



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? Find answers to these questions while planning, implementing and completing your own project. Depending on how many lessons are available, it is possible to implement smaller or greater activities.

Student Materials



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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.

*"When the wind of change blows, some build walls, others build windmills".
Chinese Proverb*

Excerpt taken from the original by Lindner, J./Fröhlich, G.: Wirtschaft gestalten Band II HLW
Courtesy of Österreichischer Bundesverlag Schulbuch

Start your project

Complete this chapter and you will be able to

- plan and execute a project,
- work with project management tools – step by step – and
- reflect on the learning outcome of a project.

Competences

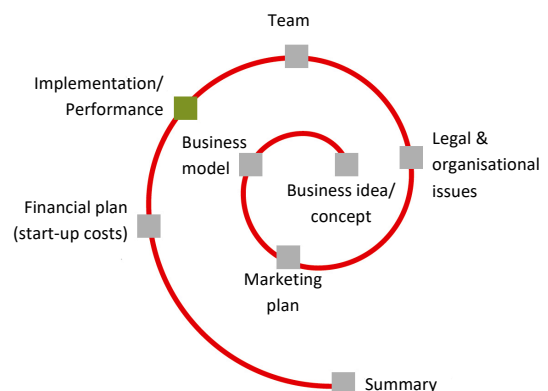
Keep
Track

A good (business-)model is one that is worth implementing and writing a business plan for, which can then be launched as a project. You can find projects in many different fields, e.g. when building a wind power plant or organising a school dance. Some companies, like those in the building industry, are constantly working on different projects.

What is a Project?

Projects have the following characteristics:

- A project is comparable to a task that due to its **uniqueness** cannot be included in the day-to-day business.
- Projects are **temporary**, with a defined start date and an end date.
- They include **complex issues to be resolved**, which **require the knowledge of various specialised fields**.
- Each project has its own **temporary organisational structure**. (The project organisation is dissolved upon completion or termination of the project.)



EXERCISE 1: Identifying the Characteristics of a Project

You want to organise a birthday party. Based on this example, how would you describe the characteristics of a project?



EXERCISE 2: Analysing the Characteristics of a Project

Analyse the following activities. Should they be carried out as a project, i.e. using methods of project management?

| Activities | Yes | No | Why (not)? |
|--|-----|----|------------|
| a) The accounting department performs the monthly balance. | | | |
| b) You want to organise a sports event for your school. | | | |
| c) You want to form a debate club and are planning on entering a debate tournament in a year's time. | | | |
| d) You want to till your vegetable garden. | | | |
| e) You want to create a new vegetable garden and install an innovative irrigation system. | | | |
| f) You're developing a business model to try out for a limited period of time. | | | |

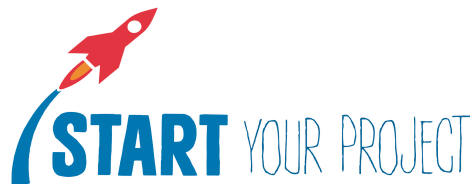
Overview of all Phases of a Project

What is Project Management?

Project management includes a range of tools to help you keep track of and consider each step of a project. Project management helps you to break down a complex task into small portions and assign clearly defined responsibilities to the team members.

Which Processes are there in Project Management?

A process is an operation that “transforms” materials, machines, know-how etc. (Input) into results (Output). Dividing your project into phases has the advantage of structuring a complex scheme. A project always starts with the planning phase. During the **planning phase** you establish the project as a social system and agree upon the goals. You structure all tasks for the project, calculate the costs, and make a schedule for the execution phase.



Planning phase



Step 1:
Idea + Goals

Step 4:
Logical Framework

Step 6:
Dates

Step 2:
Team

Step 5:
Work packages

Step 7:
Costs

Step 3:
Environment



Proposal

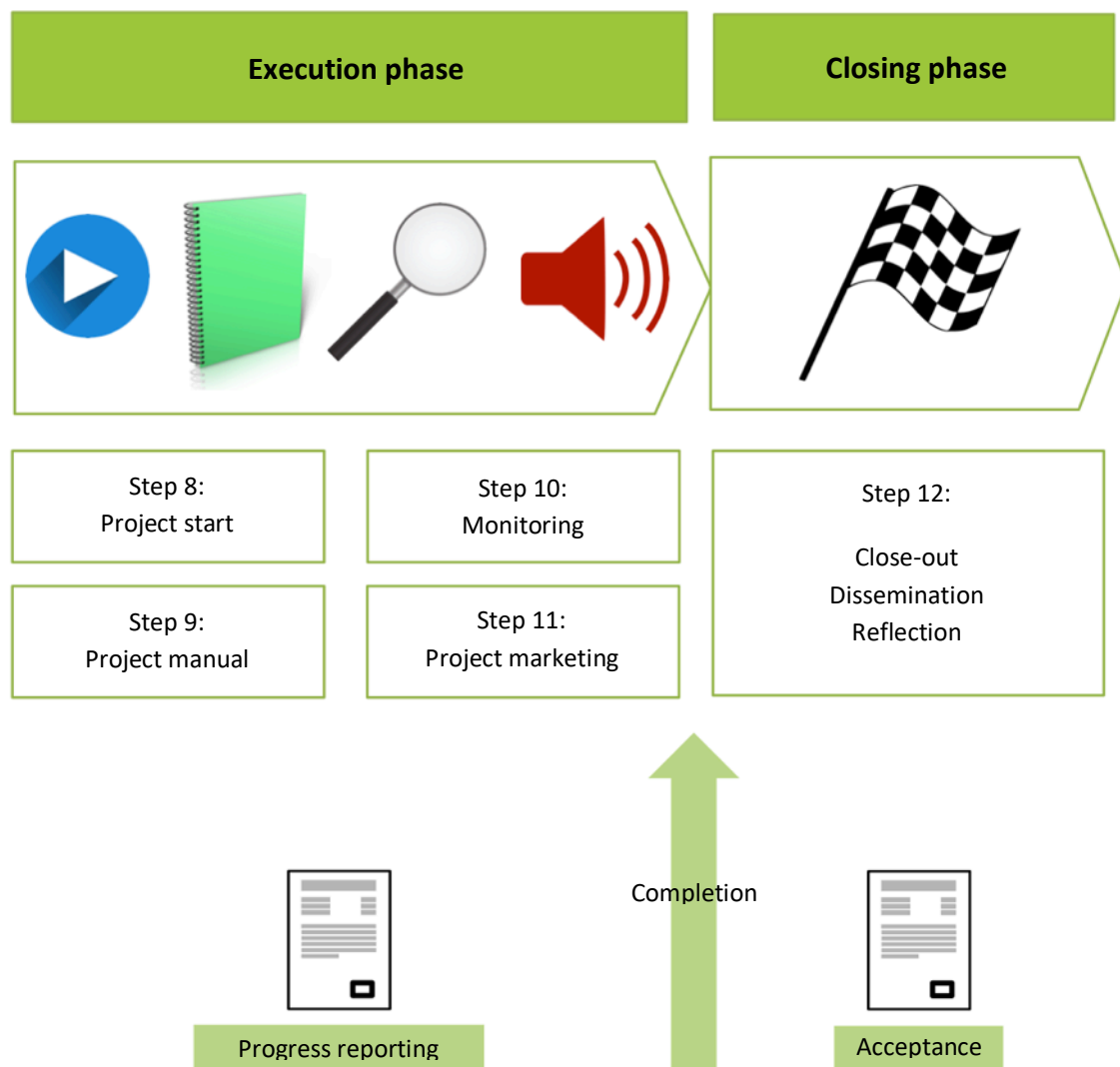


Assignment

The planning phase greatly overlaps with the business plan, which includes all the work packages for the implementation. During the **implementation phase** the project is executed. The project manual will include the project assessment from the planning phase, the project environment analysis, the work breakdown structure (incl. work packages and milestones), the ground rules for the team and notes on all tasks that have already been accomplished during implementation (e.g. time records). In the **closing phase** the project is formally accepted. Projects in educational institutions include an assessment of the specific learning outcome and the cooperation among the project team members.

In the Context of a Project, what are “Deliverables”?

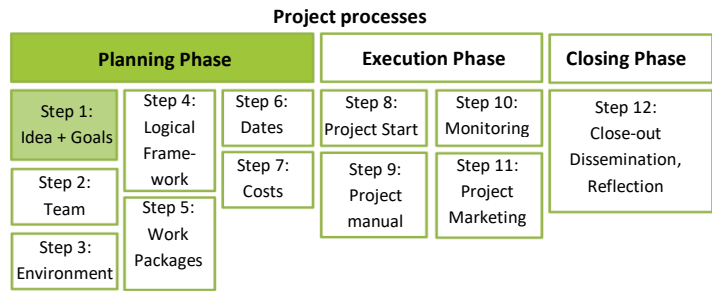
The outcome of a project is called a deliverable. It should be tangible and correspond to the agreed goals. The product must meet the project contractor's expectations. In the case of projects performed at schools, the product may/should be defined taking into account the economic and/or social environment.



Step 1: Project Idea and Goals

One key task during the first period of a project, is to explore the idea (see the topic Developing Ideas) and to establish common goals.

- What is the project idea? What is the goal of the project?
- Which objectives can/should be accomplished by this project?
- What are the expectations you and the other project partners have? What is your motivation?
- In order to ensure motivation, the project idea and the objectives should be of interest to all project partners. There is a range of tools you can use for developing a concept for your project.
- Make a rough estimate: How much time do you have? Which resources can you use? What is the educational background of the participating students? Is it realistic that the team execute the project?
- When defining objectives, a “smart” wording is often used for the target agreement. SMART is an acronym (an abbreviation) for “Specific Measurable Accepted Realistic Timely” and will help you define your goals more explicitly.



| | Meaning | Description |
|----------|---|---|
| S | Specific  | Goals must be clearly defined (not vaguely, but as precise as possible). |
| M | Measurable  | Goals must be measurable (i.e. you need concrete criteria for measuring progress). |
| A | Accepted  | Goals must be agreed on by all recipients (also: appropriate, attractive, achievable or ambitious). |
| R | Realistic  | Goals must be attainable (reachable). |
| T | Timely  | Every goal needs a clear time limit, specifying by when it has to be reached. |

Project goals describe the situation/result (product), which the project is expected to achieve. It is therefore important to determine what the project will entail and to delineate what it will not entail. This target definition is also known as project scope. Non-goals distinguish the scheme from other potential objectives and provide a guideline for taking the right actions.

EXERCISE 3: Analysing the Project Idea and Goals

Read through this description of the students' project "get2gether".

- a) Highlight the core parts of the project idea and the project goals.

It is our project idea to pair up Austrian adolescents with unaccompanied minor refugees (unbegleitete minderjährige Flüchtlinge, UMFs) so they can explore the Austrian culture together, support each other in the course of different activities in their everyday life and stand by each other as friends as well as attachment figures. We want to focus especially on the joint learning process and mutual support.

Experience Differences – Explore Similarities

This phrase is not only the get2gether-slogan but also the guiding idea of our project. For we want to bring together Austrian teenagers and foreign people of the same age from different cultures so they can find out what they have in common and experience the differences. As a result, we aim at eliminating prejudices – which unfortunately persist in our society – but also want to promote inter-cultural understanding and the appreciation of diversity. We hope that with this project we can set an example and even promote multi-cultural exchange among young people.

In the course of our project we want to work together with a maximum of 20 teenagers from different schools in Vienna. Coaching sessions and a profile, which includes information mainly on things like the teenagers' hobbies, allow us to assign each teenager to a UMF on the basis of commonalities. Thus, an Austrian teenager and a UMF form a team. Together they will participate in different leisure activities organised by us and get together for individually planned meetings.

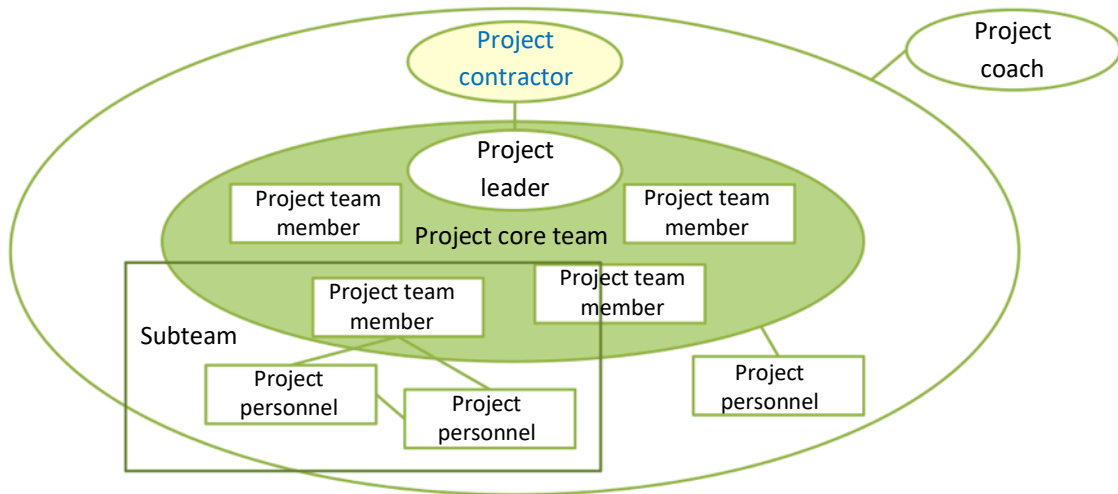
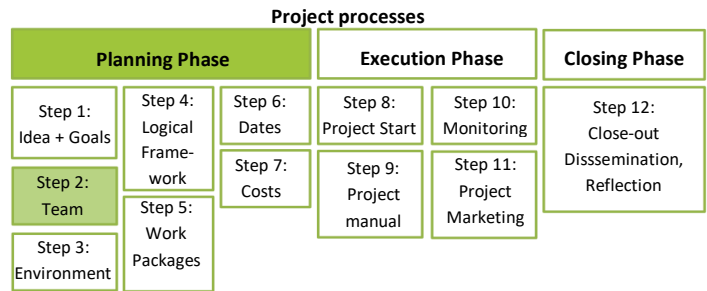
By organising leisure activities, such as a sightseeing tour through Vienna, exploring the Austrian youth scene, getting together for a cook-in, but also for sporting activities like a football match or a biking tour, we create the frame conditions for discovering what the different cultures have to offer. The participants must be at least 16 years; the minimum duration of these collaborations will be four months (from September to December). Anyone who decides to carry on after that on a voluntary basis is very welcome to do so. We have planned a closing event in December, during which all participants are presented a certificate that will serve as a confirmation of participation in the project.

- b) What is the outcome that will be achieved by this project?



➤ Step 2: Team building and Roles in a Project

In a project, people, sometimes from a wide range of different fields, work together temporarily in order to achieve goals. The group of people who carry out the bulk of the work and coordination is called the Project Core Team. Project Core Teams comprise all people involved in the management processes.



Defining the following project roles and assigning them to individuals is part of the social framework of a project:

- **Project manager (PM):** coordinates the project and heads the project team.
- **Project team members (PTM):** fulfil the jointly developed tasks (work packages). Together with the project contractor, they are responsible for the project to succeed.
- **Project personnel (PP):** the temporary project personnel is subordinate to the Project Core Team (project team members, project manager).
- **Project contractor:** assigns the project and expects a project outcome. In school projects the students are often their own contractors.
- **Project coach:** moderates the project management processes and supports the project team in completing their tasks. He/she is not responsible for the project to succeed.

Whenever people work together, there is not only the objective level but also psychosocial factors to consider; this interpersonal level is also known as **group dynamics**. In all steps of the planning process, you should consider the different personalities, expectations, interests, and motivations that come together during collaborations. You should operate as fairly and authentically as possible. If you agree on rules for this collaboration at an early stage, the team might save themselves some trouble.

How do you manage collaboration in the team?

- **Rules:** A successful collaboration is governed by (written) agreements, such as that fixed deadlines must be met, minutes will be written after every meeting, the participants will arrive on time for the meeting, mobile phones will be switched off while working on the project, etc.

- **Communication:** In order for the team to optimally perform all of their tasks, it is necessary to exchange important information in an organised way; that is to say that the place (e.g. at school/in class), the medium (e.g. per mail, during a meeting), the frequency (e.g. a 10-minute-meeting every five days), the issues (e.g. monitoring, decision), the persons involved (e.g. the project team with the coach) have to be defined.

EXERCISE 4: Analysing Rules



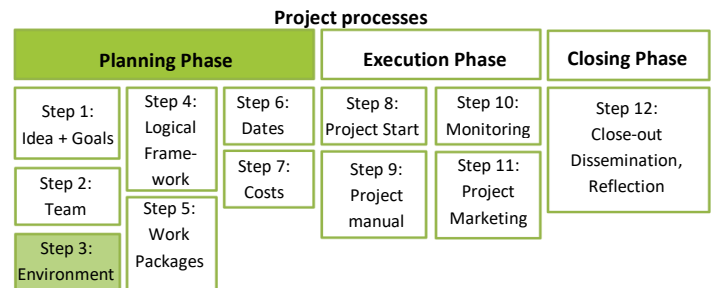
The team of the get2gether-project has agreed on the following rules. Read through them and analyse possible issues that might cause problems.

| Rules get2gether | Description |
|--|---|
| 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 will try to perform their tasks independently and correctly. • The members will prepare their fields of responsibility or work packages at home and not during a meeting as this would hinder the work-flow. • In case a member is not able to attend a meeting, the team will have a quorum without the absentee. |
| 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 will be performed in due time. • In case a member cannot meet a deadline, he/she may ask the other team colleagues for help; they will split up his/her tasks or help each other otherwise. |
| We draw up individual progress reports and work logs. | <ul style="list-style-type: none"> • Each project team member will individually document their work with progress reports. • After each meeting, minutes are drawn up and filed in the project folder (including an entry in the work log). |
| We value good communication. | <ul style="list-style-type: none"> • Our primary form of communication is a personal one. • As much 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. |
| 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 everyone 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 will be defined as such, and will not be made public. • The members will support each other throughout the project. When it comes to time constraints, the team will take over some of the work of others and help each other. |

Step 3: Project Environment and Stakeholders

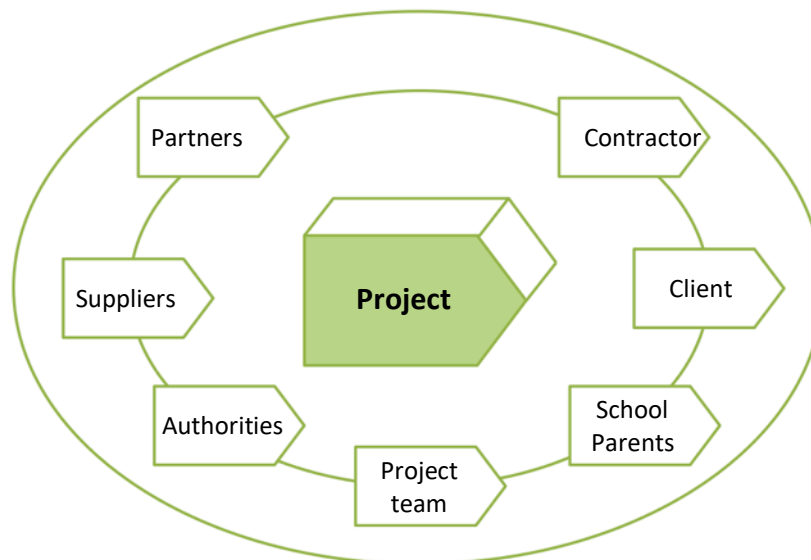
A project is a social system. Therefore, you also have to consider the social context.

It is important to identify all environments and stakeholders of a project that have expectations and influence on the success of the project. The stakeholder analysis is a tool with which you can identify, cluster, and assess the relevant environments.



In order to build up synergies, you also have to consider the environment, e.g. by asking “What other projects and initiatives are there?” or “How can we work together during the project in order to make the work easier?” This procedure is called factual contextualisation.

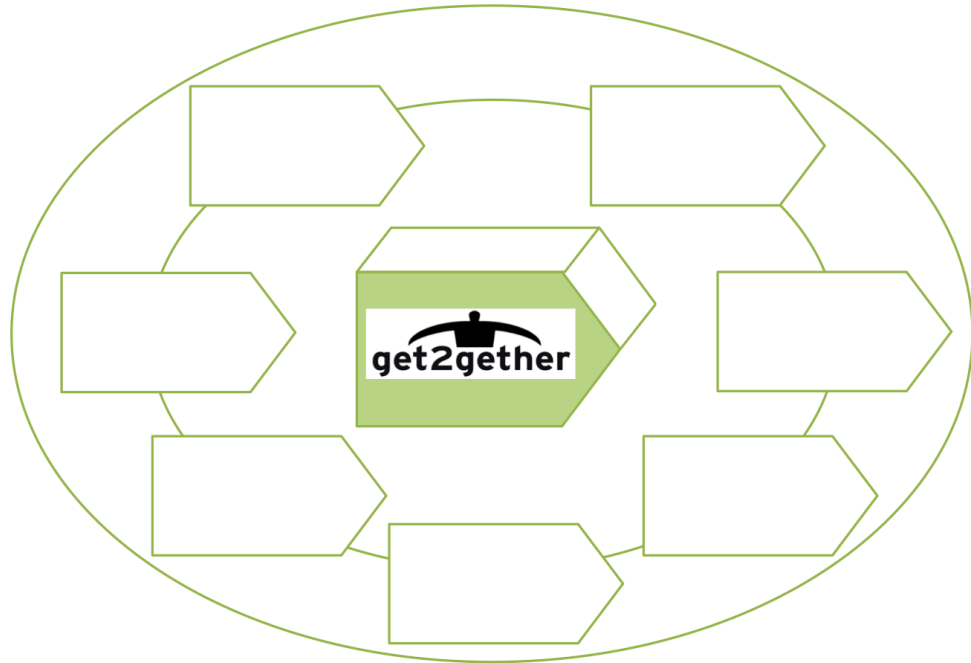
Project Environment and Stakeholder Analysis



| Action plan project: “..... 20...” | | | | |
|------------------------------------|---------------------------|---------------|---------|-------------|
| Stakeholders | Problems/Positive results | Consequence | Measure | Who |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Version: 1 | Date: | Author: | | Page 1 of 1 |

EXERCISE 5: Environmental Scanning and Stakeholder Analysis

- a) Conduct an environmental scan and analyse how the stakeholder and pressure groups for the project of “get2gether” are put together. Which groups could you add?



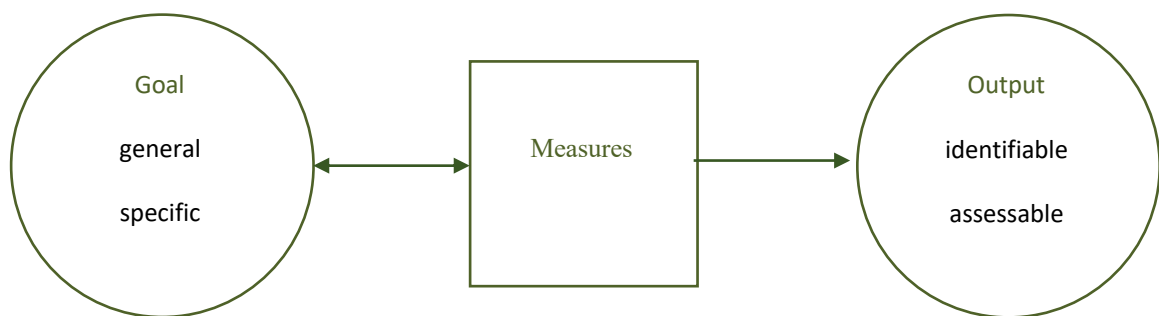
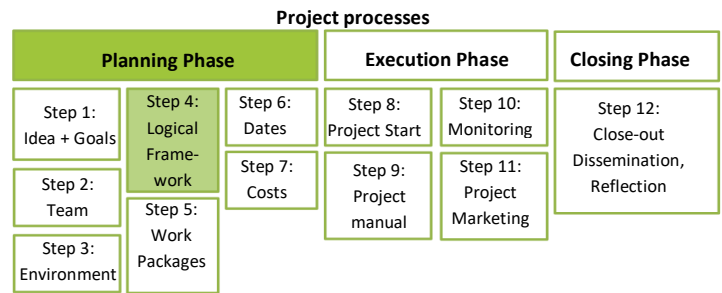
- b) Point out between which stakeholders there might exist conflicts of goals and/or especially positive links? How can these conflicts be mitigated?

| Action plan: project “get2gether” | | | |
|-----------------------------------|---|---|--|
| Stakeholder | Problems/Positive results | Consequence | Measure |
| e.g. school | It could cause absences in other subjects. Are learning sessions for other subjects considered in the scheduling? | Possible negative impact on the performance in other subjects | Time management for the project includes learning phases during school time. |
| | | | |
| | | | |

➤ Step 4: Logical Framework

When planning a project, it's important to make a “**Logical Framework**” (**Logframe**). A Logframe consists of a table, preferably only one page long, in which the most important elements of the project are identified.

In the table you allocate the “measures”, which are necessary to achieve the result, to the “goals”, which may range from general to very specific. The result or output should be identifiable and assessable and defined and measurable



With the Logframe it might be useful to think of a project as a small factory or farm, made up of “inputs” or resources and “outputs” or the results – e.g. fruits are processed to produce jam. A Logframe is very dense and includes a lot of information. It may take some time to work through it, and even longer to construct it.



The Logframe is laid out as a table, with a number of columns, usually presented in the landscape format. In complex projects, the Logframe may continue over further pages. Across the top of the columns, from left to right, are the following titles:

| Goals | Measures | Expected result or output | Verification |
|-------|----------|---------------------------|--------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

In case the project involves a number of different goals, each must be assigned the suitable measure. One goal may be assigned various measures. Possible **further items** to add to the list may be:

- requirements (that have to be fulfilled in order to being able to launch the project)
- Risks (and how to eliminate them)

EXERCISE 6: Analysing the Logical Framework for Vienna4U

Read through the project description and analyse the Logframe for the project.

The core idea of the project “Vienna4U – a City Youth Map” is a city map created by young people for young people. With this map, teenagers from Vienna want to give an insight into their – personal – perspectives of Vienna. In addition to the typical tourist activities, Vienna4U reflects the way young people experience life in Vienna, which pubs, clubs, cinemas, sights, and shopping streets they like to visit.



A City Youth Map – in different languages – is just what you need to make your stay an unforgettable one and to experience Vienna from a Viennese teenager's perspective. It is not only intended for tourists, but also for Viennese teenagers, in order for them to discover the wide variety of activities Vienna has to offer for young people. The City Youth Map is a city map of Vienna on which we have marked leisure centres, bars, and nightclubs, and which also includes a detailed description of these locations.

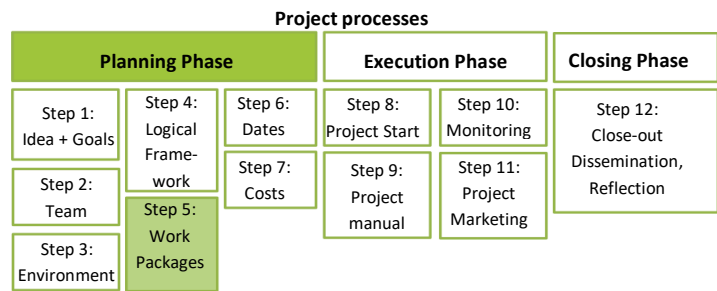
- From your point of view, are there any important measures missing?
- Fill out the last column considering possible “risks” for each goal and measure.

| Logical Framework for Vienna4U | | | | |
|--|--|-----------------------------------|--|------|
| Purpose | Tool(s) or Activities | Output | Assessment | Risk |
| Survey needs and demands concerning which locations will be included | Survey | Outcome of the survey | Evaluation of the survey | |
| Organise places where the guide will be distributed | Outcome of the analysis phase - survey | Outcome of the distribution issue | Range of materials is available | |
| Create the city map and layout | Cooperation with students and Freytag & Berndt | 4,000 layouted city maps | Printed city maps are available | |
| Identify potentials for improvement and improve the map's quality | Survey | Outcome of the survey | Evaluation of the surveys and the feedback | |
| | Distribution of city map | | | |

Step 5: Work Packages

In practice, what is it we have to implement? (focus of our work)

As soon as the project goals are definite, the next step is to identify measures in detail. Those are the WHATs in our project planning.



The question is, what **scope of tasks (work packages)** and components of the project have to be carried out. Work packages describe the measures and/or activities of a project in detail and enable an assignment to be given to specific persons. Thus, in the implementation phase everybody will know exactly what has to be done. Work packages may also be seen as a detailed to-do-list. For each work package a form will be developed according to the sample as shown below.



How to create work packages:

1. The work to be completed for the project is broken down into assignments or work packages. As a rule, this will result in a logical sequence for the work packages. Project management is an important part of these work packages.
2. The work packages are then presented in a logical structure, creating a work breakdown structure or a tree structure (see example on the next page).
3. Each work package is given a number (WBS code) and a title. After estimating the start and end date, a responsible party must be assigned to each work package.
4. A form will be developed for each work package according to the sample as shown below.

When do we have to have reached which stage of our project? (Milestone plan)

Milestones are strategic progress points. They synchronise the project, giving it a “rhythm”. 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 (WP):

- 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
- Outcome / products

| Work Packages (WP) | | | | | |
|--|--|---------|--|---------------|------|
| Project Name: | | | | | |
| WBS-Code: | | WP Name | | Start: | |
| Responsible party: | | | | | End: |
| Planned outcome: | | | | | |
| Necessary steps (content of a work package): | | | | | |
| Milestones | | | | | |
| Preceding WP: | | | | Following WP: | |
| Edited by: | | | | Edited by: | |

EXERCISE 7 Analysing Work Packages and the Work Breakdown Structure (WBS)



Read through the specifications of the work packages for the project “get2gether” and analyse all of its components. Define possible risks.

a) Identify how this list is linked to the Work Breakdown Structure (see the following page).

b) Reflect on why some projects require a list of milestones.

| Specification of work packages | | | | | |
|---|-----|--|-----------------------|--------|------------|
| Project Name: | | get2gether | | | |
| Project Phase: | | Implementation and post-processing phase | | | |
| WBS-Code: | 2.2 | WP Name: | Ongoing documentation | Start: | 31.01.20.. |
| Responsible party: | | Viktoria | | End: | 01.09.20.. |
| Planned outcome: <ul style="list-style-type: none">○ Photographer on the spot○ Reports on the workshops (text, image description, interview) | | | | | |
| Necessary steps (content of the WP): <ul style="list-style-type: none">○ Hiring a photographer○ Coordinating and assembling workshop reports | | | | | |
| Milestones: The workshop took place and was documented. | | | | | |
| Preceding WP: | | 2.1 Project Manual | Following WP: | | |
| Edited by: | | Viktoria | Edited by: | | |

Excerpt from the Project Milestone Plan

| get2gether | | | | |
|------------|--------|---------------------------------|------------|------------|
| WBS-Code | No. | Name | Start date | End date |
| 1.1 | M1.1.1 | Assign fields of responsibility | 01.05.20.. | 31.05.20.. |
| | M1.1.2 | Collect and merge documents | 13.03.20.. | 10.05.20.. |
| 1.2 | M1.2.1 | Draw up a budget | 30.06.20.. | 01.09.20.. |
| | M1.2.2 | Open a bank account | 01.09.20.. | 31.10.20.. |

How will we go about this project? – Work Breakdown Structure (WBS)

Once it is clear WHAT has to be carried out, the project will focus on the course of action. HOW are we going to proceed with the project step-by-step? What is the “leitmotif” of the project? Following the phases of a project, each task of the project is defined and combined to work packages. Work packages are the to-dos of a project. They specify what needs to be done in order to complete a process and which deliverables/outcomes are to be expected.

The work breakdown structure is a visualisation of deliverables and work packages of a project that shows you in which order the project tasks will be carried out.

Work Breakdown Structure (WBS)

1. Project Title

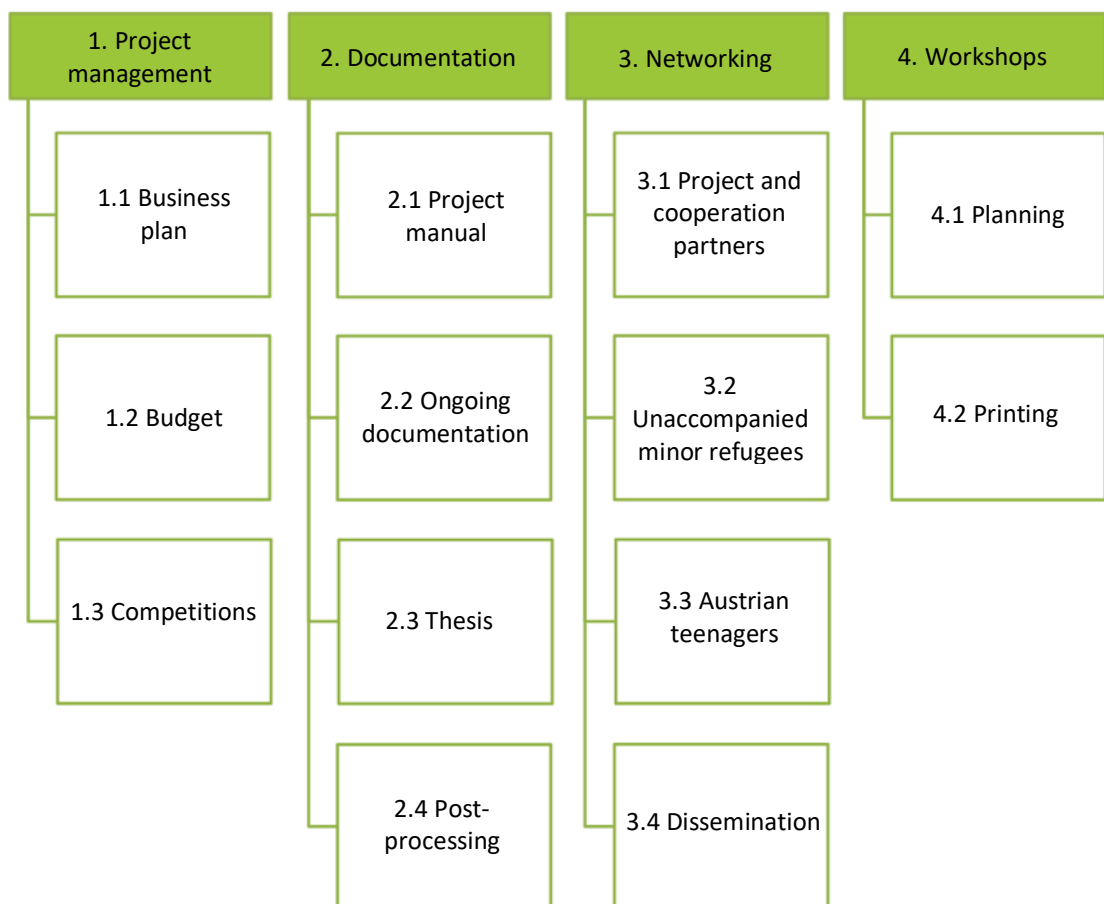
| | | | | | |
|--|-------|-------|-------|-------|-------|
| WBS Code: 1.1 Project manage- ment | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 |
| 1.1.1 Project start | 1.2.1 | 1.3.1 | 1.4.1 | 1.5.1 | 1.6.1 |
| 1.1.2 Project monitoring | 1.2.2 | 1.3.2 | 1.4.2 | 1.5.2 | 1.6.2 |
| 1.1.3 Project close | 1.2.3 | 1.3.3 | 1.4.3 | 1.5.3 | 1.6.3 |

EXERCISE 8: Analysing a Work Breakdown Structure

Analyse the work breakdown structure.

- a) What is the function of the work breakdown structure?

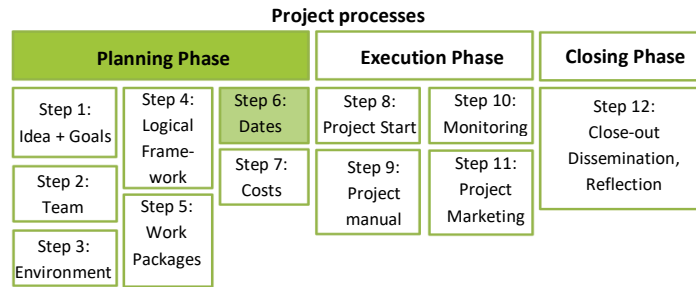
- b) Why is it important to determine an order in the project schedule? (see the next page)



Step 6: Dates – Project Progression

How can we time different tasks?

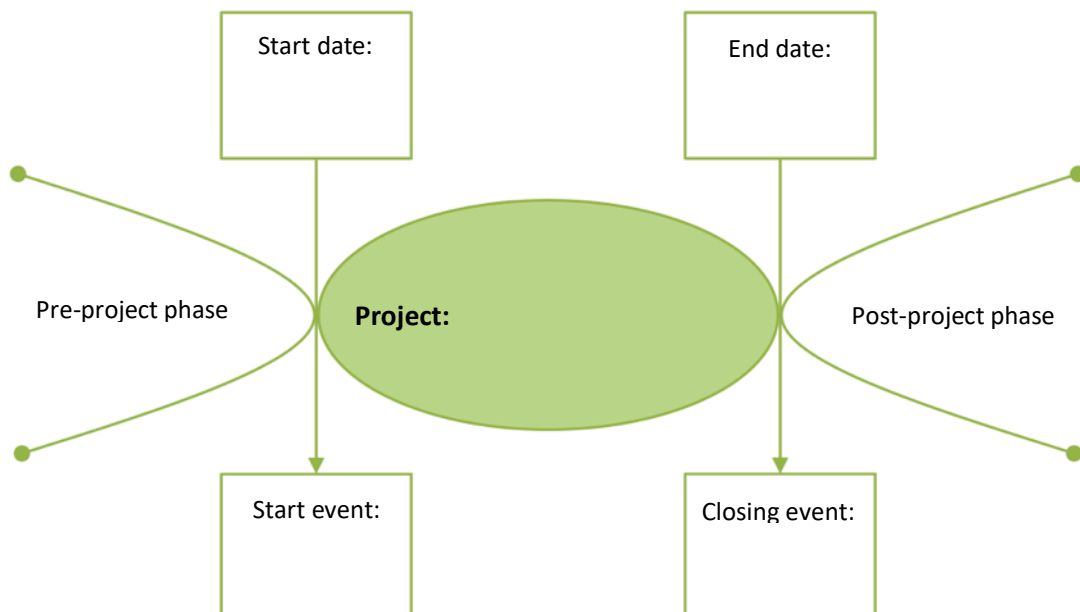
A date defines the moment an event occurs. The schedule will give an overview of **when whose results of what task** is expected to be finished.



The project timeline fits the tasks into a time frame. When discussing the chronology of each task, inter-dependencies begin to show. It is then determined, what tasks have to be completed successively.

Furthermore, a closer look is taken at the work scope and subtasks with regard to resources, time, and staff, and taking into account external factors, such as holidays and room occupation. The project timeline will also consider the allocation of staff, ensuring that the project is executed by a capable and motivated team.

Time Structure of the Project

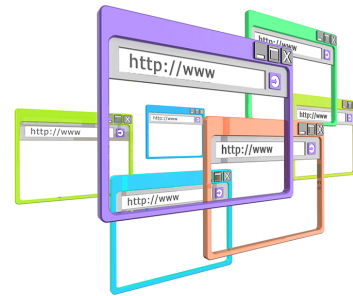


EXERCISE 9: Dates – Analysing the Project Schedule (PS)

Analyse this schedule for creating a website.

a) How much time is there?

b) Which work packages are scheduled?

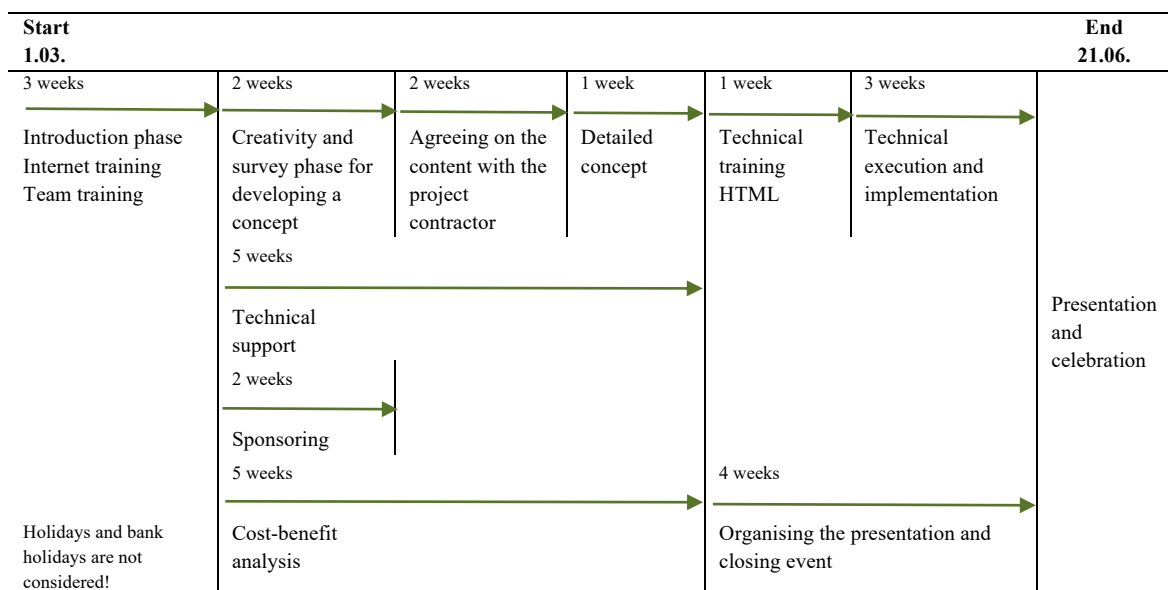


c) In which order are the work packages structured?

d) What “times” and “tasks” do you have to take into account when scheduling a student’s project?

How to get onto the internet!

Project schedule/timeline

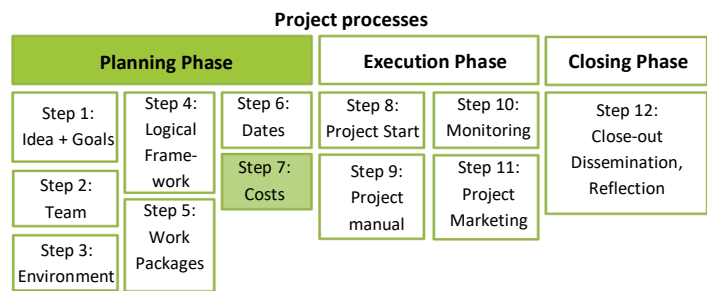


Step 7: Resource Plan and Cost Budget

The means and aids necessary for reaching your project goal are your resources, such as materials, funds, staff, know-how, qualifications, equipment.

In a financial plan, you break down all the cost items concerning the project. It shows the time of payments so that incoming and outgoing payments can be easily compared.

When setting up a financial plan, you should also check for cheaper alternatives for each item. It is advisable to compare offers from different suppliers in order to get an overview of the market prices. It is not the price alone that counts, value for money is the key.



| Resource Plan/Cost Budget Project: "..... 20.." | | | | | | |
|---|------|-----------------------|------|----------|----------------|-------------|
| Phase/Work Package | | Resource requirements | | | Costs in € | |
| WP-No. | Name | Resources needed | Unit | Quantity | Price per Unit | Total costs |
| 1.1 | | | | | | |
| 1.2 | | | | | | |
| 1.3 | | | | | | |
| 1.4 | | | | | | |
| 1.5 | | | | | | |
| 1.6 | | | | | | |
| 1.7 | | | | | | |
| 1.8 | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Total | | | | | | |
| Actual total expenditures | | | | | | |
| Actual total expenditures for the school | | | | | | |
| Version: | | Date: | | Author: | | Page 1 of 1 |

In a **finance plan** the following **concepts** play an important role:

- **Forecast:** This column shows you the originally estimated values.
- **Adjusted:** Here you can see the expected values calculated on the basis of the current information. They are therefore more recent than the values in the target plan.
- **Actuals:** This is where you look up the values that actually occurred.

EXERCISE 10: Considerations on the Project Budget

In a project the budget determines the costs per work package.



- Why does the budget differentiate between forecast and actuals?
- Why is the budget regularly updated? Name two considerations.
- The date defines the moment of payment. Why is scheduling the payments important? Name two considerations.

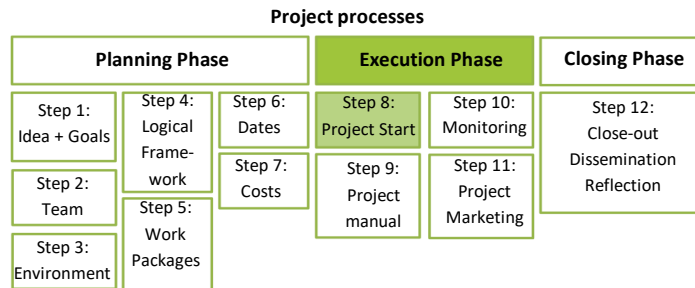
Budget

| Project financing scheme (cash-flow plan) | | | | | | | |
|---|------------------------|----------|----------|---------|-----------|----------|---------|
| WBS-Code | Phase/ Work Package | Date | | | Cash-flow | | |
| | | Forecast | Adjusted | Actuals | Forecast | Adjusted | Actuals |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
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➤ Step 8: Project Initiation

During the first stage of a project the following means of communication may be combined:

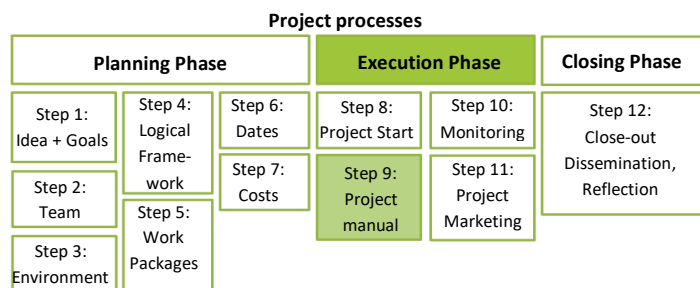
- **One-on-one interviews:** transfer of information between the project leader and the individual project team members about mutual expectations of the project.
- **Kick-Off Meeting:** the project team receives information on the project; limited opportunity for interaction. The project leader has already completed most of the project planning.
- **Project Start Workshop:** joint drafting of the project plan and development of a “Big Project Picture.” Extensive opportunities to interact with the project team members.



Step 9: Project Definition and Project Manual

**How to document project planning?
(Project manual)**

Developing a project includes a number of working techniques. You need paper, pens and Post-its. When presenting your plan to the project contractor, you should make it visually attractive.



You can use the “Project Manual” forms and templates to help you. You enter all planning data and negotiate with the project contractor. The project definition (charter) marks the start of the implementation phase.

The project definition is a document formally authorising the existence of a project. It is signed by the project contractor and the participants of the project. The project definition specifies the project manager and releases the budget available for the project.

Project Definition

| | |
|--|--------------------------------------|
| Project name | |
| Project contractor: Project partner: | Project management: |
| Start event: Closing event: | Start date: End date: |
| Pre-project phase: | Post-project phase: |
| Goals: | Non-Goals: |
| Project phases/main tasks: | Necessary resources/costs: |
| Link to strategies, projects, and other activities (offered by the school) | |
| Project team members: | Project personnel: Project coach: |
| Date: | Project contractor: Project manager: |

EXERCISE 11: Analysing a Project Definition



Analyse the components of a project definition and explain the following:

- What is the meaning of “goals” and “non-goals”?
- What are the key tasks?

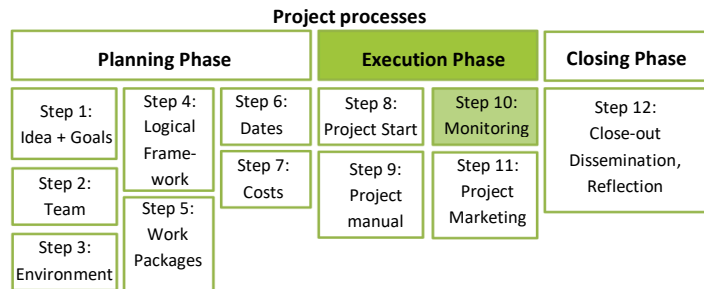
Project Definition

| | |
|--|---|
| Project name: get2gether | |
| Project contractor: a company Project partner: NGO, refugee centre | Project management: Clara Weiss |
| Start event: Social Business Day Closing event: Project presentation | Start date: 15./16. March 20.. End date: 15. December 20.. |
| Pre-project phase: <ul style="list-style-type: none">explore the possibilities regarding a collaboration with a refugee centre | Post-project phase: <ul style="list-style-type: none">consider a continuation of the activities |
| Goals: <ul style="list-style-type: none">Organising four workshops and developing different formatsEstablishing contact between Austrian teenagers and unaccompanied, underage refugees | Non-Goals: <ul style="list-style-type: none">taking over the functions of a support facility |
| Project phases/main tasks: <ul style="list-style-type: none">Organising the project collaborationPlanning the workshops (consulting with the partners, promoting the workshops, carrying out the workshops)Project documentation (project proposal, project manual)Disseminating the project (distribute press releases, designing and printing posters) | Necessary resources/costs: <ul style="list-style-type: none">Partners for each workshopteenage refugeesfinancial resources according to the budget for the respective workshops and the poster |
| Link to strategies, projects, and other activities (offered by the school) <ul style="list-style-type: none">Promotion of fairness amongst people | |
| Project team members: <ul style="list-style-type: none">three students | Project personnel: - Project coach: JL |
| Date: | Project contractor: Project manager: |

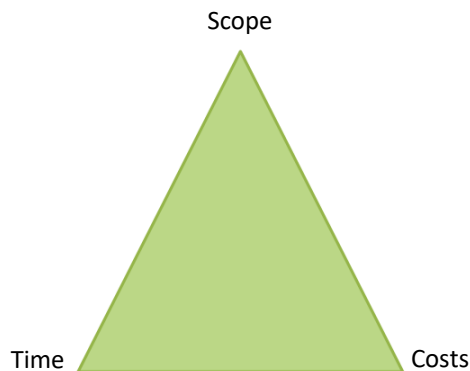
➤ Step 10: Execution and Project Monitoring

How do you get your project done on time?

After the start of a project, all people involved need to know “Who is doing What and by When?” The milestones and/or the schedule determine when a particular task will be carried out. In case of delay, the project team will consider what measures can be taken to ensure that the project is achieved.



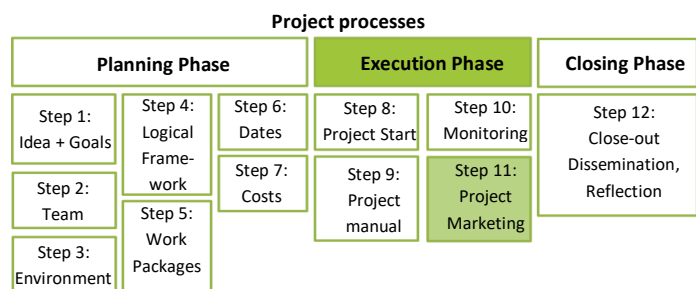
The possible changes that can occur are usually limited to the so-called “magic triangle”.



➤ Step 11: Project Marketing

Project marketing will increase awareness among the relevant environments for the project.

Projects require a lot of explanation. Communication tools will help project members to communicate their strategies and project goals to the relevant project environments.



Which media can you use?

- Folder
- Newsletter
- Information sheets/leaflets/handouts
- Websites

These are particularly suitable channels to serve the purpose of project marketing.



EXERCISE 12: Analysing Risks

A risk analysis was carried out for the project “get2gether”. The objective thereby is to identify possible risks as well as the likelihood of any of them to occur. Misunderstanding among the team members, failure to meet deadlines, and other problems pose a great risk to the success of a project.



Analyse the following excerpt from two perspectives:

a) Why is a risk analysis carried out? Give two reasons to consider.

b) What difficulties may arise when carrying out a risk analysis?

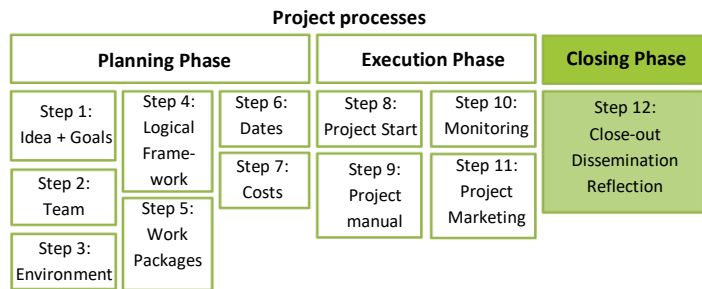
Work Package 4: Workshops

| WP | Responsible party | Identified Risk | Probability | Measure |
|-----|-------------------|--|-------------|--|
| 4.1 | Stephanie | The assignment of responsibilities among the project team members generates misunderstandings. | 30% | Responsibilities are assigned according to prior agreement of all members, taking into consideration their wishes. Furthermore, the fields of responsibility are written down (see Logical Framework). |
| | | The cooperation partner's logos are not transmitted on time. | 45% | We collect the logos of our cooperation partners as soon as we first come into contact. |
| 4.2 | Clara | You find mistakes on the printed forms (posters, flyers, certificates). | 10% | Have the forms checked thoroughly (including those from third parties). |
| | | Posters, flyers, and certificates are not delivered on time. | 60% | Timely order of all supplies; In the event that delivery is delayed, a project member will pick them up in person regardless. |

➤ Step 12: Project Completion and Reflection

What to do after you have finished the product?

After the result (goal) of the project has been reached, people often lose interest in the project. But even after the project has “hit its peak” there are still some tasks left that have to be fulfilled, such as documentation, accounting, interviews, etc. These tasks will be scheduled in the planning phase and designated as a specific phase in the work breakdown structure (e.g. post-processing).



Another task of the project closing process is to dissolve the social system (e.g. the project team).

How can we document results and findings?

The project manual is the main document of the project. After the product has been finished, it must be brought up to date. Any findings resulting from the project work will be written down and will serve as a part of the individual (What have I learned?) as well as organisational learning process (e.g. How can the organisation profit, how can it improve?). There are many ways you can document the results of the different tasks.



Depending on the project definition, the results may be described, photographed, filmed or attached. It is important, though, that all involved parties understand how the goal was reached.

What do you need to bear in mind when presenting the results?

The presentation of the results does not only serve the promotion of the project outcome but in many cases also may be used as a means to assess the tasks performed.

How can we reflect on the project?

The project team will analyse the following:

- Learning outcomes with regard to the content: Were all students able to improve their knowledge of the content of the project? Did the contact with a company provide an insight into the daily practice there?
- Learning outcomes with regard to social competencies: How would you rate communication in the project group? Did everybody make it to the end or did anybody quit? If yes, how did they go about it (quietly and secretly or in an open way)? Was the project team really a team? Were conflicts addressed openly?
- Organisation: How did the project planning go? The time management? Was the assistance from the project coach sufficient? Did you break even? Which suggestions for improvement do you have for future projects?
- Student's role: How did the project participant cope with his/her task? Is everybody satisfied with the outcome?



| PROJECT COMPLETION REPORT | | |
|---|-------------------|--|
| Overall impression | | Reflection: Achievement of objectives |
| Reflection: Tasks/Deadlines | | |
| Reflection: Resources/Costs | | |
| Reflection: Internal organisation/environmental relationships | | |
| Performance evaluation (Project contractor, Project manager, Project personnel) | | Lessons learned (summing up experiences and suggestions for improvement) |
| Planning post-project phase, remaining tasks | | |
| To-Do | Responsible party | Deadline |
| | | |
| | | |
| | | |
| | | |
| | | |
| Project acceptance (Project contractor) (Project leader) | | |
| Version: | Date: | Author: |

➤ Competence Check: Start YOUR Project

Can you master the following tasks? Check if you have understood the contents of the last chapter.

➤ Case Study Woodstock in Kindergarten

“Children are capable of a lot more than we adults give them credit for,” says Kurt, the head of the three-man band formation “Kurt und seine Rockerfreunde.” Together with his cronies Johannes and Emi, Kurt tours through Austria, striking up big tunes for little ones. Kurt, Johannes, and Emi have two things in common: They are trained kindergarten teachers and all three of them share one passion: music.



The Idea. Kurt considers the work of Rockerfreunde to be more than just making music for young listeners. “We actively involve the children in what's happening. That is the only way they will enjoy it and maybe one or another will develop a fondness for music,” says Kurt. Rockerfreunde concerts are indeed very different from ordinary children's music.

While the band strums it up, confetti is raining from the ceiling; children climb onto stage, their chests swollen with pride as they are allowed to try out the instruments themselves. They're dancing and singing – it's just like a real rock concert. And that is exactly what the Rockerfreunde set great store by.

Johannes, drummer of Rockerfreunde, says: “The difference between a concert for adults and a concert for and with children is that at the beginning you have to motivate the children more if you want them to participate. But as soon as this obstacle is overcome, there is no stopping them. The kids rock like hell,” he grins. You could confidently call the Rockerfreunde “entrepreneurs”: Three young musicians, who had a (business) idea, which they put into practice. But even if they really hit it big one day, the three will never (want to) be real “business people.”

Life of Rockerfreunde. The three young grown-ups Kurt, Johannes and Emi studied kindergarten education together. While Kurt is the only one who really works as a kindergarten teacher every morning, Emi and Johannes pursued different professions so far. In addition to drumming for the Rockerfreunde, Johannes “Johnny” Eder is also a drummer for “Nerz”, a popular crossover-formation in the Viennese music scene. According to Johnny, Nerz fell victim to the busy study and work schedules of the band members and that is why they hardly find any time for performing together.

Johannes earns a living as a sound and lighting engineer in Palais Auersperg and with outdoor activities of the Wiener Kinderfreunde for children. “I'm passionate about working with children as I am about doing music. The Rockerfreunde make it possible for me to combine these two passions”, says Johannes. At the moment they are far from making a living from their idea, though - the three of them agree on that. Their performances do not bring in enough money, and it is hard to find sponsors. But next year, Kurt says, they want to push it hard. “Next year we want to have a stronger presence in the media. It is the only way to call attention to and increase awareness for what we do.”

Robert Gartner

Check 1: Project Music Video



The team of Rackerfreunde wants to record a music video and asks you for help. Prepare a possible Logical Framework for the project “Music Video.”

| Goals | Measures | Expected results or output | Assessment |
|-------|----------|----------------------------|------------|
| | | | |
| | | | |
| | | | |
| | | | |

CHECK 2: Risk Analysis

Choose three work packages from the Logical Framework and carry out a risk analysis.

| Work packages | Risk | Probability | Measure |
|---------------|------|-------------|---------|
| | | | |
| | | | |
| | | | |

Check 3: Creating an Assessment Sheet

- a) You want to create a work sheet for analysing how the team members worked together during the project. What is important when working together?

- b) A few points have already been inserted into the following feedback sheet. Name four more points to consider.

| Cooperative and social competences | Names of the group members | | | |
|--|-----------------------------------|--|--|--|
| a) Passed on his/her knowledge and information to the group | | | | |
| b) Listened actively | | | | |
| c) Was open and voiced his/her opinions and impressions | | | | |
| d) Helped other group members with difficulties and problems | | | | |
| e) Worked towards the goals | | | | |
| f) Asked questions and pointed out problems | | | | |
| g) Treated statements and votes of the other group members in an objective and constructive manner | | | | |
| h) Drew attention to essentials and structured things | | | | |
| i) Acknowledged the performance of other team members | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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Worksheet 1

End of unit Self-Assessment

Assess yourself by circling the appropriate smileys!

| | | | | |
|--|---|----|-----|------|
| I can explain what a project is. | 😊 | 😊😊 | 😊😊😊 | 😊😊😊😊 |
| I can develop a project idea and define objectives for that project. | 😊 | 😊😊 | 😊😊😊 | 😊😊😊😊 |
| I can analyse the project environment and identify stakeholders. | 😊 | 😊😊 | 😊😊😊 | 😊😊😊😊 |
| I can identify work packages. | 😊 | 😊😊 | 😊😊😊 | 😊😊😊😊 |
| I can define milestones for my project. | 😊 | 😊😊 | 😊😊😊 | 😊😊😊😊 |
| I can set up a work breakdown structure. | 😊 | 😊😊 | 😊😊😊 | 😊😊😊😊 |
| I can draw up a timeline for a project (project timeline). | 😊 | 😊😊 | 😊😊😊 | 😊😊😊😊 |
| I can make a resource plan and a cost budget for a project. | 😊 | 😊😊 | 😊😊😊 | 😊😊😊😊 |
| I can prepare a project manual. | 😊 | 😊😊 | 😊😊😊 | 😊😊😊😊 |
| I can implement a project. | 😊 | 😊😊 | 😊😊😊 | 😊😊😊😊 |
| I can present the outcomes of a project. | 😊 | 😊😊 | 😊😊😊 | 😊😊😊😊 |



Worksheet 2

Self-Reflection Wrap-Up

1. What did you like about this challenge?

2. What did you not like about this challenge?

3. How well has this challenge prepared you for implementing your own project?

4. Did you find this challenge helpful? How could you apply what you have learned to real life?

5. Further comments:
