation, and that made me feel like you care." In plenary ask them about the activity and go deep with questions like: What can you do to be more attuned to other people's feelings? For instance, when you talk to your friends, how many "you" questions do you ask compared to the number of "I" statements you make?

Analysis/discussion

- Everyone in the class should now stand. Go around the room, sharing something you learned about practicing empathy, sitting after you share. If someone else shares your thought, sit down. Continue around the room until everyone is sitting.

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Project management

for an overview of the scenario 1 for university students click here for teachers click here for students

for an overview of the scenario 2 for pupils click here for teachers click here for pupils



Project management for university students

Scenario 2
Project management
for pupils

Theoretical Introduction Scenario 1

Eisenhower principle

Young people are now inundated with numerous activities. When they accumulate more activities they often get under stress. They are concerned if they miss something, they will cause bad impression. They have difficulty in deciding which goals and activities are priorities for them. During the process of priorities setting we can use the Eisenhower principle. For each task, ask yourself if it is really important and urgent. According to this filter the tasks can be divided into four quadrants:

	Urgent	Not Urgent	
Important	Quadrant 1 Examples: Unscheduled rework Last-minute changes Dealing with late inputs from stakeholders, team Forcing decisions & closure	Quadrant 2 Examples: •Thoughtful, creative work •High-quality outputs •Productive collaborations •Training & development •Recreation & family time	
Not Important	Quadrant 3 Examples: •Low-value, but required, reports & presentations •Non-project emergencies •Miscellaneous interruptions •Administrivia	Quadrant 4 Examples: Over-analysis ("analysis-paralysis") Pointless web-surfing Gossip, idle speculation Self-indulgent perfectionism	

1st quadrant: Reactive tasks. Important and urgent matters

2nd quadrant: Proactive tasks. Personal growth, planning

3rd quadrant: Priorities of someone else. Interruptions

4th quadrant: Time killers. Leisure activities, which do not develop personality [1]

Project Management

Project management isn't a soft skill itself. It is skill which connects all soft skills from our toolbox. Based on the findings of O1 research we know that project management skills are in demand by employers. It is an important way of thinking and work of young people.

The project is a key element of project management. The project is a unique process consisting of a series of coordinated and controlled activities with start and end dates, implemented to achieve the objective, which meets the specific requirements, including the limitations of time, costs and resources [2]. The concept "project" is used in two different meanings, as a project in a company, e.g. project of preparation of new production in the factory, and a project relating to the projects submitted to receive funding via various grant schemes. The same refers to project management.

Description of the Scenario 1

4. Description of the process of implementation of the scenario

This teaching unit is designed for 90 minutes. Exercises should last 75 minutes, reading 5 minutes. For the initial motivation, discussion related to the scenario and information on homework 10 minutes are reserved. Successful running of teaching unit is conditional upon the active and initiative teacher who should dynamically lead the students through various exercises. The scope and complexity of the topic corresponds to university studies. The scenario can be used as a part of the educational process (e.g. school subject or course), but also as a leisure activity outside the academic program. The scenario is developed for the participation of ten students and one lecturer. Teamwork is the major component of the teaching unit.

Use the printout n. 6 to work with participants!

Exercise 1

The urgency and the importance of duties

Put the following activities into one of four quadrants:

- 1. regular English lessons
- 2. regular checking of e-mails several times a day
- 3. replying to e-mails
- 4. tasks which no one wants (e.g. sort files on own computer)
- 5. walking a dog pet
- 6. networking with other people
- 7. work on the project one day before deadline
- 8. submit a tax declaration

1. Goal(s) of the exercise

Realize that different objectives may have different priorities in terms of time and in terms of importance. Be more organized with daily goals.

2. Expected outcome

Students will recognize that the different activities that detract time and can be stressful do not have the same priority. Knowing the Eisenhower principle is also important in the project management.

3. Materials/technical equipment

PowerPoint presentation, handouts for students

4. Time requirements: 5 minutes

5. Detail description of the exercise

Exercise is performed frontally, the whole group is discussing. The teacher reads each item and students express their views. The exercise is opening so it has to be implemented first.

6. Analysis/discussion

Students justify their opinion and realize that priorities of different people are different. Therefore, the exercise doesn't have one single correct answer. The use of the Eisenhower principle in practice can increase time management competences and also competences in setting objectives and priorities.

Exercise 2

Benefits and threats of project management [5]

Work in pairs. From the following list, decide which of the statements are benefits and which are threats of project management. Discuss your choices and give arguments.

- 1. All project activities are assigned to roles and responsibilities, regardless of any change in the implementation personnel.
- 2. A wide range of projects and the inclusion of the project into a hierarchy of projects which is the part of complex program of the company.
- 3. The costs and time frame of the project are clearly identified.
- 4. The customer formulates specific requirements during the project.
- 5. Organizational changes occur in the company during the implementation of the project.
- 6. Resources are assigned for the duration of the project, and then are released to other projects, or consumed, allowing greater flexibility.
- 7. Changes in technology can occur during the project.
- 8. The manager can track the actual process and compare it to the planned process.
- 9. The sharing of responsibility for management of the project does not require excessive oversight by the customer / project sponsor.
- 10. The planning and pricing was done before the start of the project implementation.
- 11. The project could be hit by hard foreseeable external influences.
- 12. A systematic approach generates a wide range of information useful in other projects.

Goal of the exercise

Distinguish benefits and risks in the process of project management.

1. Expected outcome

Students will recognize the benefits of project management and also which threats during that process may occur.

The key:

Benefits include: 1, 3, 6, 8, 9, 12

The threats are: 2, 4, 5, 7, 10, 11

2. Materials/technical equipment

PowerPoint presentation, handouts for students

3. Time requirements: 5 minutes

4. Detail description of the exercise

The exercise is performed after reading the information on project management in handouts. The exercise is performed in pairs. Each item in the list is examined in pairs. After three minutes, the correct answers are presented frontally.

5. Analysis/discussion

Students will learn the benefits and risks of project management without memorizing during discussions. In case of wrong answer, the teacher will explain the correct answer on the example from project management processes.

Exercise 3

Team Project

Students are divided into groups: they create two four-member project teams. The role of each project team is to write the project application responding to an EFYP grant call. The remaining two members of the group become EFYP consultants who will be asked for the consultations by project teams.

1. Goal of the exercise

Experience the project application development.

2. Expected outcome

Students can practice analytical thinking and teamwork. They learn to respect the established columns of grant calls and project applications.

3. Materials/technical equipment

PowerPoint presentation, handouts for students with project application form (students handout page 7), EFYP grant call

4. Time/requirements: 45 minutes

5. Detail description of the exercise

The exercise is performed in two groups - two project teams of four students. Students respond to grant call in the following terms:

European Foundation for Young People (EFYP) announces grant program

"Young&Active@University". The program aims to support projects that develop social competences and networking of young people during classes and also and also in their free time. The maximum grant is 3.000 EUR. Grant application may be filed by student organizations, clubs and student associations. Grant cannot be applied to projects of individuals. Project activities need to be implemented within 6 months after the application.

Two students play a role of EFYP consultants; project teams can address them with questions. The teacher also oversees the development of projects, students can ask him questions. Students perform the exercise in pre-printed forms with the sections.

Sections:

- 1. Characteristics of the applicant and the division of roles in the team
- 2. The main target and partial objectives of the project
- 3. Target group
- 4. Project timetable
- 5. Project budget
- 6. Outcomes and benefits of the project

6. Analysis/discussion

Students consult entries in each section together in teams and with external consultants - classmates and the teacher. The role of the teacher is to monitor teams during the writing of the project. Proposed activities, budget and schedule should be realistic. Students strengthen the competence of project management and economic competences.

Exercise 4

Project presentation

Present the project application in front of whole group. Project proposals should be presented by the whole project team, not just one member.

- **1. Goal of the exercise**: Practice the ability to present and defend the project proposal.
- **2. Expected outcome**: Students can practice the presentation and argumentation skills within project management. During the evaluation of the project proposal their economic competence will be examined.

- **3. Materials/technical equipment:** handouts for students with project application form, EFYP grant call, evaluation sheet
- **4. Time requirements:** 15 minutes

5. Detail description of the exercise

The exercise is performed frontally. Each project team has three minutes for presentation in front of the group. **Students playing the role of EFYP consultants** will be project evaluators. They will work in a pair; they will evaluate the following criteria:

- Originality and innovation
 2 3 4 5 6 7 8 9 10
 Project objectives and activities, links between them 1 2 3 4 5 6 7 8 9 10
 Feasibility of the budget and the timetable
 2 3 4 5 6 7 8 9 10
 3 4 5 6 7 8 9 10
- 4. Oral presentation of the project 1 2 3 4 5 6 7 8 9 10

Each criterion may be awarded 0-10 points. Altogether a project team can get 40 points. Consultants will provide the project team with the strengths and weaknesses of the project. They have 5 minutes to provide feedback to both groups. The teacher will provide feedback to both project teams, she/he has 4 minutes.

6. Analysis/discussion

The teacher ensures that assessment should be motivating, and that reduction of the score is always reasoned. The teacher will provide feedback based on the evaluation criteria, but she/he does not confer points. Students in this exercise are being trained in project management competencies, goal setting, economic competences and in time management.

Exercise 5- Improving project

Following the received feedback change your project to obtain 10 per cent more points. Think how the project can be improved.

- **1. Goal of the exercise:** Practise ability to receive feedback and to reflect it.
- **2. Expected outcome:** Students take exercise related to project management and change management.
- 3. Materials/technical equipment

handouts for students with project application form, EFYP grant call

- **4. Time requirements:** 20 minutes (homework)
- **5. Detail description of the exercise:**This exercise is optional, it serves as homework. The teacher provides the students with the information about the homework. Homework can be also found in the participants' handouts.
- **6. Analysis/discussion:** If the presented project proposal has gained full points, we don't do this exercise, because it is not possible to obtain a higher number of points. Students during completing this exercise are put into change management.

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TIPS FOR TRAINERS

The exercise no. 1 is an introduction, motivation exercise. Key to the development of project management competencies is exercise no. 3 and no. 4. Exercise no. 5 can be used as homework. As the scenario is full of activities, it requires the teacher controlling principles of project management for its implementation. The scenario is designed for ten students; it is not allowed to increase the number of participants. Minimum number of participants is eight (two three-member project teams and two consultants). The advantage for the scenario is the teacher who has prior knowledge and experience in project management.



Theoretical introduction Scenario 2

Management is defined, in simple terms as the skill or practice of controlling, directing or planning something; "The act of directing, or managing for a purpose". In other words, it is the effort of planning, organising and mobilising people and resources for a given purpose.

Projects have a purpose: projects have clearly-defined aims and set out to produce clearly-defined results. Their purpose is to solve a "problem", and this involves analysing needs beforehand.

Suggesting one or more solutions, it aims at lasting social change. The project is not done just for the sake of the organisation, of the sponsors or of the project leader. Nor it is to make money. The project, as an organised effort for social change, intends to bring something new to people.

Project management is a tool for better work to bring about change.

The project develops through 4 main phases: Preparation, Planning, Implementation and Conclusion.

Every project must have a budget. A budget is a calculated estimation of the value or price of the project and is always composed of the expenses – the costs of the project – and the income – the resources brought into the project to cover the expenses. Budgets must be balanced. They can not be negative (where would the money come from, then?). They cannot be positive (the projects we are talking about are non-profit-making). A budget is important because it provides an idea about the realism and dimension of the project. Without a budget it is impossible to control the project, and it is impossible to know if it is feasible. If you don't know how much it costs you don't know how much you need.

All projects incur costs. Project costing is a key factor in making project decisions. There are four types of costs in a typical project: direct, indirect, variable, fixed.

- Variable costs, as the name suggests, are costs that change during the project lifecycle.
- Fixed costs are those that do not change throughout the lifecycle of a project.
- Direct costs are expenses that come out of the project budget directly. Direct Costs are those directly related to the implementation of an activity. These costs can easily be attributed to the project and are charged to the project on an item by item basis. For instance, the fees paid to the facilitator to train your target group, travel costs.
- Indirect Costs are those related to the organisation as a whole. These costs are for items that benefit more than one project, and only a proportion of their total cost is charged to the project. For instance the rent of an office where to direct your activities, or bills to be paid for running your office. Keep in mind that not all grants cover Indirect Costs. Accordingly, you should consider exploring additional ways to raise money to cover these expenses.

There are two main approaches you can take when creating a budget:

- 1. Top-down approach: deciding how much the project will cost and dividing the amount between the work packages.
- 2. Bottom-up approach: estimating the total cost of the project by costing the lowest-level work packages and rolling up.

Structuring your budget

When you feel like you've got a comprehensive view of everything (and I mean everything) that your project needs to pay for, then you have to work out a way to represent that on paper (or electronically) so that you can track it accurately. Generally budget table has three columns: the description, price per unit and estimated quantity.

Depending on the funder's guidelines, the budget may be a simple one-page statement of projected expenses, or an entire spreadsheet including projected support and revenue and a detailed narrative, which explains various items of expense or revenue.

Description of the Scenario 2

3. Goals of the scenario/learning objectives

Main aims: The training will be focused on preparation of projects and project management, exchange and sharing of experience, advices and tips how to get approved the project. Our goal is to show them, that it isn't so difficult and to encourage them to try to develop their ideas.

Secondary aims: Get a basic orientation in issues related to costs and budget. Teach students to

- Secondary aims: Get a basic orientation in issues related to costs and budget. Teach students to argue in economic terms. *By the end of these lessons, students will be able to:*
- 1. Describe why cost and cost management are important to project management.
- 2. Plan and create budget of project.

PROFESSIONAL SKILL DEVELOPMENT

Managing and leading projects are essential life skills, learning skills and career skills. As a set of life skills, project methods are learned starting at a very young age and continue throughout one's life. As a progression of learning skills, students begin applying project approaches to their learning in primary grades and continue through adulthood as lifelong learners. And as a series of developing career skills, students begin learning the professional aspects of project management in secondary school and continue their learning throughout their careers, with some choosing professional project management as a profession.

Tab.1. Project management skills

Learning and Innovation	Digital Literacy Skills	Career and Life Skills
Skills		
Critical thinking	Information Literacy	Flexibility and Adaptability
Solving of problems	Media Literacy	Initiative and Self-direction
Creativity and Innovation	ICT Literacy	Social and Cross-cultural
		Fluency
Communication		Leadership and Responsibility
Collaboration	Productivity and	
		Accountability

4. Description of the process of implementation of the scenario

Scenario is a part of training program Management of project. (Chapter 5. Resource and budget (How many? How much?)

The structure of program:

- 1. Goals and aims of project (Why?)
- 2. Planning an activity Work Breakdown Structure (What?)
- 3. People in project Organization Breakdown Structure (Who?)
- 4. Time in Project (When?)
- 5. Resource and budget (How many? How much?)
- 6. Risks in Project (What if?)

Exercise No 1: PLANNING OF SOURCES

1. Goal(s) of the exercise

Aims: By the end of this lesson, student will be able to:

- identify and specifies the type of resources for project activities
- characterize costs, identify direct and indirect variable fixed costs

2. Expected outcome

A table of sources, a table of budget for each activity, a table of budget for project will be correctly.

3. Materials/technical equipment

Draft of project, Work Breakdown Structure, Organization Breakdown Structure, Time table (Gant graph), pen, pencil, paper, calculator or notebook, flipchart and dataprojector and PC for teacher

4. Time requirements

45 min for exercise

Time table of exercise

Introduction 5 min

Motivation 5 min

1st task 10 min

2d task 10 min

3th task 10 min

Discussion 5 min

Student: 2 teams with 4-6 students. Total 10 students.

The condition of participation in training:

Participation in the earlier part of the course prepared WBS and OBS of small project.

Suggestion and recommendation for teacher:

Trainer (teacher) must has knowledge of project management and economics

5. Detail description of the exercise (topics, description of activities, number of participants etc.) The teacher will begin the class by asking students to volunteer their definition of management and cost and will write key words or phrases the students volunteer on the blackboard. The teacher will present the definition and write down the key points (for example Cost: The monetary value or price of a project activity required to perform and complete the activity). Students use the work sheet 1.

Teacher explains the source now: Knowing what we intend to do, when and where, will help us determine what we need (and check what we have) in order to start preparing and putting into practice the programme. The resources can be financial (money to run the campaign or to go on holiday), material or technical (a room to meet), human (staff or volunteers to actually run the programme) or time-based (time to carry out effectively all the stages of the project).

Question and tasks for students. (They can use work sheet 2)

1st task. What sources are needed to implement the project.

You divide the costs into groups:

Financial resources:

Human resources (people):

Material resources:

Information resources:

Other resources:

Discussion:

What sources are important? Why? What sources are not important and why? What happens if I will not have a source?

2d task. Activities and their resources.

You add activities in the first column of the table and assign resources to activity. (They can use work

sheet 3)

Activity	Resources
XX1.Manual for volunteers	trainer (author), paper, PC, copier and printer, email, corrector, designer, 1 week

3th task. What kind of costs do you know?

The teacher hands out Work sheet No3 to students and invites them to the kind of cost labelled as direct or indirect, variable or fixed costs.

Costs	Direct cost	Indirect cost	Variable cost	Fixed costs
Travel of project	☺		☺	
participant				
Rent of office of NGO				
Fees for trainer				
Energy for office				
Notes and pens for				
participant				

6. Analysis/discussion Close discussion:

Teacher: What is the exchange going to cost? How much fundraising will the group need to do? Will it be possible to get sponsorship? Can your organisation/club contribute any funds? Who is going to be responsible for finances? Is there funding available for youth groups undertaking exchange projects? Do you need to set up a separate bank account?

Exercise No 2: CREATING OF BUDGET

1. Goal(s) of the exercise

Aims of exercises:

- assess the relevance of resources,
- assigns resources to activity,
- build and draw up a project budget,
- describe why cost and cost management are important to project management.

2. Expected outcome

A table of budget for each activity and a table of budget for project will be correctly.

3. Materials/technical equipment

A table of sources – output from 1st exercise, draft of project, Work Breakdown Structure (WBS), Organization Breakdown Structure (OBS), Time table (Gant graph), pen, pencil, paper, calculator or notebook, flipchart and dataprojector and PC for teacher

4. Time requirements

45 min for exercise

Time table of exercise

Motivation 5 min

1st task 10 min

2d task 15 min

3th task 10 min

Discussion 5 min

Student: 2 teams with 5 students. Total 10 students.

The condition of participation in training:

Participation in the earlier part of the course and prepared WBS and OBS of small project and tables from exercise Planning of sources.

Suggestion and recommendation for teacher:

Teacher must has knowledge of project management and economics

5. Detail description of the exercise (topics, description of activities, number of participants etc)

The teacher explains the concepts of: unit, number of unit, cost per unit and total cost.

1st task. Build budgetary resources for each activity separately

(Students can work sheet No 4)

Project: (the name of student project)

Time of project:

Name of project manager:

The activity:

_	··						
Г		Kind of costs	Unit	Number of	Cost per	Total cost per	
				unit	unit	line item	
1	.1.	Lunch for students	person	10	4 Euro	40 Euro	
		•••					

2d task. 1

final

table

For examples: Equipment, Travel, salaries, administrative costs, advertising, communication costs.

	Kind of costs	Unit	Number of unit	Cost per unit	Total cost per line item
1.1	Travel cost of volunteers				
1.2	Travel cost of trainers				
	Total travel cost				
2.	Equipment				

3th task Who will provide funding and how much?

In this section of the application form teacher asks students to tell us about any cash income for project activity. (Students can use work sheet No 5)

Teacher explain the kinds of incomes:

Earned income: Include any income you will earn from this activity (for example, from ticket sales, workshop fees or selling work or publications). You should be realistic about the level of income you are likely to earn for your activity.

Local authority funding: Include any funding you have received or applied for from local authorities for this activity. Please give us the name of each local authority and the amount.

Other public funding: Include any funding you have received or applied for from any other public organisation. Please give us the name of each organisation and the amount.

Private income: Include any income from private sources, for example from you or your organisation, or donations or grants from trusts and foundations. If you are an individual and you are providing some cash income towards the activity, please include it in this section. Please give us the details and the amounts.

Table of income from other sources

Incomes and resources	Description (name)	Euro
Private income	Foundation of SOCIA	500
Local authority funding		
Own resources		
Other public funding		
Earned income		
Total costs		

6. Analysis/discussion

Close discussion:

How much fundraising will the group need to do? Will it be possible to get sponsorship? Can your organisation/club contribute any funds? Who is going to be responsible for finances? Is there funding available for youth groups undertaking exchange projects?

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- 10 http://foundationcenter.org/getstarted/tutorials/prop budgt/pbb descrip.html
- 11 https://www.projectsmart.co.uk/creating-a-project-budget-what-you-need-to-know.php
- 12 http://www.youthvillage.co.za/wp-content/uploads/2013/09/Global-Changemaker-Project-
- Managment-Toolkit.pdf
- 13 http://pm4id.org/9/1/

TIPS FOR TRAINERS

The scenario is designed for ten students (2 groups by 5 students). The advantage for the scenario is the teacher who has prior knowledge and experience in project management and economy knowledge. The task Who will provide funding and how much? can be used as homework.

Recommends the following game, students can play the game at home:

Game: Youth project management

http://youth-egames.org/index.php

ption=com_content&task=view&id=42&Itemid=87

We recommend the following videos for teachers and students:

Video: The Basics of Good Project Management

https://www.youtube.com/watch?v=5d16JwWwjKo

Project Management in under 8 minutes: https://www.youtube.com/watch?

v=qkuUBcmmBpk

Project Management Fundamentals:https://www.youtube.com/watch?

v=iYedJewuTVE

Webinar Project Management in Erasmus + Youth Part 2

https://www.youtube.com/watch?v=BVfELBB72cA



Teamwork

for an overview of the scenarios click here



S C E N A R I O 1: T E A M W O R K A N D C O O P E R A T I O N S K I L L S F O R F U T U R E E M P L O Y E E S



TEAMWORK PACKAGES



SCENARIO 2: TEAM WORK AND COOPERATION FOR SOCIAL ACTION

Theoretical Introduction

Good teamwork is essential for high performance in any type of organisation. The aim of a teamwork is usually to bring about some change, support or insight into a problem. Teamwork is based on relationships among a group of people who share a common interest or purpose. Working in teams allows individuals from different areas and with different roles to work together on issues of common interests. Effective functioning of teams brings many benefits – they enable better performance by sharing varied skills and cooperation, they involve people in work towards a shared purpose and common goals. Good teamwork creates synergy – where the combined effect of the team is greater than the sum of individual efforts. Groups provide a positive, supportive environment which allows to develop and learn new interpersonal skills.

At the same time, teamwork requires certain skills which are more frequently valued by employers. Teamwork skills, ability to share ideas and tasks within a group, to respect each other and to participate actively within a group become increasingly important. Employers wish to recruit individuals who are able to cooperate, solve problems and work in teams.

Good teamwork benefits individuals too. It enables mutual support and learning. In a voluntary or non-profit organizations environment, teamwork can generate a sense of belonging and commitment. Research has identified different categories of teamwork skills; they can be grouped into these generic groups of skills:

- Organization skills planning and task coordination, capacity to plan and coordinate activities, information, and interdependencies among team members
- **Problem solving skills** capacity to effectively identify situations requiring participative problem solving and to utilize the proper degree and type of participation
- Communication skills. (Stevens & Campion, 1994)

Going deeply in job issues, we can state that teams are a fundamental part of working life.

Wherever people work, it's almost certain that they will be part of a team. Work teams account for the vast majority of work done in organisations, therefore it is important to create a team that works. The ability to work as an effective team member **is something all employers look for in their staff.**

The crucial part of a developing organisation is incorporating the habit of teamwork and distributing the work load. No matter how small the organization, it is important for everyone to work as part of a team and achieve success at every stage.

Teamwork in an organization includes:

- **creating synergy** effective teams have the ability to achieve more together, than each member worked individually, they include a mix of skills which goes beyond the scope of any one individual;
- **shared responsibility** teams can hold themselves accountable and often encourage people to take on responsibility and be pro-active, they can accomplish much more in less time;
- flexibility and lean management teams usually solve problems and make decisions together, they can be largely self-managing;
- higher creativity and productivity;
- sense of belonging and commitment;
- mutual support and learning.

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Teamwork is based on relationships among a group of people who share a common interest or purpose. Working in teams allows individuals from different areas and with different roles to work together on issues of common interests. Effective functioning of teams brings many benefits – they enable better performance by sharing varied skills and cooperation, they involve people in work towards a shared purpose and common goals. Good teamwork creates synergy – where the combined effect of the team is greater than the sum of individual efforts. Groups provide a positive, supportive environment which allows to develop and learn new interpersonal skills.

At the same time, teamwork requires certain skills which are more frequently valued by employers. Teamwork skills, ability to share ideas and tasks within a group, to respect each other and to participate actively within a group become increasingly important. **Employers wish to recruit individuals who are able to cooperate, solve problems and work in teams.**

Good teamwork benefits individuals, too. It enables mutual support and learning. Teamwork can generate a sense of belonging and commitment.

To make the most of the team, it is important to know the strengths/weaknesses of the team members and to assign them with the most appropriate tasks. For an effective performance of a team, it is crucial to set clear goals of the task. Team members should take the responsibility, and feel as an important part of project. They should be allowed to use their expertise and skills and learn from the other team members by being involved in the common activities.

This scenarios help people to know the different roles they should have in groups (scenario 1), the positive and negative aspects of his/her attitude in teams (scenario 1 and 2) and how to be more effective in teamwork (scenario 2).

Description of the scenario 1: Teamwork and cooperation skills for future employees

Goals of the scenario/learning objectives

To discover different roles in teams and the importance of teamwork in reaching a common vision towards a change of their communities/society

- Participants recognize their teamwork skills,
- Participants are able to identify roles, skills and resources in the group, useful/important/necessary for the joint activities,
- Participants are empowered in cooperation, sharing, respect and tolerance for other team members,
- Participants recognise their role as contributors (not just recipients) of the social change.

Description of the process of implementation of the scenario

The activities are planned for a group of max. 15 participants.

- Introduction 5 min.
- Exercise No. 1 15 min.
- Exercise No 2 65 min
- Conclusions 5 min
- Total time 90 min

EXERCISE 1

1. Name of the exercise

A house of paper

2. Objectives of exercise

The objective of this exercise is to involve participants in a common work as a team with the common goal.

3. Expected outcome

The participants understand importance of cooperation, planning and setting up a common strategy in order to reach a common goal.

4. Materials/technical equipment

A4 sheets of paper, drinking straws

5. Time requirements

15 min.

6. Detail description of the exercise

Divide participants into smaller groups of 4-5 people. Each group will receive 3 sheets of paper and 3 drinking straws. Ask the groups to use the papers and straws to build the tallest standing constructions without use of any additional material. Stop the activity after 8 minutes. Ask the groups to present their construction and congratulate the winning team.

7. Analysis/discussion

Ask the groups to describe their approach in solving the problem, the way they planned the activity, how they distributed tasks, problems they faced, etc.

Ask the participants to describe different roles of the people in the team during the activity (was there any leader, advisers, etc.?).

EXERCISE 2

1. Name of the exercise

Teams shaping communities

2. Objectives of exercise

The objective of the exercise is to discover the power of **teamwork for the common purpose** (**social change and shaping better communities**) and identify roles, skills and resources in the group useful/important/necessary for the joint activities

3. Expected outcome

- Participants understand benefits of working in teams,
- Participants are aware of different roles which team members play and how they contribute to the team dynamics. They can associate them with their actual roles and skills.
- Participants recognise the capacity of teamwork to contribute to social change.

4. Materials/technical equipment

Flipchart paper, markers, printed grid with a description of the Belbin's model profiles (Printout 1)

5. Time requirements: 65 min.

6. Detail description of the exercise

Step 1: Teams

Divide the group into 3 smaller groups of 4–5 people. Ask each group to imagine that they can take part in a competition for a grant which could help them bring some positive change in their community. For the competition, they have to develop and present a project idea, which has to meet these conditions: The project idea should bear a social message and reflect some aspect of their community which requires change; the project idea should involve all group members to take part in the action; each group member has a specific task depending on his/her skills and abilities.

Ask each group to nominate a team-leader who will lead the discussion within the subgroup. The team-leader will manage the work of the subgroup (he/she will decide who will lead the discussion, how the group works, who takes notes, who will present the results, etc.).

Then, the group will discuss their project idea. They should record their ideas on the flipchart paper to make their presentation easier.

Time: 20 minutes

Step 2: Presentations

Ask each subgroup to share their project idea with the other groups. Each presentation should consist of:

- A brief and clear project idea, explaining its social dimension.
- Time: 10 minutes

Step 3: Plenary

Ask the group if they noticed, that the group members have behaved in various ways, e.g.:

- Is there someone who brings now ideas?
- Does any member of the group offer some specific skills?
- Is some member good in planning the work?
- is there a group member who has pushed the discussion forward?

Step 4: Back to the teams and final discussion

In plenary, describe the Belbin's model (printout 1):Explain, that good knowledge of a team composition and different profiles which the team members take, is an important factor for efficient work results (e.g. performance of companies) and a task explored by HR officers and psychologist.

One of the best known team roles models was developed by a British researcher Meredith Belbin who described nine roles essential to effective team working and named them as follows (write the names of team roles on the paper):

1. Plant

- 6. Evaluator
- Investigator
 Implementer
- 3. Team worker
- 8. Completer
- 4. Co-ordinator
- 9. Specialist

5. Shaper

Ask the group to figure out characteristics of each role. Write their ideas on the flipchart (BRAINSTORMING). Then, distribute the Printout and ask the group to study it shortly. Compare their ideas and the description by Belbin.

Go back briefly in teams and ask each one to describe the process of collaboration within the team, distribution of tasks, roles of the team members, etc, answering to the following questions: How the team acted to reach the common goal? What roles the group members took?

7. Analysis/Discussion(plenary):

- Should you identify the profiles among the members of the group? which are the behaviours/ moments/situation about the previous task that give you this idea?
- How these different roles contributed to the team performance?
- Which of the team roles do you consider the most important for the effective team performance?

Time: 25 minutes

Description of the scenario 2: Teamwork and cooperation skills for social action

1. Goals of the scenario/learning objectives

The main objective of this exercise is to discover importance of effective teamwork and cooperation and team dynamics for a complex task delivery.

Learning objectives:

- Participants are aware of their skills and competences which they can offer within a team in planning and organising a social action;
- Participants can demonstrate their team membership skills while planning and designing a social action;
- Participants are empowered in cooperation, sharing, respect and tolerance for other team members;
- Participants can identify skills and resources in the group useful/important/necessary for the joint activities.

2. Materials/technical equipment

- Flipchart papers
- Pens, markers
- Post-it notes
- Cards with hints for each team (Printout 8)

3. Description of the process of implementation of the scenario

The activity should involve 15 - 20 participants who will be divided into 3 different teams. The overall time needed is 90 minutes:

- Details of the task 5 minutes
- Making decisions 15 minutes
- Teams plan the action 45 minutes
- Team presentations 10 minutes
- Final discussion 15 minutes

Details of the task – 5 minutes

Explain the whole group their task and the details – they will work together to organize an event in their local community to promote an idea/message which they want to communicate. The event can be a motivation seminar, exhibition, concert, theatre performance, etc. - the form will be decided by the group. It is important to stress that the event will be a part of an awareness-raising campaign for an issue of their choice. They will also receive an initial grant of 15.000 eur, but the budget will not cover all the costs and they will need to look for additional resources. The condition to receive the grant is to involve 300 participants.

Making decisions – 15 minutes

The first step is to decide the theme of the event. First, divide the group into 2 smaller groups. Each group will brainstorm for 10 minutes to select a proper theme and list arguments to advocate their choice. They will take into account: *Relevance of the theme to the local community; Capacities of the team; Possibilities of funding the event; Available guests; Suitability of the venue available; Format of the event.*

Ask the groups to write down their arguments on a flipchart paper. *After 10 minutes' brainstorming, a nominated spokes person of each group will present their arguments and both groups will have to find a compromise and select a common topic*. They have to come to an agreement and to end up with a clear idea of the topic and the format of the event. The discussion will serve as an initial source of ideas for later planning and also for starting a discussion. Team members will use their argumentation and negotiating skills.

Teams plan the action – 45 minutes

First, in 10 minutes, reorganize the group into 3 teams (5-6 members each) and explain their role:

- **1. Programme team** selection and inviting guests, moderator, venue, structure of the programme, contracts, etc.
- **2. PR and publicity team** cooperation with stakeholders, defining the audience, ways how to attract enough people to come, how to use the event to get the most attention, how best to advertise and by which means
- **3. Organisation and finance team** co-ordination, logistics and operations equipment, people, volunteers, safety, distribution of tasks, planning the budget and spending, fundraising. Let the participants decide of the group they'd like to be in on the basis of their experience or skills they have or they'll be good at. The teams will then nominate a team leader out of them who will coordinate the work of the group. If the teams are very unequal, ask for volunteers to move to a different team.

Once the groups are formed, tell the participants they will have 40 minutes to plan the event. They will communicate within their own team, but also the teams should communicate with others to make appropriate planning. They can assign particular roles to team members. The teams will receive Hints with questions to consider within the planning process. Make sure that everyone understands the task and their role.

Stress that they have to:

- work as a team, and as an organisation to reach the common goal,
- they have to involve actively all members of the team,
- they have to cooperate within their own team and with other two teams as well.

The groups can start their work. The facilitator can move around from team to team, giving advice and helping them if necessary. It can be useful to remind the groups of the remaining time (e.g. every 10 – 15 minutes). When the time is over, ask the groups to stop their work and move to one group for a summary.

Teams presentations for each one - 10 minutes

Ask each team to present their part of the plan to make a clear picture of the event. Ask all groups to describe their cooperation with other two groups and inside the team.

Final discussion – 15 minutes

Discuss with the group the following questions. The discussion should reveal the aspects of the work in team, strengths and weaknesses of cooperation, the skills which the group members had to use and what they learnt:

- Do you consider your team performance effective? Could you do something better/differently?
- Was the cooperation of team members smooth? If some problems arose, when/why?
- Which skills did you identify within the team? Did you miss any important skill for the action?
- Did you recognise some roles within the team? How did you distribute tasks in the team and why?
- What did you learn within the preparation of the event?

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TIPS FOR TRAINERS



Time here is a suggestion, the target group you are involving should have different time to learn!



Don't forget to make some breaks between the exercises!



Give to participants time to express their opinions and feelings.



Use this tool as you whish:
you should split, for
example, the exercises in
different days or sessions!

Printouts Young PEOPLE AT THE LABOUR MARKET



FIND HERE THE PRINTOUTS OF **ALL THE SCENARIOS!**







PRINTOUT 1 (exercise 2)- COMMUNICATION PACKAGE –SCENARIO 1

Lp.	According to you, what kind of profession the person has?	In your opinion, what features of character the person has? (e.g. relaxed, hard working, bad tempered, optimistic, lazy)	What drew your attention when forming your opinion about the person? What clues did you take into consideration? (e.g. clothes, facial expression, smile, gestures)
1			
2			
3			
4			
5			





PRINTOUT N.2 (exercise 3)- COMMUNICATION PACKAGE - SCENARIO 1

VERBAL COMMUNICATION

Verbal communication is a form of communication in which people pass messages by means of words. This type of communication is characteristic exclusively for humans. Communication by means of a language is abstract and symbolic in character.

Verbal communication may be divided into:

- Oral, which is more personal. When passing a message orally, we have better control over such
 factors as when and how the message will be heard. We may directly ask additional questions
 concerning any information that is incomprehensible for us. It is also possible to repeat our
 message. The disadvantage of this type of communication is its singular character when we ask
 somebody to pass on our message to another person, the information may get deformed.
- Written which is more formal in character. Our influence is limited to the content of the
 message. There is no possibility to observe non-verbal reactions and behaviours, therefore we
 cannot receive additional feedback based on these. Thoughts and ideas are "frozen" after being
 formulated. Information is not repeated in a written form. This form of communication is more
 effective when we ask somebody to pass a message to another person there are no
 deformations when conveying information in this way.

NON-VERBAL COMMUNICATION

Non-verbal communication is a very significant element of inter-human communication. It is possible to distinguish the following types of non-verbal communication:

Gesturing – consists of very clear and comprehensible signals, e.g. movements of arms, hands, fingers, head and torso. Those movements are strongly interrelated with speech and form an integral element of the communication process. Gesturing has the following functions:

- established the structure of communication through emphasising some of its elements,
- points at objects and people,
- stresses some fragments of the message,
- additionally illustrates sizes and shapes especially when it is difficult to describe them with words.

Gestures also reflect our emotional states. By nodding we express our support or agreement to continue the message. By clapping we express our enthusiasm and satisfaction. By clenching our fists we signal aggression and when we wipe our forehead, we convey our tiredness. When we scratch our head, it may signal our confusion.





Mimics and facial expressions – on one hand, they may be an expression of our emotions: friendliness, anger, contempt, amazement, embarrassment, bliss, etc. On the other hand, they act as a supportive element for verbal content. When smiling, we express our happiness. By frowning we suggest our disgust. Downward pointing eyebrows, tight lips and clenched jaw – those may suggest our dissatisfaction.

Eye contact and gaze exchange – those are other signals of mutual relations between speakers. The most important source of information are our eyes: the direction of our gaze, its length, frequency of glances. Looking sideways, lowering you eyes, avoiding direct eye contact – those may suggest that the person is embarrassed or is lying. Absent-minded looking at walls often is a symptom of lack of respect or interest. Persistent staring at another person may be perceived as a signal of hostility or reluctance for further conversation.

Body posture – describes the way in which a given person stands or sits. This may express internal tension or relaxation. Most important indicators are: leaning forwards or backwards, crossing or not crossing arms or legs. For example, a leaning forward body posture with folded arms is characteristic for people that feel insecure in company of strangers.

Spatial distance – this is an invisible space that surrounds every individual. Most contacts with other people happen in this space and it may reflect character of relations between individuals. In case of a conversation, the distance between the speaker and the listener is meaningful. Conversationalists are placed at a particular distance. This distance is not random and depends on the character of the conversation and relations between speakers.

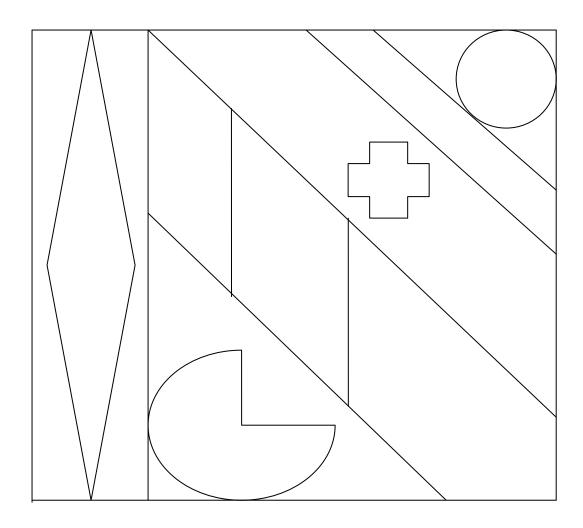
The distance reflects the psychological closeness between the speakers, their intimacy and quality of their mutual relations. The smallest distance can be observed in case of contacts with people intimate and close to us, a slightly bigger distance occurs in case of a meeting with friends, an even bigger distance signifies relations between subordinates and supervisors, while the biggest distance characterises contacts with an audience.

Non-verbal aspects of speech – those are: voice intonation, accent, rhythm of speech, etc. Those signals underline our intentions and are a successful tool of influence. When signalling our indignation we speak loudly and in a high-pitched voice. When emphasising our positive feelings, we speak slowly and with a warm tone of voice. Monotonous speech may evoke boredom on the side of the listener. During a conversation there occur also para-linguistic sounds – sighs, murmurs, laughters, whistles, "oh-s" and "ah-s". Usually they disturb the conversation and make it more difficult to understand the speaker.





PRINTOUT 3 (exercise 1)- COMMUNICATION PACKAGE - SCENARIO 2







PRINTOUT _4: Enterpreneurship: Exercise 2

When I graduated from college, everyone described it as the worst year of unemployment in decades.

They told me: "No one is hiring. You'll never get a job."

I was no better qualified than any of my classmates for an entry-level job. My writing skills were wobbly at best. My understanding of how the real world worked was doubtful.

But when it came to finding my first job, I had one great thing going for me: It didn't dawn on me not to make a pest of myself.

I had heard that Bob Wilson might have an opening, so I called him Monday and left a message with his secretary. He didn't call back.

I called Bob Wilson on Thursday and left a second message with his secretary. He didn't call back.

I wrote and mailed him a letter the next Monday — this was before e-mail, even before voice mail and faxes. I followed up by phone Wednesday and left another message.

This went on for weeks.

Bob Wilson called me back June 28 and invited me to his office for an interview.

When he hired me two weeks later, he said it wasn't because of my experience. Except for an internship, writing for the college paper and yearbook and other extracurricular activities, I didn't have any.

He said he hired me because I wouldn't give up.

That fearlessness that showed up as persistence and determination was just what the job called for. He could teach me the rest.

And he did.

But things are different today, you say. Yes they are. Now you have more vehicles by which to be a nice pest: e-mail, LinkedIn and Twitter. And don't forget the telephone and U.S. mail.

What's a nice pest? Someone who finds ways to connect and at regular intervals:

- Remind employers of your existence and help them see that in between their deadlines and crisis of the moment you're worth paying attention to.
- Reinforce what you purport to be enthusiastic and excited about the industry you want to get into or the job you say you want.





The very act of keeping in contact demonstrates this. But nice pests also find ways to share new experiences that show you're learning or fine-tuning your skills.

A nice pest does all that in language and attitude that's always professional and kind and considers the employer's point of view.

Yes, some fools won't acknowledge your existence even if you were the best worker bee on the planet. But others will appreciate what your persistence says about you.

And eventually the effort can pay off.

Take this employer who gets regular inquiries from job hunters since he placed an ad in a trade publication for an opening.

"The people who don't respond aren't ones I'd be interested in hiring."

Employer who thanks applicants, says he'll keep resumes on file

He replies to every job applicant, explaining that he has hired someone for that particular job. He thanks them for contacting him and says he will keep their information for the future.

But the person gives up. He or she doesn't write back to say, "Thank you. I'd also like to keep in touch," or "Please do keep me in mind for other openings." Nothing.

"Out of all the people I replied to, only one followed up. Only one." the employer says.

What does that tell him?

"The people who don't respond aren't ones I'd be interested in hiring," he says. "For one, they don't understand the importance of building a relationship and value what's important to my business. Two, they aren't effective communicators. Three, they are only thinking about their self-interest, looking for immediate gratification, which is to get a job now. Four, they don't have what the job takes — someone who follows up and has tenacity."

The one person who did follow up demonstrated all of that.

Guess whose resume the employer is keeping for the future?

Career consultant Andrea Kay is the author of This Is How To Get Your Next Job: An Inside Look at What Employers Really Want. Reach her at andrea@andreakay.com. Twitter: @AndreaKayCareer.

http://www.usatoday.com/story/money/columnist/kay/2013/05/18/at-work-job-hunting-polite-pests/2192905/





PRINTOUT _5: Enterpreneurship: Exercise 4

Read each item below. Circle "yes" if the statement describes you or "no" if it does not.

- 1. I often think about other people's feelings. YES NO
- 2. I don't make fun of other people because I can imagine what it feels like to be in their shoes. YES NO
- 3. I listen to others about what they're going through. YES NO
- 4. I try to understand other people's point of view. YES NO
- 5. I am aware that not everyone reacts to situations the same way I do. YES NO





Scenario 1: PROJECT MANAGEMENT

Printout n°6

Handout for students

Introduction

A) Eisenhower principle

Young people are now inundated with numerous activities. When they accumulate more activities they often get under stress. They are concerned if they miss something, they will cause bad impression. They have difficulty in deciding which goals and activities are priorities for them. During the process of priorities setting we can use the Eisenhower principle. For each task, ask yourself if it is really **important** and **urgent**. According to this filter the tasks can be divided into four quadrants:

	Urgent	Not Urgent
Important	Quadrant 1 Examples: Unscheduled rework Last-minute changes Dealing with late inputs from stakeholders, team Forcing decisions & closure	Quadrant 2 Examples: •Thoughtful, creative work •High-quality outputs •Productive collaborations •Training & development •Recreation & family time
Not Important	Quadrant 3 Examples: Low-value, but required, reports & presentations Non-project emergencies Miscellaneous interruptions Administrivia	Quadrant 4 Examples: Over-analysis ("analysis-paralysis") Pointless web-surfing Gossip, idle speculation Self-indulgent perfectionism

1st quadrant: Reactive tasks. Important and urgent matters 2nd quadrant: Proactive tasks. Personal growth, planning 3rd quadrant: Priorities of someone else. Interruptions

4th quadrant: Time killers. Leisure activities, which do not develop personality





Exercise 1

The urgency and the importance of duties

Put the following activities into one of four quadrants:

1.	regular English lessons	
2.	regular checking of e-mails several times a day	
3.	replying to e-mails	
1 .	tasks which no one wants (e.g. sort files on own computer)	
5.	walking a dog pet	
5.	networking with other people	
7.	work on the project one day before deadline	
3.	submit a tax declaration	





B) Project Management

Reading

Learn the basic characteristics of project management.

The project is a key element of project management. The project is a unique process consisting of a series of coordinated and controlled activities with start and end dates, implemented to achieve the objective, which meets the specific requirements, including the limitations of time, costs and resources. The concept "project" is used in two different meanings, as a project in a company, e.g. project of preparation of new production in the factory, and a project relating to the projects submitted to receive funding via various grant schemes. The same refers to project management.

Project management is a complex of activities relating to planning, organization, management and control of company resources with the relatively short-term objective that was set for the implementation of specific goals and intentions. Project management is the application of knowledge, skills, tools and techniques to project activities in order to meet the requirements of the project. Successful project management can be defined as achieving the objectives of the project, not breaking the time limit, estimated costs or other resources to be deployed, and the project is accepted by the customer, the client.

Project management differs from conventional forms of governance, mainly in its duration (is temporary) and the allocation of tasks (the head of the project may not also be the senior executive in the organizational structure of the company). Working on projects is becoming increasingly common in the labour market. Young people sometimes work simultaneously on several projects and sometimes as co-workers, foreign partners or the project leaders. Also creative ideas and initiatives could be treated as a project.

It requires creativity, feasible idea, patience and diligence to write a good project which receives a grant for the author or the company of an applicant. Good stylistics is also essential.





Exercise 2

Benefits and threats of project management

Work in pairs. From the following list, decide which of the statements are benefits and which are threats of project management. Discuss your choices and give arguments.

- 1. All project activities are assigned to roles and responsibilities, regardless of any change in the implementation personnel.
- 2. A wide range of projects and the inclusion of the project into a hierarchy of projects which is the part of complex program of the company.
- 3. The costs and time frame of the project are clearly identified.
- 4. The customer formulates specific requirements during the project.
- 5. Organizational changes occur in the company during the implementation of the project.
- 6. Resources are assigned for the duration of the project, and then are released to other projects, or consumed, allowing greater flexibility.
- 7. Changes in technology can occur during the project.
- 8. The manager can track the actual process and compare it to the planned process.
- 9. The sharing of responsibility for management of the project does not require excessive oversight by the customer / project sponsor.
- 10. The planning and pricing was done before the start of the project implementation.
- 11. The project could be hit by hard foreseeable external influences.
- 12. A systematic approach generates a wide range of information useful in other projects.





Grant call

European Foundation for Young People (EFYP) announces grant program "Young&Active@University". The program aims to support projects that develop social competences and networking of young people during classes and also in their free time. The maximum grant is 3.000 EUR. Grant application may be filed by student organizations, clubs and student associations. Grant cannot be applied to projects of individuals. Project activities need to be implemented within 6 months after the application.

Exercise 3

Team Project

Students are divided into groups: they create two four-member project teams. The role of each project team is to write the project application responding to an EFYP grant call. The remaining two members of the group become EFYP consultants who will be asked for the consultations by project teams.

Sections:

- 1. Characteristics of the applicant and the division of roles in the team
- 2. The main target and partial objectives of the project
- 3. Target group
- 4. Project timetable
- 5. Project budget
- 6. Outcomes and benefits of the project

The project application form is on page 7.





Exercise 4

Project presentation

Present the project application in front of whole group. Project proposals should be presented by the whole project team, not just one member. Each project team has three minutes for presentation in front of the group. Students playing the role of EFYP consultants will be project evaluators. They will work in a pair; they will evaluate the following criteria:

1. Originality and innovation	1	2	3	4	5	6	7	8	9 10)
2. Project objectives and activities, links between them	1	2	3	4	5	6	7	8	9 10)
3. Feasibility of the budget and the timetable	1	2	3	4	5	6	7	8	9 10)
4. Oral presentation of the project	1	2	3	4	5	6	7	8	9 10)

Each criterion may be awarded 0-10 points. Altogether a project team can get 40 points. Consultants will provide the project team with the strengths and weaknesses of the project. They have 5 minutes to provide feedback to both groups.

Exercise 5

Improving project

Following the received feedback change your project to obtain 10 per cent more points. Think how the project can be improved.





European Foundation for Young People					
Young&Active@University					
Project application					
1. Characteristics of the applicant and the division of roles in the team					
2. The main target and partial objectives of the project					
0 m ·					
3. Target group					





4. Project timetable	
1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	
5. Project budget	
-,,	
6. Outcomes and benefits of the project	
· · · · · · · · · · · · · · · · · · ·	





PRINTOUT 7_ TEAMWORK: EXCERCISE 2- BELBIN'S TEAM ROLE MODEL

Plant

Plants are innovative members of the team. They come up with original approaches and ideas that help the team in solving problems or overcoming challenges.

Plants are introverts in nature and have poor communication skills.
Plants prefer to work alone.

Investigator (Resource Investigator)

Resource investigators have great negotiating and networking skills. They are extroverts, which makes it easy for others to relate to them. Through their networking skills, they develop external contacts and negotiate for the team's resources. They are enthusiasts, quick thinkers and good at getting information from other people.

Teamworker

Teamworkers are good listeners and diplomats, able to smooth over conflicts and overcome confrontation. They work toward resolving conflict or issues affecting the team's dynamics. Team workers are supportive of other team members and are thus popular within the team.

Coordinator

Coordinators are mature and confident in nature and possess great listening skill. They guide the activities of the team to what they identify to be the team's obligations. Coordinators are good at delegating duties, but they may be manipulative when it comes to directing the team toward what they perceive to be its goals.

Shaper

Dynamic people who relish challenges. Shapers maintain a positive attitude and strive to find the best ways to overcome challenges facing the team. Shapers have great interpersonal communication skills and the power to motivate other team members.

Evaluator (Monitor)

Evaluators are the critical thinkers. They're serious minded and cautious, they prefer to critically analyze information before making any conclusions. Monitor-evaluators lack the energy to motivate other team members and are deemed to be slow in decision making.

Implementer

Practical, efficient and wellorganized people who actually get things done. They turn ideas into actual plans. They areusually conservative and slow to accept changes.

Completer (Finisher)

Finishers have an eye for detail. In a team, they're regarded as perfectionists because they detect errors or omissions and strive to ensure that the team adheres to deadlines. They're neat and self-conscious and worry at the slightest sign of a problem. Finishers also have a problem with delegation; they would rather be overwhelmed than share their work with others.

Specialist

Specialists have expert knowledge in a particular area. Their contribution to the team is limited only to their area of expertise. Their priority is in maintaining their professional standards. Though they show great pride in their area of expertise, they show little or no interest in the expertise of others. Because of their expert knowledge, they're indispensable members of a team.





PRINTOUT 8: TEAMWORK: SCENARIO 2, EXERCISE 1

Hints for the Programme team

- 1. Is this team able to tackle the task?
- 2. What skills do we have/what do we miss?
- 3. Who will do what?
- **4.** What is the message we want to communicate?
- **5.** What kind of performers will attract most attention of people? (Remember you need at least 300 participants to receive the funding.)
- **6.** How long should the event be?
- **7.** How much of the budget can we spend for the performers? Can we get something for free?
- **8.** How to invite performers?
- **9.** What to do to arrange all details of the programme/all requirements of the performers?
- **10.** Can we involve volunteers in the Programme team?





Hints for the PR and publicity team

- 1. Is this team able to tackle the task?
- 2. What skills do we have/what do we miss?
- 3. Who will do what?
- 4. What is the main message to communicate?
- 5. Who are our target groups?
- **6.** How to publicise the event? Channels, materials, items, ...
- 7. What will the publicity cost?
- 8. What can we ask for free?
- **9.** Who can support the event and bring the additional value to it? Which stakeholders can we involve?
- **10.** What are the risks relating to the event?





Hints for the Finance and organisation team

- 1. Is this team able to tackle the task?
- 2. What skills do we have/what do we miss?
- 3. Who will do what?
- 4. Structure of the budget (budget items)
- 5. Allocation of the available money
- **6.** Who and how will manage the budget?
- 7. How and where to raise additional funding?
- 8. Costs of the performers?
- 9. What equipment at what cost?
- 10. Costs of the venue?
- 11. What is possible to get for free (services, performers, venues,)
- 12. Where to hire volunteers and how to manage them?





Young people at the labour market

Soft skills tool box - filling the gap between youth and the labour market **Scenario 2**

PROJECT MANAGEMENT

Handout for students

Reading

Learn the basic characteristics of project management, costs and budget.

Management is the process of reaching organizational goals by working with and through people and other organizational resources. The 4 basic management functions that make up the management process are described in the following sections: PLANNING, ORGANIZING, INFLUENCING, CONTROLLING.

Projects have a purpose: projects have clearly-defined aims and set out to produce clearly-defined results. Their purpose is to solve a "problem", and this involves analysing needs beforehand. Nor it is to make money. The project, as an organised effort for social change, intends to bring something new to people.

Project management is a tool for better work to bring about change. The project develops through 4 main phases: PREPARATION, PLANNING, IMPLEMENTATION AND CONCLUSION.

Every project must have a **budget**. A budget is a calculated estimation of the value or price of the project and is always composed of the expenses – the costs of the project – and the income – the resources brought into the project to cover the expenses. Budgets must be balanced. All projects incur costs. Project costing is a key factor in making project decisions. There are four types of costs in a typical project: direct, indirect, variable, fixed

- Variable costs, as the name suggests, are costs that change during the project lifecycle.
- **Fixed** costs are those that do not change throughout the life-cycle of a project.
- **Direct costs** are expenses that come out of the project budget directly. For instance, the fees paid to the facilitator to train your target group, travel costs.
- **Indirect Costs** are those related to the organisation as a whole. For instance the rent of an office where to direct your activities, or bills to be paid for running your office.

Financial management is important because it allows the implementing organisation to use the allocated budget efficiently. Poor financial management will affect negatively the implementation of the project.

There are two main approaches you can take when creating a budget:

- 1. *Top-down approach:* deciding how much the project will cost and dividing the amount between the work packages.
- 2. *Bottom-up approach:* estimating the total cost of the project by costing the lowest-level work packages and rolling up.

Generally budget table has three columns: the description, price per unit and estimated quantity.

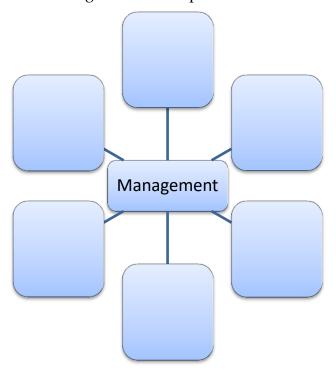




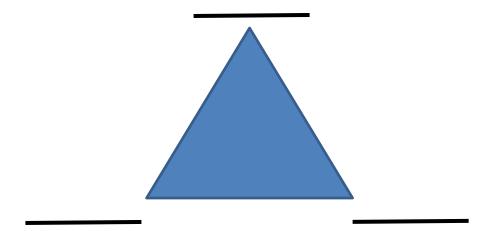
WORK SHEET No 1

Name:	D-1-:	
Name:	13fe:	_
i vairic.	Date.	

1. To fill key words of management and explain



2. The magic triangle of Project. Add and explain.





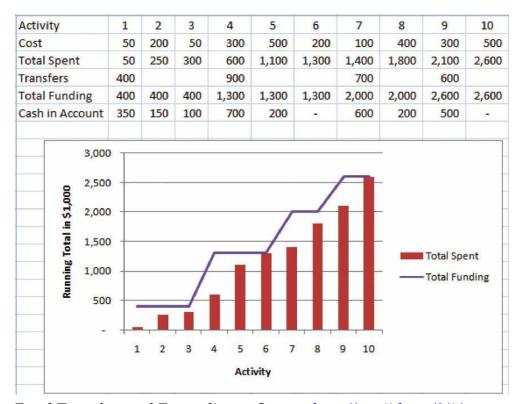


3. Project's phases. Add and explain



Notes:

4. You are project manager. Your project is finished. You present and explain the development of cost to donors on thr meeting.



Fund Transfers and Expenditures Source: http://pm4id.org/9/1/ Notes:





WORK SHEET No 2

Name:————————————————————————————————————
1. What sources are needed to implement the project? You divide the costs into groups:
Financial resources:
Human resources (people):
Material resources:
Information resources:
Other resources
Discussion:
What sources are important? Why? What sources are not important and why? What happens if I will not have a source?





WORK SHEET No 3

Date:----

1 You add activities in the first column of the table and assign resources to activity.						
Activity	Resources					





2. What does it cost? Draw a smiley.

Costs	Direct cost	Indirect cost	Variable cost	Fixed costs
Travel of project				
participant				
Rent of office of				
NGO				
Fees for trainer				
Energy for NGO				
office				
Notes and pens				
for participant				
Telephone cost				
for secretary				
Books for				
participants				
Coffee and cakes				
for participants				
Salary for				
accountant				
Rent of				
dataproject for				
training course				
Insurance of car				
Lunch for				
participants				

Close discussion:

What is the exchange going to cost?

How much fundraising will the group need to do?

Will it be possible to get sponsorship?

Can your organisation/club contribute any funds?

Who is going to be responsible for finances?

Is there funding available for youth groups undertaking exchange projects?

Do you need to set up a separate bank account?





WORK SHEET No 4

Name	2:		Date:		
Projec	ct: (the name of stude	nt project)			
Time	of project:				
Name	e of project manager:				
The a	ctivity:				
	Kind of costs	Unit	Number of unit	Cost per unit	Total cost per line item





2. The costs of activities put into groups by species and compose the proposed final table

Kind of costs	Unit	Number of	Cost per	Total cost per
		unit	unit	line item
Total	XX	XX	XX	

Notes:





WORK SHEET No 4

Name:	Dato	
Ivallie.	Date:	

Who will provide funding of your project and how much?











Incomes and resources	Description (name)	Euro
Private income		
Local authority funding		
Own resources		
Other public funding		
Earned income		
Total costs		