**Project result no. 2**

Training course entitled   
**Key competences for people 50+:**

Entrepreneurship

**Part 3/5 - Training materials for participants**

**Version: English**



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**MATERIEL DE FORMATION POUR LES PARTICIPANTS**

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# INTRODUCTION

## **‘Find Someone Who...’ Game** Sheet

|  |  |
| --- | --- |
| **Find someone who...** | **NAME** |
| **... has a cat.** |  |
| **... likes to get up very early.** |  |
| **... doesn't like tomatoes.** |  |
| **... can ride a bike.** |  |
| **... has a unique hobby.** |  |
| **... watched all the Rambo movies.** |  |
| **... likes the yellow colour.** |  |

# MODULE 1

# WORKSHEET 1 .1

## Exercise No. 1

**"Check your self-awareness"**

1. What is most important to you in life?

2. What are your values?

3. What gives you energy?   
4. What makes you lack energy?

5. My most pleasant memory from last year is ................................  
6. What trait do you like most about yourself?

7. Who is most important to you in life?

8. Who is your greatest support?

9. How do you take care of yourself?

10. What makes you happy?

11. What makes you sad?

12. What makes you angry?

13. How do you make your decisions?

14. How often do you enjoy the little things?

15. When do you feel grateful?   
16. What calms you down?

17. What relationships are supportive for you?

18. What do you like to do in your free time?

19. What do you value most about your job?   
20. What is your strength?

21. What is your weakness?   
22. What motivates you to develop?   
23. Finish this sentence: I can't imagine my life without ................................

## Exercise No. 2

|  |  |
| --- | --- |
| Limiting belief | Good conviction |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## Exercise No. 3

|  |  |
| --- | --- |
| Bad habits that hinder effective actions | Good habits |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## Exercise No. 4

# WORKSHEET 1.2

## Exercise No. 5

**THE ‘BIG FIVE’ PERSONALITY**

Assign 5 adjectives describing character traits to each of the factors.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AMICABILITY** | **OPENNESS** | **SCRUPULOUSNESS** | **EXTRAVERTISM** | **NEUROTISM** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## PERSONALITY TEST

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | FEATURE NAME | FEATURE NAME | FEATURE NAME | FEATURE NAME |
| 1 | garish | overbearing | shy | thoughtless |
| 2 | undisciplined | not compassionate | vindictive | apathetic |
| 3 | repeats him/herself | refractory | offensive | not engaging |
| 4 | forgetful | offhand | whimsical | apprehensive |
| 5 | interjects | impatient | uncertain | undecided |
| 6 | unpredictable | insensitive | unpopular | isolating him/herself |
| 7 | chaotic | unyielding | fussy | reluctant |
| 8 | too permissive | coxcomb | pessimist | colourless |
| 9 | villain | debater | alienated | aimless |
| 10 | naive | annoying | negative | nonchalant |
| 11 | demanding recognition | workaholic | withdrawing | concerned |
| 12 | talker | tactless | touchy | shy |
| 13 | unorganized | dominant | depressed | full of doubts |
| 14 | erratic | intolerant | introvert | inert |
| 15 | muddler | manipulator | moody | mumbling |
| 16 | showing off | stubborn | sceptic | slow |
| 17 | loud | haughty | solitary | lazy |
| 18 | distracted | fiery | suspicious | sluggish |
| 19 | restless | willing | vindictive | distancing |
| 20 | changeable | cunning | critic | conciliator |
| **SUM** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | FEATURE NAME | FEATURE NAME | FEATURE NAME | FEATURE NAME |
| 1 | alive | enterprising | analytical | flexible |
| 2 | cheerful | convincing | constant | calm |
| 3 | sociable | of strong will | prone to sacrifice | conciliatory |
| 4 | inspiring confidence | competing | prudent | possessed |
| 5 | refreshing | resourceful | showing respect | restrained |
| 6 | full of trust | independent | sensitive | undemanding |
| 7 | animator | set for success | planning | patient |
| 8 | spontaneous | sure | organized | humble |
| 9 | optimist | honest | orderly | obliging |
| 10 | fun-loving | authoritative | loyal | friendly |
| 11 | charming | bold | minute | diplomatic |
| 12 | sunny | confident | perfect | consistent |
| 13 | inspirer | independent | idealist | considerate |
| 14 | exuberant | decided | deep | cutting/hard on sb |
| 15 | easy to deal with | activist | musical | mediator |
| 16 | talkative | persistent | thinker | tolerant |
| 17 | energetic | leader | loyal | listener |
| 18 | nice | boss | programming | happy |
| 19 | popular | productive | perfectionist | indulgent |
| 20 | dynamic | brave | decent | balanced |
| **SUM** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **SANGUINE** | **CHOLERIC** | **MELANCHOLIC** | **PHLEGMATIC** |
| **SUM "X"** |  |  |  |  |

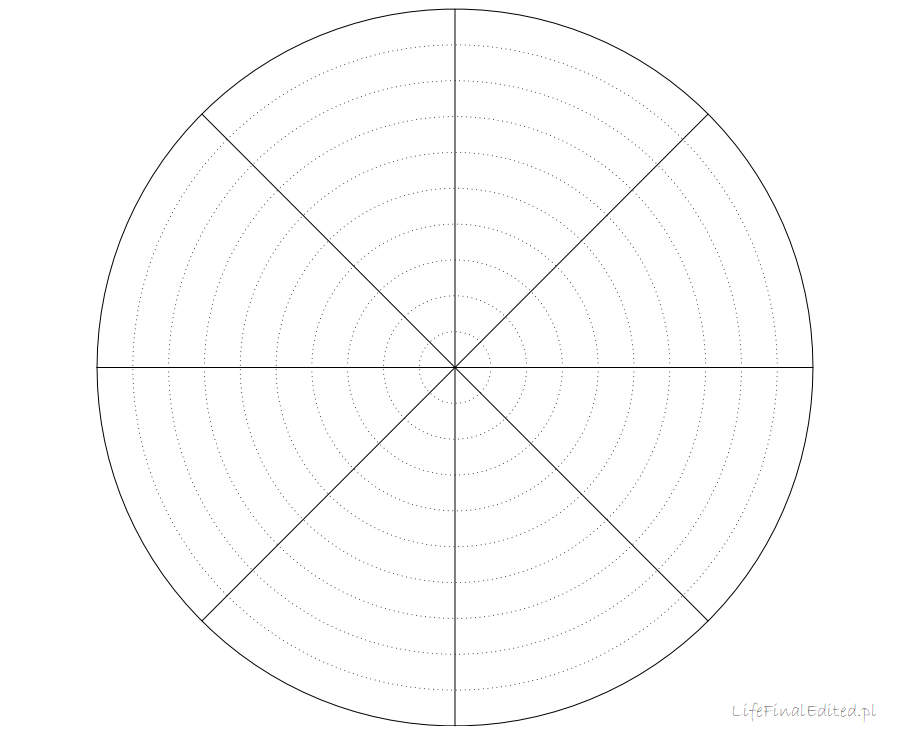
## Exercise No. 6

**SWOT ANALYSIS**

|  |  |
| --- | --- |
| **STRENGTHS** | **WEAKNESSES** |
| **CHANCES** | **THREATS** |

## Exercise No. 7

**WHEEL OF LIFE**



Source of the graphic: <https://lifefinaledited.pl/kolo-zycia/>

# WORKSHEET 1.3

## Exercise No. 8

**CREATIVE THINKING**

a) associations

|  |  |
| --- | --- |
| SUN | CHILDHOOD |
| SONG | HORROR |
| SCHOOL | ROUGH SEA |
| BOTTLE | GRIN |
| WOMAN | WARM MORNINGS |

b) what if

|  |
| --- |
| ….. animals spoke with a human voice? |
| ..... only women lived in the world? |
| ..... there was no night? |
| ….. there was no money? |
| ….. everyone could fly? |

## Exercise No. 9

**Game - "Defining objects"**

**Write a new definition/new use for the subject of your choice.**

**..........................................................................................................................................................................................................................................................................................**

**..........................................................................................................................................................................................................................................................................................**

**..........................................................................................................................................................................................................................................................................................**

**..........................................................................................................................................................................................................................................................................................**

## Exercise No. 10

**DRAWING**

**Sketch a minimum of 5 circles and try to draw everything you can think of using these circles.**

## "TURN A DISADVANTAGE INTO AN ADVANTAGE"

|  |  |
| --- | --- |
| CRITICAL OPINION | POSITIVE ASPECT |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

# SELF-AWARENESS AND CREATIVITY IN MY LIFE - script for Participants

**1.1 Self-awareness - the art of self-insight**

*“Self-awareness is the development of a personality that is made beautiful by happiness and love*.”

August Witti.

**Self-awareness -** Monitoring our inner and outer world.

**Inner self-awareness** – The ability to observe one's own emotions, reactions, values, ambitions, expectations, desires, aspirations; recognizing your strengths and weaknesses. In addition, it is an understanding of the impact we have on others.

**External self-awareness -** It indicates the extent to which we are aware of how we are perceived by the environment according to the above-mentioned categories.

**Emotional intelligence**

“The capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.” (Daniel Goleman).

**The 5 Components of Emotional Intelligence:**

**Self-regulation** (control over your emotions, self-control, conscientiousness, innovation)

**Empathy** (recognition of others’ emotions)

**Social skills** (control over the relationship with another person)

**Motivation** (self-motivating, commitment, initiative, optimism)

**Self-awareness** (knowing your own emotions, correct self-esteem, self-confidence)

In taking care of our self-awareness, **REGENERATION OF OUR BODY is a very important factor**. When working on self-awareness, we must be **RELAXED, because with intensive self-analysis, OUR ENERGY DEPOSIT** is quickly depleted.

**Let's not give in to defense mechanisms that distort the perception of reality and truth. When we do not want to see something, when we often have to pretend to ourselves that we do not care about something at all because of emotions, feelings that can be uncomfortable, painful, with which something needs to be done.**

**The benefits of self-awareness**

* **Understanding your own thoughts and feelings**
* **Strengthening self-discipline**
* **Increased self-esteem**
* **Changing habits**
* **Establishing good relationships**
* **Strengthening self-discipline**
* **Greater agency in decision-making**
* **The ability to listen**
* **More effective learning**

**8 pillars of inner self-confidence**

**Pillar 1** **Self-awareness** - deepen your self-awareness

**Pillar 2** **Self-acceptance** - look at yourself with your heart

**Pillar 3** **Self-satisfaction** - appreciate your actions

**Pillar 4** **Self-confidence** - do not doubt yourself, even when you have difficult moments, look for solutions

**Pillar 5** **Value** - put yourself first

**Pillar 6** **Confidence in yourself** - make decisions and act with confidence in yourself

**Pillar 7** **Responsibility for your own life** - live in a way of not doing anything against yourself, with dignity, bear the consequences for bad decisions and accept what serves and what does not serve as a lesson.

**Pillar 8** **Positive attitude** - try not to take everything "too seriously", distance yourself, look for advantages in every situation.

**Ways to increase self-awareness**

**4P method**

**STOP** (Polish: ***P****rzestań*) making the distinction between good and bad emotions

**FEEL** (Polish: ***P****oczuj*) your emotions in your body

**KNOW** (Polish: ***P****oznaj*)who or what is your “trigger”

**KEEP** (Polish: ***P****rowadź*) an emotional diary

**Beliefs that facilitate and limit effective action**

**Beliefs**, otherwise views, ways of acting, attitudes towards something, when we believe that something is right or true, have been with us from an early age. Later, they are shaped at different stages of our lives. Most of the time, we cling to them and it's hard for us to change our approach. However, it often happens that our beliefs become a reflection of our reality. They can help us or hurt us.

**Limiting beliefs**: "I'm too old for this", "I'm not good for this", "I don't deserve this", "I can't afford this", "I'm not lucky", etc.

**Positive/supporting beliefs**: "I believe that I will get this job", "When, if not now", "I can do it", "I deserve all the good that I get", "everything I need is already inside me", etc.

**7 Habits of Effectiveness**

* **Habit 1** - be proactive (healthy eating, physical activity, attention to sleep/rest, preventive healthcare, attention to development in various areas of your life)
* **Habit 2** - start with a vision of the end (a person who cares about a valuable life, bringing good to the lives of others until the very end)
* **Habit 3** - do what is most important first (set priorities in life and make sure you take care of them in the right order)
* **Habit 4** - think in terms of win-win (enter into win-win arrangements in life, e.g. the son needs his father's car to get to training, the father agrees on the condition that he refuels the car, and the son makes sure that the car is always clear. Both sides are winning.)
* **Habit 5** - first try to understand, then be understood (Such situations can be gained through cooperation, thinking about others and their needs)
* **Habit 6** - synergy (a group participating in a brainstorming is able to do more than each individual)
* **Habit 7** - sharpening the saw (when we cut a tree and at some point we can't go on, we have to sharpen the saw, just like in life sometimes we have to let go and take care of ourselves, read, take a bath, meditate, take a walk, take care of each of our spheres).

**METHODS FOR BUILDING AND PRESERVING HABITS THAT FACILITATE EFFICIENT ACTION**

* **SPECIFIC START DATE** (do not say that you start, for example, to take care of physical activity from the new year or after Christmas. We set a specific date, preferably from tomorrow).
* **A COMPANION ON THE WAY** (it is important to have a supportive environment or someone who will accompany us on this road in the process of creating good habits), especially when we work together with a group whose individuals support and motivate each other.
* **REWARD** (there is a reward in the wheel of habit, but it's not about something we can buy, it's not about material goods. It's about the very fact that I do something for myself and the end result it brings. For example, regular exercise and weight loss with good nutrition relieve my spine and I gain health, and when I am healthier, I set an example for my loved ones and maybe I will inspire someone with it.

**1.2 Advantages of knowing your strengths and weaknesses**

**Basic personality traits**

**Personality** is a characteristic, relatively constant way of how an individual reacts to the social and natural environment, as well as the way of interacting with it. Several factors influence the formation of our personality:

**Temperament** - (inherited) a set of characteristic features that is not dependent on the acquisition of knowledge, value system or behaviour. This is our disposition/nature, which we can easily control.

**Upbringing -** the process of teaching children, transferring values and principles by parents, teachers' input, as well as observing siblings, peers, the functioning of their families, the environment (so-called modelling).

**Environment -** everything around us.

**The big five**

**Agreeableness** - People characterized by this trait are positive about the world. As a rule, these individuals are very trusting, sincere, acting for the benefit of others. These people do not like conflicts.

**Openness -** Open people can infect others with their warmth, they have no problem talking about feelings, they are aware of their own emotions. They are mostly creative people, hungry for experiences: those concerning their inner and outer world, they like novelties, new ideas.

**Conscientiousness -** People who are very organized, dutiful, disciplined, have clearly defined goals they strive for. They are characterized by commitment and responsibility.

**Extroversion** - Lively, sociable people, often talkative. They like to be among people and are often perceived as dominant, in the centre. Extroverts are full of energy, action-oriented, they feel bad in solitude, they can win people over.

**Neuroticism -** Neurotic people are more likely to feel emotions such as anxiety, anger, fear, anger, sadness, guilt. They are sensitive and experience everyday stress more acutely and do not always cope well with it. They are quite shy people.

**Personality profile and its benefits**

**Benefits:**

* We recognize our strengths and weaknesses
* We become more aware of our behaviour and reactions, so we can prevent stress situations
* Understanding our versatility, expectations of others become more matching with what they have, what they can offer/ provide us
* Communication with others is significantly improved

**INDIVIDUAL LIFE VALUES AND GOALS**

Our values, i.e. what we profess/believe in, what we follow, are essential in life. They form the basis of our relationships with family, friends and co-workers. They determine the choices we make in life, they shape us, motivate us and help us achieve our goals and successes.

**Authenticity**

Truthfulness, sincerity in relationships, compliance with reality. People for whom authenticity is important do not need to wear masks of characters they are not, they like themselves and are proud of who they are; are rather consistent in their actions, faithful to what they profess, regardless of the pressure felt from the outside.

**Balance**

Balance makes people feel an important balance between professional and life responsibilities. Maintaining this state is quite difficult due to unplanned events that bring confusion and internal imbalance.

**Identity**

The need to be part of society makes people feel obligated as citizens. This attracts them to engage in certain activities related to the functioning of people in the country, their social rights. They take part in protests, they persuade others to join the fight for certain ideas, they fulfil themselves in this way.

**Community**

It is basically the environment that surrounds us, the people who live in the closest environment: family, co-workers, friends, neighbours. If a community is motivating for people, it means that a sense of belonging is a huge life fulfilment for them.

**Friendships**

For many people, friendship takes the top place in the hierarchy of their values, because thanks to true friends, their lives have a completely different quality. It makes them able to do a lot for those they care about and is a huge support, they have a big impact on the lives of others, but they can also learn a lot about themselves from them.

**Kindness**

In relation to maintaining relationships, this is a very important value. It causes that we have a good influence on others, sometimes it is a disinterested smile, a small gesture, e.g. passing someone in a queue, showing gratitude.

**Science and knowledge**

These are values that play a huge role in people's lives. They affect our lives and strengthen our inner strength, independence, less susceptibility to manipulation, our self-awareness, improving character.

**Leadership**

It can be motivating and inspiring, releasing energy in people. It is certainly a value that is important for people in managerial positions or with dominant features, who are not afraid and like to make changes in life.

**Loyalty**

It is characterized by commitment to the other person. People who are professionally loyal to their employers and the people they work with maintain strong and honest relationships.

**Respect**

It refers to ourselves, all people around us, nature, places. It is a kind approach, reacting to evil, accepting others as they are, their beliefs, motivations, even if they are far from ours.

**Spirituality**

For many people, it is of great importance in life. Spiritual people are often characterized by the need to do good, whether in the religion they profess, the job they are currently in, the family they have. Nurturing spirituality is the overarching goal and makes them feel fulfilled in life.

**Material values**

There are those for whom material sources are one of the most important life values. Such people often work very hard in order to get promoted, because it makes them feel satisfied in life.

**Recognition**

It is very valuable for personalities who like to be appreciated for what they do. Such people fulfil themselves in positions where they can be leaders.

**SWOT ANALYSIS**

The SWOT method can also be used to determine your personal positive or negative sides. A personal SWOT analysis is a mini-tool that will fully help you reach your goal and not lose potential opportunities. It is important that we focus on what we can develop and what we can change.

**S** – Strengths;

**W** – Weaknesses;

**O** – Opportunities, i.e. potential chances and opportunities;

**T** – Threats, i.e. potential threats.

**WHEEL OF LIFE**

### Who is the creator of the technique?

The original concept of the Wheel of Life was created by Paul J. Meyer, founder of the Success Motivation Institute in 1960. Paul J. Meyer was a leader and pioneer in the coaching industry. He has built many programs to help people achieve their goals, manage their time, and be a better leader. Today, there are many versions of this technique and it is used for many purposes.

The wheel of life - in other words, the wheel of balance, the coaching wheel of values. It is a method for anyone who wants to look at their quality of life, check in which areas they are fulfilled and which are those requiring certain actions. It may turn out that there will be something that will surprise us, which we did not realize before, and during the exercise it will reveal itself. Then, for example, it will turn out that a change in a given area can be very constructive in relation to changes in other areas of life.

The “wheel of life” method is worth using when:

- We feel the contradiction of values

- We are facing an important decision

- We feel problems in relations

- Personal development is important to us

- We experience repetitive patterns, etc.

**Advantages of this tool:**

* It's not complicated
* It helps define a value system
* It helps to determine the level of satisfaction in a given area of life
* It makes you aware of the causes of certain contradictions
* It motivates you to make some changes
* It helps in making decisions
* It is conducive to the introduction of life balance
* It helps you prepare for a job interview

We can prepare the wheel of life ourselves, it depends on us what areas of life we choose.

**1.3 The magic of creativity**

**PRINCIPLES OF CREATIVE THINKING**

**CREATIVE THINKING**

This is a completely different way of thinking, acting, creating than the one most often used by us. It is believed that creative thinking is innate and weakens with age. The process of creative thinking is very much related to creativity.

**FACTORS AFFECTING THE PROCESS OF CREATIVE THINKING ARE:**

Experience, Intelligence, Emotions, Training.

**THE ESSENCE OF CREATIVE THINKING:**

**1. DEVELOPMENT OF GOAL-SETTING SKILLS**

**2. COGNITIVE DEVELOPMENT**

**3. BUILDING MOTIVATION IN THE CREATION PROCESS**

**4. STRENGTHENING TRUST AND OWN POSSIBILITIES**

**5. RISK-TAKING**

**6. GIVING UP YOUR OWN LIMITATIONS**

**7. COMBAT DEFECTIVE BELIEFS**  
  
**8. MAKING CONSCIOUS DECISIONS, MAKING CHOICES THAT SERVE US**

**SCHEME OF THE CREATIVE THINKING PROCESS:**

**1. PREPARATION:**

This stage is about identifying the problem, collecting all the information needed to solve the problem. It will be useful to set goals, create mind maps, conduct brainstorming.

**2. ASK YOURSELF** :

It is best to ask yourself open-ended questions, because thanks to them we are willing to give a new answer. Questions are very useful in following a creative life.

**3. SEARCH/CONSCIOUS:**

Avoid rational thinking, assumptions. It is worth considering and analyzing all factors.

**4. INCUBATION:**

This is the beginning of developing a solution to the problem.  
**5. EUREKA MOMENT:**

Moment of enlightenment, I have the answer, the so-called "ah, we got it!".

**6. ASSESSMENT:**

Evaluation of the solution to a given problem that appeared in the mind. It won't hurt to consult your opinion to possibly make some changes to finally confirm this solution.

**7. IMPLEMENTATION:**

Implementation of ideas. Keep making changes until you are completely satisfied.

**LIMITATIONS OF THE CREATIVE PROCESSES:**

**One-sidedness –** seeing only one direction, one most dominant feature of a given object. It doesn't allow you to identify more strengths.

**Excessive knowledge –** leads you to search for ready answers, acquired during education in a given field. It inhibits the willingness to investigate and search for new solutions.

**Diagrams –** allow you to move in a very limited area**,** limit the self-assessment of various aspects, objects.

**Impatience –** discourages activity in the process of creative thinking because of "i want it now".

**PRINCIPLES OF CREATIVE THINKING**

1. **THE PRINCIPLE OF DIVERSITY**

The principle is simple. We work with as many **different** ideas as possible, because the more there are, the more likely we are to catch something really interesting.

1. **DEFERRED VALUATION PRINCIPLE**

It consists in rejecting the evaluation and criticism of ideas given by the group or individual ones during e.g. brainstorming.

1. **THE PRINCIPLE OF RATIONAL IRRATIONALITY**

Using intuition and emotions in the phase of finding a solution. To help this process, sometimes you need to get away from the problem and do something completely different. Go shopping, cycling, etc. It often happens that the solution comes by itself, then there is a moment of enlightenment. It happens that solutions are detached from patterns and schemes, unlike the ones we initially considered.

1. **PRINCIPLE OF PEOPLE**

A very important factor when working on finding creative solutions is having fun. It leads to getting rid of internal limitations. A positive atmosphere has a better effect on intellectual performance.

1. **NEWS PRINCIPLE**

Everything that happens and that we focus on is "here and now". We do not pay attention to external stimuli that can confuse us in the process of creating creative solutions.

**METHODS OF ENCOURAGING YOUR OWN CREATIVITY:**

1. ***UNDERSTAND THE STEPS OF CREATIVE THINKING***

There are 4 stages: preparation, “hatching,” understanding, verification.

Preparation is the stage where we define the problem and delve into the topic. During hatching, we collect information and conduct analysis. During verification, we evaluate ideas that have arisen over time and submit them to our own assessment. All these steps will make the mind start to function much more naturally in a creative way.

1. ***WALKING AND WALKING OUTSIDE***

This is the best method in situations when we feel internally blocked, irritable, lost. We are unable to make any decision. Oxygenation, above all, has a very good effect on the work of the brain. A lot of research shows that going out in the fresh air activates the production of hormones that enhance creativity.

1. ***FREQUENT BREAKS AT WORK STIMULATE CREATIVE THINKING***

There are studies showing the impact of frequent breaks in the workplace on the final performance of employees. When we perform certain activities without interruption, a turning point is a common occurrence. The brain begins to be overloaded and mechanically pushes creative thinking to the background. Taking a break doesn't just "reset the head", it strengthens our physical health. The mind regenerates, and after more frequent breaks it works smoothly and effectively.

1. ***DIVERSIFICATION OF KNOWLEDGE***

It is worth going beyond the areas to which we are accustomed. The very fact that we are firmly established in some areas of our choice is positive, but it limits our perspectives and makes our thinking more clichéd. The diversification of knowledge allows us to go beyond known solutions and look for completely non-standard, new ones.

1. ***READING FREQUENTLY***

Reading books has a very beneficial effect on our development, regardless of our age. It is worth finding time to read at least a few pages or one chapter every day. Reading enriches our imagination, develops our vocabulary and the level of reasoning.

1. ***WRITING ALL DOWN MANUALLY***

Writing down (preferably every morning) primarily helps us put some order in our thoughts. Writing by hand is very helpful in the ability to assimilate information, concentrate and remember. A good way is also to always have your notebook, diary or even a piece of paper with you, on which we can quickly write down what just came to our mind and we feel that it is worth writing down, so that we do not miss it, we quickly note it down.

1. ***CREATE WHILE SLEEPING***

This method is not easy and not for everyone, but it is worth trying, because amazing things can happen. You can visualize e.g. a solution to a given problem just before going to sleep and write down in your notebook what happened during your sleep right after waking up in the morning; perhaps the solution had presented itself in a dream and had been slightly modified. You can also set an alarm, e.g. when going to sleep, we set the alarm clock to sound up to an hour after falling asleep. When we wake up, we write down what happened during the dream. Sometimes we say that we are not dreaming, or we are so tired that nothing can wake us up, so it is good to try this method until it succeeds.

**TOOLS FOR CREATIVE WORK**

* **BRAINSTORMING**

The best way to create a good idea is to generate many ideas. In order for the brainstorming process to be done well, you need to stick to the basic rules:

**1. EVERYONE HAS THE RIGHT TO HAVE A DIFFERENT OPINION.**

**2. ALL IDEAS ARE EQUALLY APPRECIATED.**

**3. CRITICISM OF OTHER PEOPLE'S IDEAS IS NOT TOLERATED.**

* **METHOD 635 (Brainwriting)**

The technique of finding and saving ideas and solutions. The author of this technique from 1968 is Bernd Rohrbach. The number 635 corresponds to the specific factors that are taken into account when performing the task. 6 means the number of people participating in the exercise, as a whole - as all listeners, or 6 participants in one group. Each person has to create 3 solutions in no more than 5 minutes. All ideas must be written down on cards. The cards are circulated so that everyone can see the written concepts. Each person should fill out 6 sheets with their 3 answers. In the end, it gives us 6 people x 6 cards x 3 solutions, which gives a total of 108 ideas.

* **MIND MAP**

This technique engages two hemispheres of the brain: the left - responsible for logical thinking, analysis, numbers and the right - imagination, colours, perception of the depth of space. When creating a mind map, two hemispheres of the brain are involved, co-creating an infinite number of solutions/ideas. The mind map method focuses on associations, starting from the main phrases, through the general ones, to the most detailed ones. The role of the mind map is to increase productivity, assimilate knowledge and train memory.

* **ISHIKAWA DIAGRAM 1962 (fish diagram)**

The purpose of this method is to find the causes of specific effects and analyze the problem. The problem/consequence is placed on the right side (fish head), and on the left side all the going lines (up, down) at an angle to the straight line (fish spine). The first task is to determine the effect. Then find all the possible causes that gave birth to it.

**Turning criticism into effective evaluation**

**How to accept criticism and get the best out of it?**

* Think about what phrases touched you the most and what emotions accompanied you?
* Write down which words from the critique you find useful.
* Remember that mistakes are a natural factor in human development.
* If your idea is immediately denied, remember that this is the beginning of the road, the initial stage to the next one.
* Remember that criticism can be constructive as well as a good introduction to start a discussion and exchange experiences with another person.
* You can always thank for criticism using phrases such as:

"Thank you for expressing your opinion, I have not considered this approach before, I will think about it."

"Thank you for bringing this to my attention, I'll be more careful."

"Thank you for your valuable comments."

**Tools supporting the process of generating ideas**

When discussing individual tools, you can use a flipchart and draw graphs, drawings to better outline the correct use of a given method to the participants. This will also stimulate the group's visual thinking.

* **DESIGN THINKING** - (design thinking in approaching a problem)

This is a very versatile method.

The purpose of this method is to solve problems, to create new innovative solutions. We look at the problem from the perspective of another person, employee, recipient, client, through conversation and observing their behaviour.

STEP 1 - EMPATHY

This is the moment of "awakening". We all have limitations as to our ideas, approach to perceiving the world, views. It is not easy for us to understand how another person perceives a given problem. To understand the essence of the problem and find effective solutions, we need to go outside.

STEP 2 – DEFINING THE PROBLEM

The stage defining the problem we will face and setting the direction for further actions.

STEP 3 – LOOKING FOR SOLUTIONS

The stage in which we develop strategies and create various solutions. It is very important not to deviate from the previously chosen direction so that the actions make sense.

STEP 4 - PROTOTYPING

Creating prototypes, the initial version of our solution.

STEP 5 - TESTING

In the last stage, we check how our concept works in practice, how what we have been working on works.

* **SCAMPER**

Read to the participants what each letter of the abbreviation "SCAMPER" stands for and explain what the technique is about.

The pioneer of the method is Bob Eberle (1970s). He created a scheme in the form of the abbreviation SCAMPER. Each element of the shortcut has helping questions with relation to the problem:

**S** - SUBSTITUTE: "What can we replace this with?" "What happens if we change our course of action?"; "What happens when we change certain people in a given project?"; "What will happen if we change the materials we've used so far?" etc.

**C** - COMBINE: "What can we combine?"; "How do you put it together?" etc.

**A** - ADJUST: "What idea could I borrow?"; "What other inspirations can be used in this?" etc.

**M** - MODIFY/MAGNIFY/MINIFY: "What can I add?"; "What needs to be doubled, strengthened, supplemented?" etc.

**P** - PUT TO OTHER USES: "What other functions does this solution have?"; “What use can adults get from it?” etc.

**E** - ELIMINATE: "What factors can I give up?"; "Is everything necessary?"; "Can I miss something?" etc.

**R** - REVERSE/REARRANGE: "What happens when I change the order?"; "Should I rearrange something?"; "Maybe change the sequences?" etc.

* **LOTUS FLOWER**

The creator of this method is Yasuo Matsumura. It consists in placing a circle in the centre of a sheet of paper, with the main problem in it. Then, draw more circles and enter possible solutions into them. You should add more circles to these drawn circles, enter the next suggestions/ideas, which in the end are the result of the previous ones. As a result, the so-called "grid" of numerous and different approaches to solving the main problem.

**Creative problem-solving**

**3 DISNEY CHAIRS**

Walt Disney, genius, founder of the world's largest business giant, author of the "3 chairs" concept.

When looking for a strategy, solutions for a specific problem, he divided the process into three stages. There were 3 rooms with 3 chairs:

**THE DREAMER'S CHAIR**

Sitting on this chair, we play the role of a dreamer, not caring about any limitations. We have the right to fantasize with "head in the clouds", abandoning all everyday life and even the laws of physics.

Positive (dreamer) attitude, when a problem becomes an opportunity for us and we focus on positively considering the options for solving it. We choose the solution that seems the most pleasant to us and associated with positive emotions, driven by commitment to its implementation.

**REALIST'S CHAIR**

From this point, you should move on to realistic thinking (realist) to indicate what are the real chances of success of such a solution. In this attitude, you should ask questions about how to implement it and consider whether such a solution solves a specific problem.

**CRITIC’S CHAIR**

At the end, there is a pessimistic attitude (critic) who will answer the questions about the disadvantages of a given solution. By design, it gives "worst-case" scenarios for solving a given problem.

In conclusion: The dreamer looks at the problem in terms of opportunity and its solution as engaging work. The realist realizes what the problem is, and their solutions are analyzed in terms of sober thinking. The critic sees the problem as a very big obstacle and all its solutions have their downsides that must be taken into account.

It is important to remember that for the Walt Disney method to be effective, participants must identify with their roles as much as possible, otherwise we call this anchoring.

**THE "5 WHY?" METHOD**

This is one of the methods that allows us to find the source of the problem step by step.

EXAMPLE:

**I overslept to work**

**1.** Why did you oversleep to work?

Because I didn't set an alarm clock yesterday as I usually do.

**2.** Why didn't you set an alarm clock yesterday?

Because I stayed up late until I finally fell asleep.

**3.** Why did you stay up late?

Because I had to prepare an initial outline for the work.

**4.** Why so late?

Because I'm overloaded with responsibilities.

**5.** Why are you overloaded with responsibilities?

Because I took on too many projects at work.

# MODULE 2

# WORKSHEET 2

## Exercise 2.1 - Ecological self-assessment:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **That's what I always do** | **That's what I sometimes do** | **I haven't done that yet, but I can try** | **It's not for me** | **Not applicable** |
| 1 | I return expired or unused medicines to the pharmacy |  |  |  |  |  |
| 2 | I try to buy locally-produced goods |  |  |  |  |  |
| 3 | I avoid disposable products |  |  |  |  |  |
| 4 | I try to buy fruits and vegetables in bulk (unpackaged) |  |  |  |  |  |
| 5 | I take my own reusable packing bags when shopping |  |  |  |  |  |
| 6 | I pack vegetables and fruits in my own bags for weighing |  |  |  |  |  |
| 7 | I drink tap water |  |  |  |  |  |
| 8 | I try to refuse the plastic bags offered by sellers |  |  |  |  |  |
|  |  | **That's what I always do** | **That's what I sometimes do** | **I haven't done that yet, but I can try** | **It's not for me** | **Not applicable** |
| 9 | I try to buy as many products as possible in bulk (without packaging) |  |  |  |  |  |
| 10 | I buy bread in bulk (without packaging) |  |  |  |  |  |
| 11 | I consciously choose products marked with eco-labels |  |  |  |  |  |
| 12 | I go shopping with a list |  |  |  |  |  |
| 13 | I avoid unplanned purchases |  |  |  |  |  |
| 14 | I try not to succumb to promotions |  |  |  |  |  |
| 15 | Whenever possible, I choose products made of recyclable materials (recycled). |  |  |  |  |  |
| 16 | I collect rainwater |  |  |  |  |  |
| 17 | I take a shower instead of a bath |  |  |  |  |  |
| 18 | I unplug appliances that I'm not using |  |  |  |  |  |
|  |  | **That's what I always do** | **That's what I sometimes do** | **I haven't done that yet, but I can try** | **It's not for me** | **Not applicable** |
| 19 | When buying household appliances, I pay attention to their energy efficiency |  |  |  |  |  |
| 20 | Before I buy a new electronics/household appliance, I try to repair the old one |  |  |  |  |  |
| 21 | I take care of the tightness of windows and doors in my flat/house |  |  |  |  |  |
| 22 | I take care of the thermal insulation of my flat/house |  |  |  |  |  |
| 23 | I use renewable energy sources |  |  |  |  |  |
| 24 | I check whether my energy supplier uses renewable energy sources |  |  |  |  |  |
| 25 | When choosing a car, I take into account its emission level |  |  |  |  |  |
| 26 | When carrying out even short local trips, I plan the fastest route |  |  |  |  |  |
|  |  | **That's what I always do** | **That's what I sometimes do** | **I haven't done that yet, but I can try** | **It's not for me** | **Not applicable** |
| 27 | Where possible, instead of a face-to-face meeting that requires travel, I organize an online meeting |  |  |  |  |  |
| 28 | If possible, I choose the train instead of the plane |  |  |  |  |  |
| 29 | I choose local products that did not have to be transported far |  |  |  |  |  |
| 30 | I really segregate all garbage thoroughly |  |  |  |  |  |
| 31 | I avoid plastic |  |  |  |  |  |
| 32 | Instead of throwing away, I try to fix things and pass them on |  |  |  |  |  |
| 33 | I choose glass containers instead of plastic ones |  |  |  |  |  |
| 34 | When possible, I use public e-services instead of going to the office/clinic, etc. |  |  |  |  |  |
| 35 | I'm saving paper |  |  |  |  |  |
|  |  | **That's what I always do** | **That's what I sometimes do** | **I haven't done that yet, but I can try** | **It's not for me** | **Not applicable** |
| 36 | I limit my meat consumption |  |  |  |  |  |
| 37 | I care about nature |  |  |  |  |  |
| 38 | I choose organic products |  |  |  |  |  |
| 39 | I use a cup to brush my teeth (I don't brush my teeth under running water) |  |  |  |  |  |
| 40 | I use aerators in the faucets and a rain showerhead in the shower |  |  |  |  |  |
| 41 | I don't run the washing machine/dishwasher until it's full |  |  |  |  |  |
| 42 | I use the ECO mode in the washing machine/dishwasher |  |  |  |  |  |
| 43 | I don't waste food (I buy as much as I really need and eat it or give it to others) |  |  |  |  |  |
| 44 | When boiling water in the kettle, I pour only as much as I really need |  |  |  |  |  |
|  |  | **That's what I always do** | **That's what I sometimes do** | **I haven't done that yet, but I can try** | **It's not for me** | **Not applicable** |
| 45 | I use the water from washing vegetables and fruits to water the flowers |  |  |  |  |  |
| 46 | When I can, I choose public transport or a bicycle |  |  |  |  |  |
| 47 | Waste that cannot be sorted at home (e.g. batteries, fluorescent lamps and electro-waste), I throw/hand over to the appropriate containers/places outside the house |  |  |  |  |  |

## Exercise 2.2 - Segregating waste

Option 1:

1. Cut out the following types of waste, put them in a common container (can be an envelope, a jar) and mix.
2. We mark places that are waste containers:

* Metal/plastics,
* Glass,
* Paper,
* Bio ,
* Mixed waste,
* Other (Points of Selective Collection of Municipal Waste)

Depending on the room and its equipment, it can be 6 tables (we put the name of the "waste container" on each one) or 6 containers of any type (e.g. jars, large envelopes). The purpose of the exercise is also physical activity, therefore the containers should be placed in different parts of the room.

If the location of the room and the season allows, the exercise can be carried out outside, e.g. on the lawn in front of the room.

If there is no wind, cards depicting garbage can be scattered on the lawn (10 per person).

1. The participants draw from the envelope/any container min. 10 garbage items (cards with the names of different waste).
2. Each of the participants throws the garbage they have drawn into the container they consider to be the right one (we ask the group not to consult, the exercise is anonymous).
3. Once all the "garbage" has gone into the "containers", the trainer takes each of the bins one by one, pulls out the garbage and reads the names. The group jointly assesses whether a given piece of garbage should actually go to a given container.

Option 2:

It is possible to use a more ecological form of this exercise, i.e. the trainer reads (in a random order) the name of the garbage, and the participants together decide which section it should go to. The garbage items on the cards are partly arranged by types of containers, so you should avoid reading "in sequence".

|  |  |
| --- | --- |
| Plastic cap | Plastic bottle with contents |
| Plastic drink bottle | A plastic toy |
| Empty medication blister pack | Used disposable gloves |
| Milk carton | Medication packaging |
| Juice carton | Motor oil packaging |
| Toothpaste packaging | Auto parts |
| Shampoo plastic packaging | Used batteries |
| Shower gel plastic packaging | Paint can |
| A can of green peas | Car paint container |
| Carrier bag | Expired drugs |
| Plastic bag | Used syringes |
| Foil | Used medical needles |
| A can of tomatoes | Worn-out dishwasher |
| Canned food can | Worn-out laptop |
| Aluminum foil | worn-out TV |
| Jar cap | Worn-out mobile phone |
| Bottle cap | Worn-out radio |
| Used spray deodorant | Unused spray deodorant |
| Used spray hairspray | Unused spray hairspray |
| Pure Styrofoam (from an appliance box) | Waste toner from the printer |
| Paper packaging | Used paper towel |
| Cardboard | Varnished paper |
| Envelope | Foil-coated paper |
| Corrugated cardboard | Greasy paper |
| Paper catalogs | Dirty sandwich paper |
| Leaflets | Paper fertilizer bag |
| Damaged book | Paper cement bag |
| Magazine | Wallpaper |
| Newspaper | Disposable diaper |
| School and office paper | Greasy disposable paper packaging |
| Notebook | Greasy disposable packaging |
| Printed sheets | Clothes |
| Books | Yogurt packaging |
| Wrapping paper | Paper in which the ham bought "by weight" was wrapped |
| Paper bags | Paper in which cheese bought "by weight" was wrapped |
| Paper bags | Fence mesh |
| Car window | Mirror |
| Glass bottle of olive oil | Ceramics |
| Glass packaging of face cream | Ceramic pot |
| A jar of cucumbers | Porcelain |
| Glass bottles of eye cream | Crystal glass |
| Beer bottle | Windowpane |
| Jam jar | Spectacle glass |
| Juice glass bottle | Heat-resistant glass |
| Green glass bottle | A candle with wax content |
| White glass bottle | Bulb |
| A small jar of tomato paste | Fluorescent lamp |
| Wine bottle | Car headlight |
| Vegetable waste | Animal bones |
| Fruit waste | A used toothbrush |
| Branches of trees and bushes | Edible oil |
| Mown grass | Animal excrement |
| Sawdust and tree bark | Hard coal ash |
| Untreated wood | Stones |
| Food leftovers | Impregnated wood |
| Potato peelings | MDF chipboard |
| Cucumber peel | Soil |
| Apple peel | Fibreboard |
| Plum pits | Leftover meat after dinner with bones |
| Dry leaves | Surgical face mask |
| Dry flowers | Disposable razor |
| Tea bag | Contact lenses |
| Baby pacifier | Dish-washing sponge |
| Syrup glass bottle | Syrup plastic bottle |
| Pen | Felt-tip pen |
| A small plastic toy (e.g. a block) | Chips packaging |
| Used pot | Broken garlic press |
| Broken safety pin | Broken pin |
| Broken scissors | Plastic CD/ DVD case |
| Squeezed ointment tube | Glass perfume bottle |
| A roll of toilet paper | A roll of paper towel |

## Exercise 2.3 - Ecology and household budget

In the table below, mark (e.g. with an ”X”) in what way a given environmental action/behaviour affects the household budget.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **It causes savings in the household budget** | **Neutral for the household budget** | **Increases costs in the household budget** |
| 1 | Buying products "by weight" instead of already packed (e.g. cheese, meats, vegetables) |  |  |  |
| 2 | Buying seasonal products (e.g. vegetables and fruits) |  |  |  |
| 3 | Buying local products |  |  |  |
| 4 | Bringing your own reusable bag for shopping |  |  |  |
| 5 | Drinking tap water |  |  |  |
| 6 | Going shopping with a list |  |  |  |
| 7 | Taking a shower instead of a bath |  |  |  |
|  |  | **It causes savings in the household budget** | **Neutral for the household budget** | **Increases costs in the household budget** |
| 8 | Refusing plastic bags offered by sellers |  |  |  |
| 9 | Buying bread in bulk (without packaging) |  |  |  |
| 10 | Unplug appliances that are not in use |  |  |  |
| 11 | Segregation of waste |  |  |  |
| 12 | Buying energy-saving electronics/household appliances |  |  |  |
| 13 | Collecting rainwater |  |  |  |
| 14 | Repairing electronics / household appliances instead of buying a new one |  |  |  |
| 15 | Taking care of the tightness of windows and entrance doors in winter |  |  |  |
| 16 | Thermal insulation of a residential building |  |  |  |
|  |  | **It causes savings in the household budget** | **Neutral for the household budget** | **Increases costs in the household budget** |
| 17 | Using renewable energy sources (e.g. electricity from photovoltaic panels) |  |  |  |
| 18 | Using renewable energy to heat water (photovoltaic panels) |  |  |  |
| 19 | Choosing the shortest car route |  |  |  |
| 20 | Travel by train instead of by plane |  |  |  |
| 21 | Sale of used and unnecessary things |  |  |  |
| 22 | Using public e-services instead of going to the office |  |  |  |
| 23 | Limiting meat consumption |  |  |  |
| 24 | Brushing your teeth with a cup (instead of running water) |  |  |  |
| 25 | Using aerators in faucets and a rain showerhead in the shower |  |  |  |
| 26 | Turn on the washing machine/dishwasher when it is full |  |  |  |

## Exercise 2.4 – Shopping

Read the product descriptions and make the BEST choice according to you.

|  |  |
| --- | --- |
|  | I choose  (mark with an X) |
| Washing machine No. 1  Price: X  Energy saving: A  Warranty: 2 years |  |
| Washing machine No. 2  Price: X - PLN 200  Energy saving: B  Warranty: 3 years |  |

|  |  |
| --- | --- |
|  | I choose  (mark with an X) |
| Butter No. 1  Price: X  Weight: 200 grams |  |
| Butter No. 2  Price: X + PLN 1  Weight: 300 grams |  |

|  |  |
| --- | --- |
|  | I choose  (mark with an X) |
| Used car (3 years old) No. 1  Price: X  Warranty: none  Fuel consumption: 8.9 l  Fuel type: PB (unleaded petrol) |  |
| Used car (3 years old) No. 2  Price: X - 10%  Warranty: 1 year  Fuel consumption: 12.9 l  Fuel type: ON (diesel) |  |

|  |  |
| --- | --- |
|  | I choose  (mark with an X) |
| Sunflower Oil No. 1  Price: X  Weight: 1 litre  Shelf life: 3 months |  |
| Sunflower Oil No. 2  Price: 4 x X  Weight: 5 litres  Shelf life: 3 months |  |

|  |  |
| --- | --- |
|  | I choose  (mark with an X) |
| Strawberry jam No. 1  Price: X  Weight: 195 grams  Ingredients: strawberries (40%), sugar, water, gelling agent - pectins, thickening agent - guar gum, acidity regulator - citric acid |  |
| Strawberry jam No. 2  Price: X  Weight: 195 grams  Ingredients: strawberries (100 g of strawberries per 100 g of the product), fruit sugars, concentrated lemon juice to correct the sour taste, gelling agent - pectins |  |

# MODULE 3

# WORKSHEET 3.1

## Stages of project management and dependencies between them

**PLANNING**

**INITIATING**

**CLOSING**

**EXECUTING**

**CONTROLLING**

**MONITORING**

Adapted from: A Guide to the Project Management Body of Knowledge (PMBOK® Guide) 2000 Edition, p. 31

<https://www.cs.bilkent.edu.tr/~cagatay/cs413/PMBOK.pdf>(accessed November 10, 2022)

## Roles in the project

Exercise - match the role in the project to its description:

|  |  |  |
| --- | --- | --- |
| 1. Sponsor |  | 1. The person who will use what will be created as a result of the project activities. |
| 1. Project manager |  | 1. There are one-person projects, but usually several people work on them. Group members who pursue the goal of the project. |
| 1. The project team |  | C. Takes the initiative to start work. He/she owns the project, provides resources for its implementation and makes sure that it gets the right support. |
| 1. Functional managers |  | D. The person responsible for implementing the idea. The biggest challenge is high responsibility with little impact on the environment. |
| 1. Client |  | E. In large companies, it is department managers who assign project team members. |
| 1. User |  | F. Someone for whom the project is carried out. He/she defines key requirements. |

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

Based on: M. Kapusta, *Zarządzanie projektami krok po kroku*. Warszawa: Edgard, 2013, ed. I, pp. 28-29.

## Ways to create a project card in a team (by Mariusz Kapusta)

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Question** | **Project card element** | **Tools used** |
| 1. | Why was the project established? | **Business background** - explains the reasons for establishing the project and its business goals. | * discussion - describing the current situation * brainstorming - if business goals and success criteria are not clearly presented |
| 2. | What is the goal of the project? | **Project goal** - business goals may go beyond the scope of the project; in this case, describe what is expected to be the end result of the project. | * discussion – describing currently known goals * brainstorming – identifying potential goals that may not have been articulated |
| 3. | Who to involve in the project? | **Key stakeholders** – proper management of relations with people involved in the project is one of the key success factors. | * brainstorming - identifying key stakeholders * discussion - building a matrix of stakeholders (...) |
| 4. | How will you know that the goal has been achieved? | **Criteria for Success** - To be able to determine whether success has been achieved, you must be able to measure it. | * brainstorming - defining measures of success * discussion – defining the ranges that the measures should meet |
| 5. | What to do during the project? | **Scope of the project** - in order to implement the project, a number of elements must be created, which, when put together, give the final effect. | * discussion - creating a complete list of key elements of the project |
| 6. | How many milestones do you have to go through to complete the project? | **Milestones** - The progress of the project is determined by the completion of these major milestones. | * discussion - creating a preliminary schedule of successive stages that will lead to a happy ending (usually several, several dozen) |
| 7. | How much will the project cost? | **Project cost** – at the start of the project, these are often only generally estimated costs, or simply only the available budget is given here. | * discussion - creating an estimated range of costs "from-to" |
| 8. | What can prevent the implementation of the project? | **Threats** - knowing the key threats, you can plan an appropriate response in advance, and thus avoid unpleasant surprises. | * brainstorming - creating a list of the most important threats to the project (5-10) |
| 9. | What can significantly help in the implementation of the project? | **Opportunities** - knowing the most important opportunities, you can get help from your superiors in their use, and thanks to this, the implementation of the entire project will be easier. | * brainstorming - creating a list of the most important opportunities for the project (5-10) |
| 10. | What limits the freedom of project implementation? | **Limitations** – everything that limits the room for manoeuvre in planning and implementation, e.g. a budget or a really tight deadline. | * brainstorming - creating a list of key constraints |
| 11. | What conditions must be met to be able to implement the project? | **Assumptions** – for planning purposes, it is assumed that certain conditions will be met, e.g. access to needed resources will be obtained; hidden assumptions often cause planning errors. | * brainstorming – creating a list of all the conditions that must be met to be able to implement the project |

Source:M. Kapusta, *Zarządzanie projektami krok po kroku*. Warszawa: Edgard, 2013, ed. I, pp. 62-63.

## PROJECT CARD TEMPLATE - SMALL PROJECT (by Mariusz Kapusta)

**PROJECT NAME:**

**PROJECT MANAGER:**

**BUSINESS BACKGROUND:**

Optionally, a few sentences about the reasons for implementing the project in the organization. What was the impetus to start it?

**OBJECTIVE:**

What do you want to achieve?

How will you know that the goal has been achieved?

**PROJECT BUDGET AND OTHER LIMITATIONS:**

What financial resources do you have at your disposal?

By what date must the project be completed?

Who do you have at your disposal?

What other projects do you depend on?

**THREATS:**

|  |  |
| --- | --- |
| **What can go wrong?** | **What can be done to prevent or mitigate negative events?** |
|  | * to avoid * mitigate the impact, the likelihood, or both * accept passively - if it happens, it's hard * actively accept - if it happens, that's the plan * transfer (insurance, outsourcing) |

**SCOPE, TIME, RESPONSIBILITIES:**

|  |  |  |
| --- | --- | --- |
| **What is to be done?** | **By when is this supposed to be done?** | **Who will do it?** |
| These can be stages, e.g. analysis, design, implementation, or specific products, e.g. foundations, walls, roof. | It is worth remembering about the interval (e.g. January-April, if you are just starting the project), these dates in the plan may still change. | Optionally, if you don't have cost targets for specific milestones or products, stay with the overall project cost and remove this column. |

**OTHER INFORMATION:** Sometimes something is important to the project and goes beyond these guidelines. This is the right place to enter this information.

Source:M. Kapusta, *Zarządzanie projektami krok po kroku*. Warszawa: Edgard, 2013, ed. I, p. 64.

## Darmowe grafiki wektorowe DrzewoProblem and solution tree

Write down the main problem in the centre of a piece of paper or a large sheet of paper (the trunk of the problem tree).

Add reasons below the main problem.

The causes form the roots of the tree and can grow deep and interconnect depending on the problem. Use arrows to show the relationship between the root causes and the problem.

Draw arrows leading upwards from the main problem and add different consequences of this problem. They are tree branches. For each of these consequences, you can "branch" to any further consequences.

Keep adding causes and consequences with arrows showing how they contribute to each set of roots and branches until you can't think of any more. You can also look at the soil the tree is growing in - are the roots nourished or is it fertile soil for the problem?

It may be useful to summarize your findings about the problem and its consequences, and present them with suggestions for solutions.

It is important to think about solutions to the problem at hand:

* What would be the solution to the root causes of the problem?
* What should be changed?
* Who can help make the change?
* What attitudes and behaviours need to change?

Based on:

https://en.duf.dk/fileadmin/user\_upload/Editor/5\_The\_problem\_tree\_and\_development\_of\_solutions.pdf

[https://pixabay.com/pl/vectors/tree-d%C4%85b-wind-goes-roots-307951/](https://pixabay.com/pl/vectors/drzewo-d%C4%85b-wiatr-odchodzi-korzenie-307951/)

**An example of a problem/solution tree**

|  |  |
| --- | --- |
| **PROBLEM** | **OBJECTIVE** |
| **Low level of digital skills among people 50+** | **Increase in the level of digital skills among people 50+** |
| **There are no initiatives related to the activation of seniors** | **Organization of free activities for seniors** |

## Analysis of goals in the project using the SMART method

**Specific**

**Measurable**

**Achievable**

**Relevant**

**Time-bound**

|  |  |  |
| --- | --- | --- |
| **OBJECTIVE** | | |
| **S** | **🡪** | ..................................................... ..................................................... |
| **M** | **🡪** | ..................................................... ..................................................... |
| **A** | **🡪** | ..................................................... ..................................................... |
| **R** | **🡪** | ..................................................... ..................................................... |
| **T** | **🡪** | ..................................................... ..................................................... |

SMART GOAL: Competence increase in the use of new technologies in 10 people 50+ by 40% in the next three months

## Project schedule: Gantt chart

**Sample chart:**

## Project risk management

PMBoK – *A Guide to Project Management Body of Knowledge*, http://www.pmi.org, a guide to the world of project management created by the Project Management Institute, states that risk is one of the areas of project management that consists of six processes:

**1. Planning risk management**, i.e. defining methods, techniques, ways and tools to manage risk;

**2.** **Identifying risks**, i.e. defining those risks that may affect our project;

**3. and 4. Conducting a risk analysis:** qualitative, i.e. identifying which risks to address, which to focus on/prioritisation; quantitative, i.e. a numerical analysis of the risks identified through the qualitative analysis;

**5. Planning the response to** **risk**,i.e. planning the actions/appointing people in relation to possible intervention when risks occur in the project;

**6. Risk monitoring and control**, i.e. putting the previously planned actions into practice, monitoring the execution of these actions and controlling the status of risks in the project.

**Possible responses to risks (but also opportunities) in the project are the following:**

* Risk/threat avoidance - e.g. a decision to abandon the project altogether.
* Risk/threat reduction - actions to reduce the impact of an event or reduce the likelihood of it occurring.
* Risk transfer - e.g. involvement of a third party, subcontractor etc.
* Risk acceptance - involves observing the status of the risk, it does not involve taking action.
* Seizing an opportunity - in other words, taking advantage of an event that may unexpectedly benefit the project.
* Opportunity amplification - taking advantage of an opportunity, but only partially.
* Rejecting an opportunity involves consciously ignoring/not taking advantage of it.

Based on:<http://edunice.pl/wp-content/uploads/2012/09/zarz%C4%85dzanie-ryzykiem_web.gov_.pl_.pdf>,

M. Prywata, *Zarządzanie ryzykiem w małych projektach*, Warszawa: PARP, 2010.

## Sample risk register

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Project risk/threat (situation/event) | Probability of occurrence | Possible reaction/corrective action |
| **1.** | Delays in project work | High | Planning of a detailed timetable, taking into account public holidays, non-working days, etc.  Involving additional people if problems arise. |
| **2.** | Flight cancellation (e.g. in a project where a meeting with a foreign partner in another country is organised) | Likely | Planning other forms of meeting, e.g. online meeting, webinar, remote participation of the selected people who did not make it to the meeting. |
| **3.** | ... | Moderate | ... |
| **4.** | ... | Low | ... |

# WORKSHEET 3.2

## My personal project - analysis of goals using the SMART method

**Specific**

**Measurable**

**Achievable**

**Relevant**

**Time-bound**

|  |  |  |
| --- | --- | --- |
| **OBJECTIVE** | | |
| **S** | **🡪** | ..................................................... ..................................................... |
| **M** | **🡪** | ..................................................... ..................................................... |
| **A** | **🡪** | ..................................................... ..................................................... |
| **R** | **🡪** | ..................................................... ..................................................... |
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