



Start Your Project Challenge B2

I can plan and implement my project with a team.
Core Entrepreneurial Education



Start your Project


What defines a project? What phases are there and which tools do you need? The students will find answers to these questions while planning, implementing and completing their own project. Depending on how many lessons are available, it is possible to implement smaller or greater activities.

Teacher Guide

The materials contain a detailed step-by-step description of the challenge to facilitate a direct implementation in the classroom. The teaching materials are designed to be used together with the student materials (=worksheets). The ➡-sign indicates optional tasks for a deeper understanding. All materials are provided at www.youthstart.eu.



Co-funded by the
Erasmus+ Programme
of the European Union

 Federal Ministry
Education, Science
and Research



Youth Start Entrepreneurial Challenges Programme

based on the TRIO Model for Entrepreneurship Education – www.youthstart.eu

Core Entrepreneurial Education				Entrepreneurial Culture						Entrepreneurial Civic Education	
	Idea Challenge		Hero Challenge		Empathy Challenge		Storytelling Challenge		Buddy Challenge		My Community Challenge
	My Personal Challenge		Lemonade Stand Challenge		Perspectives Challenge		Trash Value Challenge		Open Door Challenge		Volunteer Challenge
	Real Market Challenge		Start Your Project Challenge		Extreme Challenge		Be A YES Challenge		Expert Challenge		Debate Challenge

The TRIO Model is a holistic definition of entrepreneurship that encompasses three areas:

Core Entrepreneurial Education comprises basic qualifications for entrepreneurial thinking and acting: developing and implementing original and innovative ideas in a creative and structured manner.

Entrepreneurial Culture refers to personal development: self-initiative, self-confidence, teamwork, empowering oneself and others.

Entrepreneurial Civic Education aims at enhancing social competences and empowering students in their role as citizens: assuming responsibility for oneself, others and the environment.

Each challenge belongs to a **challenge family** that has its own icon with a colour code that corresponds to one of the three TRIO areas. A challenge family comprises several challenges on different competence levels. The letter codes given in the teaching materials correspond to the following levels:

A1 – primary level; A2 – secondary level I; B1 and B2 – secondary level II; C1 – transition from secondary level II to tertiary level. Each level builds on the preceding level.



Unit Planner

Theme	Start your Project
Level	B2
Challenge Family	<p>Start Your Project Challenge – Plan it -> Organise it -> Implement it!</p> <p>The focus here is project management on a smaller as well as on a larger scale. Primary school students start their first small project – laying out a mini vegetable patch. They learn how to divide up tasks and take responsibility. Students at the lower secondary level also explore the advantages of teamwork while planning a day in detail and putting their plans into action together. The upper secondary level first looks into a practical project management – by trying to get a contract as fruit salad vendors. Finally, the students implement their own projects in a team: from carrying out a project environment analysis to writing a project definition and implementing the project step-by-step in a structured way.</p>
Time / Length	<p>An introduction to project management (completing the worksheets; not including the steps, worksheets and tasks marked with ➡) will require approx. 5 periods (10 periods incl. ➡ material). Developing one's own project will take up at least 20 periods, depending on the scale of the project. Depending on the time resources, students will work on the project during school periods or outside school hours.</p>
Big Idea behind the Challenge	<p>The goal of this challenge is to introduce students to the different phases and tools of a project. The students will simultaneously develop, carry out, and complete their own project. Possible larger projects range from activities with unaccompanied minor refugees or the organisation of a birthday party to shooting a music video.</p>
Entrepreneurial Competences according to the Reference Framework	<p>I can identify my strengths and weaknesses. I pursue my goals persistently. In the process I am willing to take responsibility and work to overcome potential difficulties.</p> <p>I can set goals, develop work packages for their implementation, and carry out a project.</p> <p>I can plan and correctly deal with finances.</p> <p>I can develop appropriate strategies to deal with difficult situations while working together.</p> <p>I am good at networking and at developing cooperation.</p> <p>I can use modern technologies.</p>

Start Your Project Challenge B2

Youth Start Entrepreneurial Challenges



Language Objective	<p>I can present an idea, orally and in writing, in a clear and coherent way so that the recipients are well informed and understand what the idea is about.</p> <p>I can communicate with others, both orally and in writing. I can comment on other people's views and opinions and contribute to reaching a joint decision in a constructive way.</p> <p>I can produce coherent texts, orally and in written form. I can support my own opinion with arguments and give others an understanding of my views.</p> <p>I can correctly use the technical terms of project management.</p>
Content Vocabulary (Word Wall)	Project, Implementation, Project Management, Work Packages, Milestone, Milestone Plan, Time Schedule/Timeline, Budget, Work Breakdown Structure (WBS), Project Definition, Stakeholder Analysis
Assessment	Effective implementation of a project in a small group (or as a class), including a presentation.
Necessary Background Knowledge	<ul style="list-style-type: none"> • Experience with the use of creative techniques and methods for structuring information • Experience with working in groups • Implementation of the Hero Challenge (I can develop an idea to be implemented within the framework of a project.) • Implementation of the Idea Challenge (I can develop a business model for an idea.) • Implementation of the Real Market Challenge (I can develop a core business plan for an idea.)
Mind & Body	For physical exercises to help students activate and concentrate as well as improve their mindfulness go to: www.youthstart.eu (incl. video clips). Choose the appropriate exercise(s) to support your challenge!
Materials Needed	<ul style="list-style-type: none"> • Photocopy worksheets for students (Excerpt from Lindner, J./Fröhlich, G.: Wirtschaft gestalten Band II HLW (Courtesy of Österreichischer Bundesverlag Schulbuch)) • Photocopy Worksheet 1 (Self-Assessment) • ➡ Photocopy Worksheet 2 (Self-Reflection Wrap-Up)
Step-By-Step Activities	
Step 1	<p>Collect projects and/or project ideas</p> <p>In class, gather examples for projects and write them on Post-its:</p> <ul style="list-style-type: none"> • projects that students especially liked, and • in which they have already participated or • project ideas that impress the students and motivate them to effectively implement parts of them.

Start Your Project Challenge B2

Youth Start Entrepreneurial Challenges



Step 2	<p>Briefly present projects and/or project ideas to the plenum</p> <p>Each student will briefly present the idea noted on his/her Post-it and give reasons for choosing this specific project.</p>
Step 3	<p>Complete the worksheets for students</p> <p>The student materials include documents on "Start your Project." There is an extract from Lindner J./Fröhlich, G.: <i>Wirtschaft gestalten Band II HLW</i> (Courtesy of Österreichischer Bundesverlag Schulbuch).</p> <p>They contain an introduction to project management that explains a step-by-step guide of how to plan, implement, and (hopefully successfully) complete a project. Some work steps as well as the assessment are marked as ➡.</p> <p>Different project management tools are introduced and linked to tasks. Simultaneously, the students will implement their own project in small groups (or as a class).</p> <p>To start the chapter, you can show the students the film "Project Management" on YouthStart TV. There, you will find a first overview of all project management tools mentioned (in the materials).</p> <p>To continue, complete the tasks offered in the package "Start your Project" in class and, simultaneously, implement a project (in small groups or as a class).</p> <p>Note: When creating a project, you might also want to give regard to the issue of ip – intellectual property. If a project team comes up with a great and innovative idea, they should protect their intellectual property (copyright), e.g. by registering it as a trademark or applying for a patent. It is just as important, on the other hand, that they understand how to treat the intellectual property of third parties, i.e. that they quote the source of texts of other authors and don't give the impression that they themselves wrote the texts where it is not the case.</p>
Step 4	<p>End of Unit Self-Assessment</p> <p>The students complete Worksheet 1 (End of Unit Self-Assessment).</p>
➡ Step 5	<p>Self-Reflection Wrap-Up</p> <p>The students complete ➡ Worksheet 2 (Self-Reflection Wrap-Up).</p>
Context within the Challenge Programme	<p>This challenge builds on the "Start Your Project Challenges" for the lower learning levels. To prepare the students, it is advisable that they first complete the Challenge Families "Idea" (Level B1), "Hero", "Real Market" and "My Community". Then they can go on to work on the Challenge Families "Open Door" and "Volunteer".</p>

Start Your Project Challenge B2

Youth Start Entrepreneurial Challenges



Useful Links	<p>About the Youth Start Entrepreneurial Challenges project: www.youthstartproject.eu</p> <p>Further teaching materials (including videos): www.youthstart.eu</p> <p>You will find an introductory video on project management on YouthStart TV at www.youtube.com (search terms: YouthStart TV, Project Management)</p>
Terms of Use	<p>All material for teachers and students developed as part of the Youth Start Entrepreneurial Challenge is subject to a creative commons license. You may share or distribute the material in any format or medium under the condition of correct attribution (credit). You may not use the material for commercial purposes. You may edit the material, but you may only distribute it under the same license as the original material. For license details see https://creativecommons.org/licenses/by-nc-sa/4.0/</p> <p>The Youth Start Team would love to hear from you: if you want to network with national partners and learn more about their offers or support the implementation of the project please write to office@ifte.at.</p>
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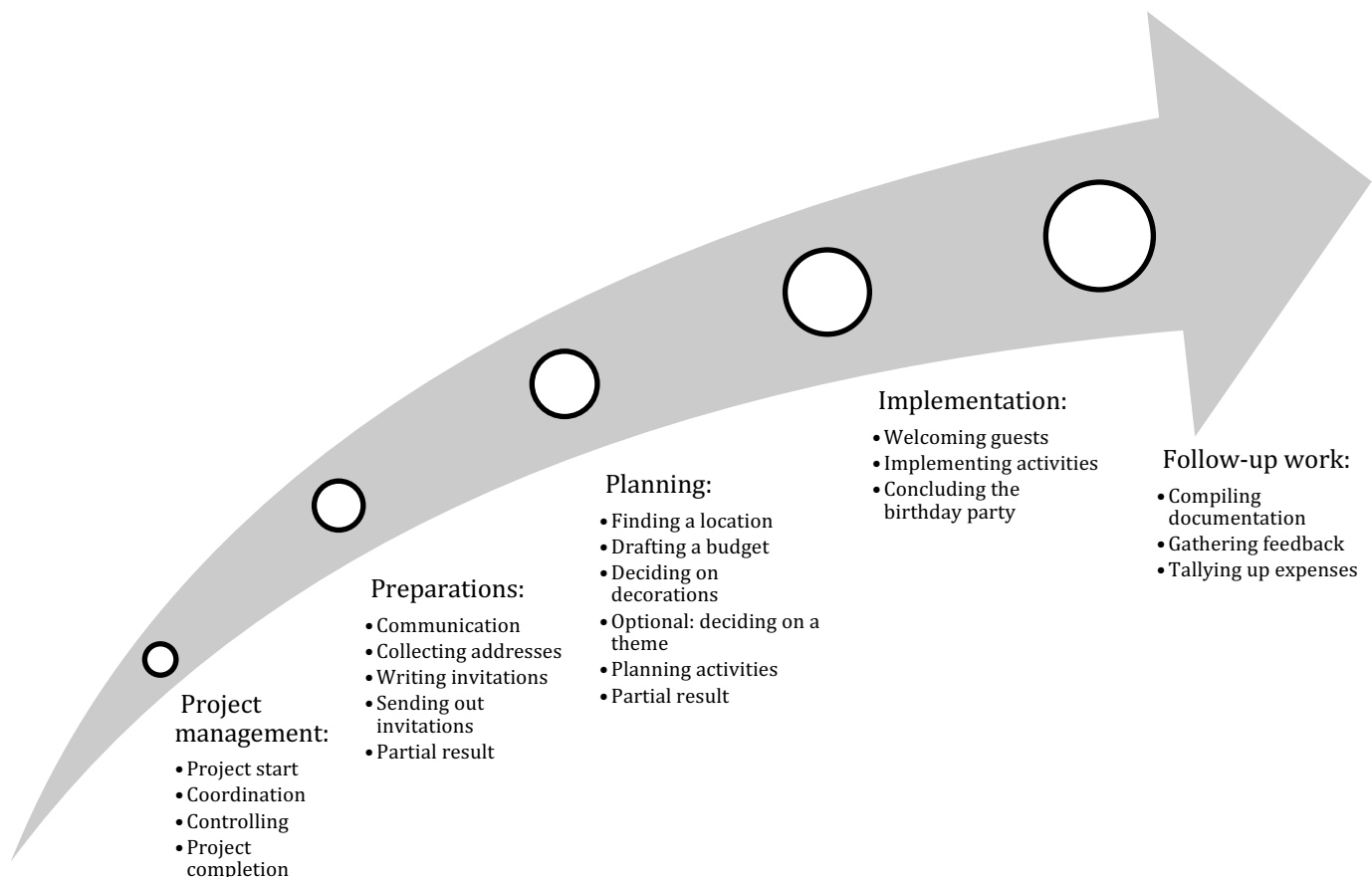


Answer key to the worksheets

Possible answers to Exercise 1: Identifying the Characteristics of a Project

- The project "Birthday Party" is a unique event. It is dedicated to a specific person. Due to the fact that birthdays only come once a year, it cannot be included in the day-to-day business even if the project manager has organised birthday parties before.
- Each project has a deadline marking the date by which all preparations must be completed – in this case usually exactly on the respective birthday.
- A successful birthday party requires, among other things, a location to be chosen, catering for the guests, sufficient drinks that meet everyone's taste, good music (musicians, a band, a DJ, CD, music playlist etc.) and an entertainment programme to ensure that everybody has a good time. The coordination of all these components requires a good management strategy that helps solve complex tasks, and which takes into consideration the knowledge of many different specialised fields (budgeting, planning, management, problem-solving etc.).
- Upon completion and successful implementation of the project "Birthday Party", the organisation team is dissolved. Thus, the project has a temporary organisational structure.

Project outline for the birthday party:



Start Your Project Challenge B2

Youth Start Entrepreneurial Challenges





Possible answers to Exercise 2: Analysing the Characteristics of a Project

Activities	Yes	No	Why (not)?
a) The accounting department performs the monthly balance.		X	The accounting department is one of many departments in a company. It has its own regulations to comply with. It is not temporary. It is a profession of its own, not a project.
b) You want to organise a sports event for your school.	X		A sports event is unique, it only lasts for a limited period of time and it requires the knowledge of various specialised fields.
c) You want to form a debate club and are planning on entering a debate tournament in a year's time.	X	X	The establishment of a debate club ☐ That is a unique task and can be implemented as a project. Organising the participation at a debate tournament can be a regular task. Project management tools can be used, e.g. planning the arrival, time schedule, budgeting etc.
d) You want to till your vegetable garden.		X	In order to till a vegetable garden you do not have to apply project management methods. You only have to be clear about how to approach the matter. The task does not require solving complex tasks.
e) You want to create a new vegetable garden and install an innovative irrigation system.	X		If you want to create a new vegetable garden, you will need project management skills. It requires the knowledge of different specialised fields to implement the project in a given period of time. It is innovative, complex and unique.
f) You're developing a business model to try out for a limited period of time.	X		Trying out a business model is a unique and temporary undertaking. There is a clear goal. To achieve it requires different fields of knowledge. In the event that the trial is successful, the business model might be continued. It then falls out of the scheme of a project.



Possible answers to Exercise 3: Analysing the Project Idea and Goals

- a) Core parts of the project idea and project goals:
Austrian adolescents explore the Austrian culture together with unaccompanied minor refugees (*unbegleitete minderjährige Flüchtlinge*, UMFs) ... Joint learning process and mutual support among the adolescents.
Austrian teenagers and foreign people of the same age from different cultures are brought together, so they can find out what they have in common and experience the differences. Furthermore, it should help to eliminate prejudices and promote inter-cultural understanding and the appreciation of diversity. ☑ Organisation of various workshops.
- b) Outcome to be achieved by this project:
- The project will add to eliminating prejudices and promoting inter-cultural understanding and the appreciation of diversity.
 - If the project is successful and other teenagers can be motivated to do inter-cultural exchange, it can be expanded. ☑ For example it could be implemented in a working environment etc.
 - Furthermore, it is desirable to develop a society that is open-minded and tolerant and in which people are unprejudiced and reach out to each other.
 - In addition, the UMFs can apply and improve their knowledge of the German language.

➡ Possible answers to Exercise 4: Analysing Rules

Rules get2gether	Description – Comments on the problem fields in <i>italics</i>
Each member is responsible for the work packages or the fields of responsibility he/she has been assigned.	<ul style="list-style-type: none"> • Each member tries to perform his/her tasks independently and correctly. • The members prepare their fields of responsibility or work packages at home and not during a meeting as this would hinder the work flow. <i>Some fields of activity can only be fulfilled as a team, e.g. submissions to competitions etc. Here, a cooperation of all team members is important.</i> • In case a member is not able to attend a meeting, the team will have a quorum without the absentee. <i>The team should make joint decisions and discuss them amongst its members.</i>
All deadlines will be met by all team members.	<ul style="list-style-type: none"> • All work packages and other tasks that have been assigned are performed in due time. • In case a member cannot meet a deadline, he/she may ask the other team members for help; they will split up his/her tasks or help each other in other ways. <i>Here, there is a risk that this could happen again and again. → It is therefore important to help that member the first time and discuss possibilities for how it can be prevented in future.</i>
We draw up individual progress reports and work logs.	<ul style="list-style-type: none"> • Each project team member will individually document his/her work with progress reports. <i>The quality of the protocols may vary.</i>

Start Your Project Challenge B2

Youth Start Entrepreneurial Challenges



	<ul style="list-style-type: none">• After each meeting, minutes are drawn up and filed in the project folder (including an entry in the work log). <i>It must be clear from the start who is responsible for writing the protocol.</i>
We value good communication.	<ul style="list-style-type: none">• The primary form of communication is a personal one.• As far as possible, deliverables are uploaded to the Dropbox immediately after they have been completed.• Information is reliably circulated.• In the event that a member is ill over a longer period of time, he/she is informed regularly about the current stage of the project. <i>The responsibilities must be clear.</i>
Each team member will back the project and support the others.	<ul style="list-style-type: none">• We try to reach the jointly defined goals as a (project) team. Each and every one is committed to achieving the objectives throughout the entire project.• We immediately try to solve conflicts that may occur within the team.• Communication in the team is open; “sensitive” information is defined as such and will not be made public.• The members support each other throughout the project. When it comes to time constraints, they will take over some of the work of others and help each other.

Possible answers to Exercise 5: Environmental Scanning and Stakeholder Analysis

a) Stakeholders

- Customers: unaccompanied minor refugees (UMFs)
- Suppliers: e.g. a residential community or a refugees camp accommodating minor refugees
- Partners: e.g. a football club with the support of which a workshop may be held.
- Authorities: school board, permitting authority for the event (in case the workshop must be registered)
- Project contractors: In that case it was the committed teenagers who wanted to spring into action themselves. It could also be a community.

Start Your Project Challenge B2

Youth Start Entrepreneurial Challenges



b) Conflicts of goals

Stakeholder	Problem/Positive result	Consequence	Measure
UMFs	The teenagers embrace the joint activities and organise their own workshops.	The UMFs spring into action themselves.	During the planning phase, the possibility is taken into consideration that UMFs hold a workshop.
Residential community	A contact person to prevent inter-cultural problems	Proactive prevention of problems	Contact the head of the residential community
Community	Not all persons have a positive reaction to the project.	The team is frustrated.	Prepare arguments to explain why the project is so important.

➤ Possible answers to Exercise 6: Analysing the Logical Framework for Vienna4U

a) Review of measures

- The measures are missing a cost and price calculation. You should calculate the break-even-point.
- Distribution is mentioned but no goals or measures have been defined.
- Without these two items, the project will not be successful.

b) Risks

- Risk 1: Each member has different ideas regarding what is a "good" bar. Here, it is important to take into consideration the different needs of boys and girls. Another risk: Low level of participation in the survey.
- Risk 2: Here, the problem may arise that boys have different interests than girls.
- Risk 3: There is a high risk that the costs cannot be covered because no budget was planned in advance.
- Risk 4: No risk



Possible answers to Exercise 7: Analysing Work Packages and the Work Breakdown Structure (WBS)

a) Link to the Work Breakdown Structure (WBS)

The work breakdown structure (WBS) is a visualisation of deliverables and work packages of a project in the order in which the project tasks will be carried out. In order to establish a WBS, the project will focus (step-by-step) on the course of action. Based on the phases of a project, each task of the project is defined.

The WBS will help all who want to develop a project to work towards the step-by-step completion of the project as a group. In addition, it gives information on responsibilities and monitoring data on the relevant variables in project management: costs, deadlines, and results. It also shows which work packages must be finished by which deadline. It is the heart-piece of a project.

b) Milestone plan

In order to successfully complete a project, it is important to have a good overview of the tasks as well as sufficient time for the preparation and implementation. A milestone plan can be very helpful: It includes the interim targets to be fulfilled in order to reach the main goal.

Milestones may also refer to interim goals, e.g. when building a house: as soon as the foundation is laid, further work packages may be started. Put down the following information for each work package:

- Name of work package
- Number of work package (WBS Code)
- Start (from)
- End (to)
- Responsible parties:
- Description of the activities to be carried out
- Any prerequisites for the implementation
- Outcomes/products

Possible answers to Exercise 8: Analysing a Work Breakdown Structure

- a) Function of the work breakdown structure: visualisation of deliverables and work packages of a project, showing in which order the project tasks will be carried out.
- b) Determining an order is important, as some work packages must be completed before another work package can be started.



Possible answers to Exercise 9: Dates – Analysing the Project Schedule (PS)

- a) Time: less than 4 months (from 1 March to 21 June) ≈ 11 weeks
- b) Work packages:
 - Work packages in the introduction phase: Internet training, team training
 - Work packages in the creativity and survey phase: technical support, sponsoring, cost-benefit-analysis
 - Agreeing on the content with the project contractor, drawing up a detailed concept, technical training, implementation and presentation
- c) First, all basic tasks, such as the necessary training and the concept, are developed. Sponsors are invited and technical tools are organised at the same time. Subsequently, the members agree on the content and the detailed concept, which are important for the tasks that follow. The presentation and celebration at the end of the project can only take place when all preceding tasks have been completed.
- d) Holidays, weekends, exam periods, tests, possible school excursions as well as other school activities (homework, presentations or other projects)

Possible answers to Exercise 10: Considerations on the Project Budget

- a) Estimated values and actual values must be differentiated.
Target: planned costs, revenue, expenditure ≈ estimated during the introduction phase; in advance
Actual: actual costs, revenue, expenditure, after the project has been implemented; real/true costs
- b) Periodical updates:
 - Plans change, costs are variable; keep track of environmental influences, sponsors/investors, etc.; Therefore, the values are updated in order for them to be realistic.
 - It is important that the financial plan, which helps budgeting the project, is as realistic as possible.
- c) Payment scheduling
 - Gives an overview of how much money has to be raised by a given deadline in order to pay bills and suppliers.
 - Another important factor is that it helps compare revenues and expenditures.
 - Delays and reminders can be avoided if payments are made on time.

Possible answers to Exercise 11: Analysing a Project Definition

- a) "Goals" and "non-goals": These are concepts used in connection with the planning of strategic goals.
 - Objectives: desired outcomes at the end of the project, which are being developed on an ongoing basis.
 - Non-objectives: undesirable effects; anti-goals; events that should not occur.
- b) Key tasks: These are the different phases of a project as well as the essential tasks defining the project.



➤ Possible answers to Exercise 12: Analysing Risks

a) Risk Analysis

An analysis is important in order to identify and avoid, limit or provide protection against possible risks.

If risks are known in advance, it is possible to think of a way to resolve the problem.

b) Difficulties that may arise when carrying out a risk analysis

In some cases, it is difficult to estimate the probability of the occurrence of a risk (by percentage), especially when it is your first project or you are new to a specific field. It is not always 100% clear who is responsible for what task (especially in the case of overlapping fields of activity). That is why it sometimes poses a problem to estimate the probability of a certain risk. What is more, if too many risks are identified, chances are that you will be very careful and might even give up your plan.

➤ Possible answers to CHECK 1: Project Music Video – Logical Framework

The Rockerfreunde want to record a music video, showing how small children make music (become active) themselves. As it is time-intensive and also involves various costs to shoot such a video, it should not be longer than 30 seconds. To raise awareness, it will first be published in social networks and later maybe even shown on television. (Name of the video: "Kinder rocken" (Children rock))

Goals	Measures	Expected results or output	Evaluation
Prepare a concept (screenplay) for making the video	Brainstorming among the team → each member brings his/her ideas to the table	The results can be presented on a transparent chart or a mind map (digitally).	Everybody can "cast a vote" regarding each area (democratically, anonymously)
Determine a location	Contact different kindergartens per e-mail	Acceptance of the kindergartens	Within each kindergarten, the individual groups must also be interested and in favour of the project

Start Your Project Challenge B2

Youth Start Entrepreneurial Challenges



The project takes place → rock concert	Since Rockerfreunde are music professionals, they do not need workers to set up the stage ☑ light, stage, instruments, snacks for the children	A nice stage set (colourful) and lots of snacks for the children → will make them very happy	The children will participate with enthusiasm if they are in a good mood
Music video (the event will be filmed) → Rockerfreunde should be in the video → hire a camera team	Hire a camera team	The event will take about 2-3 hours → 2.5 hours of footage	Look through and analyse the footage closely
Put together a 30 second video clip	Find an app, find skilled workers	30 second video clip	Presentation of the music clip → vote (anonymously, democratically)
Present the music video	Put together a feedback sheet for the kindergarten and show it to people you know, family and friends	Successful music video	Customer survey
Publish; first in social networks, then as a television spot	Depending on where it will be published ☑ enquiries to TV channels	Positive comments of users (e.g. YouTube, Facebook), 30 second television spot	Increase in requests by kindergartens



➤ Possible answers to CHECK 2: Risk Analysis

Work packages	Risk	Probability (in %)	Measures
The project takes place → rock concert	The project is not well received by the parents, children don't enjoy the event; the project is not successful → no video shooting	15	Visit the kindergartens and ask, what the children would like to do, what makes them happy etc. Maybe design a questionnaire and ask the children directly.
Present the music video	It isn't accepted very well in the private sector and maybe the kindergartens give negative feedback.	25	Always look at parts of the footage, bit by bit, and ask for feedback. Not only after finishing the shooting of the whole video → Ask yourself: Is the concept we're using to shoot the video good or should we change anything? etc.
Publish; first in social networks, then as a television spot	Unexpected additional expenses; Providers aren't interested in the video; Mainly negative comments in social networks	30	Ask Internet community what they generally think of the project and seek different opinions. Take into consideration those views. Stay in close contact with the individual providers and obtain various cost estimates in order to compare the prices

➤ Possible answers to CHECK 3: Creating an Assessment Sheet

a) Analysing how the team members worked together

- **Leadership**
The team sets its own goals instead of having to reach given ones. They can come to a decision as a team instead of having to accept the decision of one leading person. The most important aspect of team work is trust in the team leadership and in each other.
- **Goals**
Every team needs clear goals. Only when all team members know which goal shall be reached, can a team work autonomously. Clear goals help avoid misunderstandings and provide support and guidance. The goals will be developed jointly. If a goal is set as a team, the individual members will support and motivate each other.



- **Tasks**
While the team is free to work independently, it also requires certain structures. ☐ These should prevent the team members from aimlessly working their way through the tasks, which could result in two or three members working unnecessarily on the same tasks at the same time. It must be specified who will carry out which tasks, and what matters belong to which field of responsibility.
- **Responsibility**
Determine the scope of action of the individual team members. Each person involved will know exactly, how far his/her decision-making power and responsibility extends.
- **Commitment**
Each team member must be able to rely on the others. It must be ensured that the tasks will be carried out. ☐ Agreement management (Establish key data to be reviewed by the team on a regular basis. That way, each member knows where they stand and can correct the information in case they do not come to terms with their tasks).
- **Communication and information**
Hold regular meetings to discuss problems and progress. ☐ Goal-oriented meetings maintain a friendly atmosphere among the members and perhaps have standards set by the team leader for the members to use for orientation. Openly address misunderstandings and conflicts in order to get them out of the way as quickly as possible.
Agreement ☐ Any outcome of the discussions will be recorded, work steps will be transparently documented and relevant information passed on quickly.
- **Team spirit**
A good working atmosphere and mutual assistance and support ☐ are essential for success. Each and everyone is responsible for his/her share of the success. At the end of the day not one person individually, but the whole team will fail or succeed. A respectful and appreciative interaction among the team members is just as important as contributing to the team work with a good attitude.

b) Possible additions to the feedback questionnaire

- was able to convince through reliability
- objectively analysed problems and helped solve them
- participation was above average
- helped create a friendly working atmosphere
- motivated the team
- fulfilled a great number of important tasks for the team
- presented his/her work to the team in a timely manner