



**Coordination/Cooperation/Cultural context**  
tandem learning program  
of transnational cooperation for **SMEs**

# 3xC Workshops

Version 0.9g



Education and Culture DG

**Lifelong Learning Programme**

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# Introduction

## a) **General Concept**

The 3xC course consists of seven workshops:

1. Introduction
2. Clear and Concise Explanation of a Project Idea
3. Identification of Partners - Partnership Building
4. Communication - Approaching Partners
5. Project Development - Defining Goals, Outcomes, and Products
6. Project Implementation – Time Planning and Task Allocation
7. Reflection

All workshops are provided as online workshops via the moodle platform. As an addition or alternative, the first and last workshop are also designed and provided as face-to-face workshops. With the exception of the face-to-face workshops, all online workshops have the same basic structure:

- a) **Introduction:** General information about the workshop, its contents and proposed time frame. Learning goals should not directly named, but rather described by the rationale of the topic. The proposed time frame is given in hours. Depending on the individual situation and setting, these hours can be allocated over a period of several days. Ideally, no workshop should take longer than a week.  
*Note: Especially if participants do not take part in the ace-to-face workshops, instructions of the online course need to be very clear as most participants will not be IT experts.*
- b) **Self-Evaluation:** Each student or participant describes his/her status-quo of skills, language skills (if necessary) and knowledge in the proposed topic area.
- c) **Self-Learning:** Self-learning materials are provided as background or reference information as a base and further training for the Tandem-Learning period.
- d) **Tandem Learning:** In this part, the participants try out and train the intended skills with the help and support of a participant from another country.
- e) **Reflection:** The final part of a workshop provides the opportunity to reflect about the learning process, progress made, achievements, and propositions for workshop improvements.

Apart from the proposed learning goals concerning skills and knowledge, the project partners understand the main task of the course to *initiate and motivate* the process of undertaking transnational projects. This has some impact on the evaluation process and the tutors' role.

## b) **Time Frame**

Hold as a face-to-face seminar without involving a tandem learning partner, the whole course should typically take a week's time, that is, approximately 40 hours. As an online course, all workshops together might take as much as 54 hours (a maximum of 8 hours per workshop).

However, this depends very much on the present experience (and interest) of the participants in the various topics and learning fields. The overall time frame depends also on the individual schedules of the participants. Although it is possible to do the course in 5-6 weeks, there is no reason why participants should not set their own time frame and learning rhythm.

Furthermore, although tandem tasks are usually asynchronous tasks, they need to be organised and scheduled among the tandem partners. Otherwise, holidays, business trips, or other temporary absence might lead to confusion if tandem partners are waiting for feedback. Nevertheless, a maximum time frame of 12 weeks should be aimed at to avoid losing too much momentum. Here the tutor plays an important role to foster the learning process if necessary.

And last, but not least: Participants do not need to start at the same time. It is possible to continuously sign up new learners and form learning tandems.

### **c) Role of the Tutor**

#### **Technical Tutor and Course Tutor**

There are two types of tutor present in the course:

1. A technical tutor who provides technical help and support on computer-specific and Moodle-platform-specific issues.
2. A course tutor who moderates and supports the learning process.

It is not the job of the project to describe the role and function of an online tutor. However, the following general guidelines should be taken into consideration:

1. Apart from workshops 5 and 6, the tutor is not supposed to give direct feedback, answers or explanations. Instead – if required - s/he rather provides motivation, help and support on how to solve a problem.
2. The main supporting task of the tutor is to keep motivation of the participants going (the means differ from learner to learner and tandem to tandem).
3. Tutors are present. That means they are available, take little time to react, take little time to act (if necessary), and overall: *communicate*.

Tutors can either be assigned to a workshop or to learning tandems. Both approaches have their advantages and disadvantages:

#### **Assignment to workshop**

- + You can assign tutors to a topic area s/he is really a specialist in (nobody is really super-fit in every trained topic).
- + The tutor gets a good overview of the training results and feedback for his/her topic area. This makes improvements and add-ons easier.
- + Participants work with several tutors and thus get more diverse and varied responses and feedback.
- Some workshops require more moderation and support than others. This could lead to an unfair distribution of work between tutors.
- Participants work with several tutors and thus get more diverse and varied responses and feedback.

## Assignment to learning tandem

- + The tutor gets a good overall overview of the training results and feedback of the participants. Provided that the tutors exchange their experience, this makes improvements and add-ons easier.
- + Participants work with only one tutor and thus get a more stable and reliable tutor-learner relationship as well as familiar responses and feedback.
- + It is easy to evenly distribute the work among tutors.
- Participants might have to work a tutor-learner relationship that does not really work.
- Tutors might be really fit in one or two topic area but not in every trained topic.

The decision is up to the course provider. For the test phase, it is recommended to assign tutors to learning tandems.

## d) *Tandem Roles and Rules*

The 3xC tandem learning concept is an important part of the online training methods employed. Thus, working together with another person is a common principle for learning activities. To be a tandem partner therefore means :

- A participant or student is not just a consumer of knowledge provided by the course, but agrees to work and learn together with a person/partner from **another** country.
- As tandem partners, the students give feedback and input depending on the tandem learning tasks.
- As a learner, the student actively involves the tandem partner in the proposed learning tasks.
- As a tandem partner, the student is not really responsible for the learning process (and progress) of his/her partner, but nevertheless monitors and supports the partner in his/her learning tasks.
- Tandem partners schedule the tandem tasks among themselves and inform the partner of temporary absence.

## e) *Evaluation*

### General Aspects

The evaluation of the 3xC workshops is proposed to be based on both qualitative and quantitative methods. In particular, we propose the employment of three different data sources:

1. **Questionnaires:** a pre-course, one before and after each module and a post-course. The *pre-course questionnaire* could include questions about: the learning preferences and style of participants, their motivation to attend the course and their expectations about it, and their prior experience and participation both to e-learning activities and to European projects.  
The *questionnaires before each module* or self-evaluation are very short questionnaires that reflect the status quo of a workshop field from the learner's point of view. Among others, this data can be used as a base to evaluate the learning progress of the participants.

The *questionnaires after each module* (except from the first one due to its introductory character) could include questions about the quality and helpfulness of the materials and guidelines given and of the communication and cooperation between tandem partners and tutor. It could also include questions about the time the learner spent and the difficulties she/he encountered. Furthermore, it could be included self-evaluation questions of the learning outcomes and an evaluation of the attainment of learning goals by the learner. All these questions could be adapted to and inspired by the particular tasks included at each module after which the questionnaire is given.

The *post-course questionnaire* could ask the learners to evaluate the quality and the helpfulness of the whole course, and the degree of their satisfaction not only by the course but also by their participation in it.

2. **Reflection forums.** It is suggested that at the end of each workshop/module the learners to be formally invited by the tutors to write about the strengths and weaknesses of each module in a dedicated reflection forum. The learners reflections is proposed to be content analysed for a deeper understanding and evaluation of the workshops proceedings.
3. **Overall contributions** during the whole course. A third source of evaluation data it is suggested to be day-to-day qualitative and quantitative data regarding the actual involvement of the participants in the workshop activities, such as the number and the quality of posts contributed by each participant, overall presence data obtained by log files of the moodle database etc.

### Questionnaires before each module or Self-Evaluation

The idea behind this self-evaluation is to present a **short** assessment of the experience, skills and expectations regarding the topics and learning field of the workshop. A general format that can be used for all workshops is therefore ideal.

For example:

How would you describe your experience in this workshop field within a national context?				
Novice	Advanced	Competent	Proficient	Expert

How would you describe your experience in this workshop field within a transnational context?				
Novice	Advanced	Competent	Proficient	Expert

If you have experience in this workshop field within a national context, please describe the problems and challenges you encountered on a national level.

If you have experience in this workshop field within a transnational context, please describe the problems and challenges you encountered on a transnational level.

If you have no experience in this workshop field within a transnational context, please describe the problems and challenges you think you might encounter on a transnational level.

Please describe your expectations for this workshop. What do you want to achieve?

Self-Evaluation can be also accompanied by a learning diary or other means we provide as an optional tool.

*Short explanation of the stages from novice to expert.*

*Novice:* A novice is a beginner who has had no experience of the situations in which they are expected to perform. Usually, novices need universal rules to help them perform and have no life experience in the application of rules.

“I have no experience at all in this area, and I have never done such a thing.”

*Advanced:* Advanced beginners are those who have coped with enough real situations to note recurring meaningful situational components. These components require prior experience in actual situations for recognition. Principles to guide actions begin to be formulated. The principles are based on experience.

“I have some experience in this area, and I think I can do it.”

*Competent:* Competence develops when the person begins to see his or her actions in terms of long-range goals or plans of which he or she is consciously aware. For the competent person, a plan establishes a perspective, and the plan is based on considerable conscious, abstract, analytic contemplation of the problem.

“I have experience in this area, and I can do it this way.”

*Proficient:* The proficient performer perceives situations as wholes rather than in terms of chopped up parts or aspects, and performance is guided by maxims and in terms of long-term goals. The proficient person recognises when the expected normal picture does not materialise. This holistic understanding improves the decision making and reflects nuances of a situation.

“I know this area and its problems, and we should do it this way.”

*Expert:* The expert performer no longer relies on an analytic principle (rule, guideline, maxim) to connect her or his understanding of the situation to an appropriate action, but operates from a deep understanding of the total situation. This is not to say that the expert never uses analytic tools. Highly skilled analytic ability is necessary in those situations the person has had no previous experience with or when events and processes are not occurring as expected.

“I know the area, and here is a solution, don't ask me why.”

### **Questionnaires after each module**

Here we need Kathy's input.

Again, a general format that can be used for all workshops would be ideal.

# Workshop 1: Introduction

## a) *Introduction*

### **Basic Information**

The first workshop introduces the participants to the project, the proposed course and employed technology. Apart from that, the workshop records the individual anticipations and expectations of the participants with regard to the course.

Furthermore, in the first workshop the participants introduce themselves and are invited to think about a project idea.

### **Time Frame**

Proposed time frame: 4-6 hours.

The workshop should be finished within a week's time.

### **Rationale**

The enterprise sector – mainly SMEs, especially from the new EU countries (EU-12) – insufficiently participates in transnational projects. That results in a very low level of internationalization of these companies. This is especially true for project-based cooperation in contrast to contractual cooperation. Comprehensive cooperation, which is not associated with simple trade relations, but rather with more “sophisticated” and ambitious goals of international cooperation - like common research and innovative projects, joint ventures, or common export activities on other markets – provides quite a challenge.

These transnational cooperation activities require special skills and experience as well as building long-term relations based on trust. In that case good communication and understanding of cultural considerations of foreign partners are key success factors. At a later stage, good management and the coordination of the transnational partnership is the next crucial factor of success of the such projects.

*(Extracts form the 3xC project proposal)*

### **Learning Goals**

Participants know about:

1. rationale of the 3xC course
2. key factors for transnational projects according to research results
3. overall course structure and topics/workshops
4. involved technology (moodle playground)
5. tandem method and tandem rules

## b) *Self-Evaluation*

Self-Evaluation is done in two parts, a rather topic-oriented evaluation and a rather learning-type-oriented evaluation.

For the topic-oriented evaluation, participants express their expectations, desired (learning) goals, and main interests. This can be done with a modified questionnaire based on the 3xC interview guideline.

The learning-type-oriented evaluation is covered by the questionnaire Kathy provided.

*Note: Both questionnaires can be provided as PDF form (easily be done with OpenOffice) are filled out and saved by the participant and send to the tutor. The filled-out questionnaires can also become part of the learners published profile (if desired).*

## **c) Self-Learning**

### **Resources**

1. Background Reading - IDI Report
2. Background Reading – Overview of course structure, course concept and tandem learning.
3. Background Reading - Links  
European Commission T-Kit 3 : Project Management/Projektmanagment/Zarządzanie projektem (2000)  
[http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit\\_3\\_EN](http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_EN)  
[http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit\\_3\\_DE](http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_DE)  
[http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit\\_3\\_POL](http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_POL)

Friedrich Ebert Stiftung Akademie Management und Politik (2004): Projektmanagement Verfahren und Instrumente für erfolgreiche Projektarbeit in Vereinen und Verbänden. Ein Trainingsbuch, Bonn.

<http://www.seminare.fes-mup.de/mediendetail.php?sid=6&PHPSESSID=vrqpgobps1ut6i1dgs3sdd44j7>

Kacuga Krzysztof (2008): Projekt od pomysłu do realizacji, Warszawa.

<http://kwp.edudemo.org.pl/file.php/1/projekt%20od%20pomys%20do%20realizacji.pdf>

MitOst e.V.Verein für Sprach- und Kulturaustausch in Mittel-, Ost- und Südosteuropa (2006): Band 3: Europa machen - Praxishandbuch für ehrenamtliche Projekte und Initiativen, Berlin.

[http://www.mitost.org/typo3conf/ext/naw\\_securedl/secure.php?u=0&file=fileadmin/user\\_upload/Dokumente/europa\\_machen3.pdf&t=1262182872&hash=4d42a2d727070502e42dfd1eb6be5901](http://www.mitost.org/typo3conf/ext/naw_securedl/secure.php?u=0&file=fileadmin/user_upload/Dokumente/europa_machen3.pdf&t=1262182872&hash=4d42a2d727070502e42dfd1eb6be5901)

### **Tasks**

1. Editing one's own profile in moodle including the upload of a photo
2. Creation and upload of a CV in European format
3. Creation and upload of ones own company profile.
4. Self-Evaluation (see above)
5. Thinking about a project idea

*Note: Personal profile, CV, and other forms indication interest and expectations (and maybe the questionnaires) of the learners should be presented in a sensible way on the moodle platform. Ideally, this is done via a “learning community” platform. The moodle platform might not be the optimum for this purpose, so other means of presenting a “complete profile” must be employed.*

**d) Tandem-Learning**

*Note: No tandem learning or partnership at this step.*

**e) Reflection**

*Note: No specific reflection part at this step.*

**f) Specific Tutor's Role**

The special tasks of the tutors in this workshop include:

1. Answering individual questions regarding any uncertainties about course, structure, goals, tandem roles, etc.

*Note: If there are questions, these should be entered and answered in a general Course FAQ.*

## Workshop 1 Alternative: Introduction (Face-To-Face)

### a) Overview Kick-Off Workshop

The kick-off workshop introduces the participants to the project, the proposed course and employed technology. Apart from that, the workshop records the individual anticipations and expectations of the participants with regard to the course.

This way, the workshop forms an important part of the evaluation process of the pilot testing period. It might not be possible to arrange such workshops in every country once the project has finished. Therefore, all the relevant documentation has to be made available on the online training platform. This applies also to the presentation and recording of the expectations, needs and experience of the participants with regard to the course's content, methods and goals.

All materials so far available (IDI report, best practice samples, etc.) should be made available "to take home". Ideally, all relevant documentation is printed and handed out in a folder.

No.	Name	Description	Time (min)
1	Welcome	Welcome, organisation of workshops, general topics	10
2	Introduction	Introduction of participants	45
	Break	Coffee break	
3	The Project	Presentation of the project, its content and goals	45
4	Expectations	Collecting the expectations of the participants	45
	Break	Lunch break	
5	The Course	Presentation of time frame, test phase, tandem method	35
6	Hands On Moodle	Hands On session plus setting up one's own profile	120
	Break	Coffee break	
7	Project Ideas	Presentation of potential project forms and participants' project ideas	60
8	Next Steps	Starting the online course, open questions, handouts, goodbye	30
		Overall estimated time (excluding breaks)	390

## b) Details Kick-Off Workshop

### 1) Welcome

Description	General welcome, introduction of tutors/trainers; short presentation of the workshop structure, general topics like facilities, breaks, smoking, etc.
Goals	n.a.
Method	Talk
Materials	List of participants, name plates
Time Frame	Approx. 10 minutes
Comment	It is planned to hand out documentation at the end of the workshop (like project description etc.). This should also be mentioned at the beginning.

### 2) Introduction

Description	Participants introduce each other and express their first expectations. At this stage, the expectations are not commented by the tutors/trainers.
Goals	Participants know each other Participants are prepared and motivated for the day Participants describe their motives and motivation for joining the project's course
Method	<i>Tandem group and meta-plan technique/card technique</i> The group is split into pairs/tandems – people select their neighbour. Each tandem partner asks his/her neighbour about: <ul style="list-style-type: none"><li>• name, company/institution, position</li><li>• reason to join</li><li>• wish list and expectations for the course</li></ul> Answers for the wish list and expectations are written down on cards The tandem partners then present each other and pin the cards to a pin-board. The following tandems try to group their cards along with the already pinned cards.
Materials	Cards, pencils, pin-board, camera, paper
Time Frame	Approx. 45 minutes
Comment	If the cards are not directly pinned onto the pin-board, but via a big sheet of paper, the cards can later be glued to the paper. This way the result is a poster that can also be used in the final workshop. The pin-board result should also be photographed. It might be possible to have the cards filled out in English for easier evaluation. Otherwise, the partners have to translate the cards later on. The photo of the pin-board result is printed and added to the handout folder.

### 3) The Project

Description	Presentation of the project, its content and goals
Goals	Participants know about: <ul style="list-style-type: none"> <li>• the general overview of the program</li> <li>• project life cycle</li> <li>• key factors for transnational projects according to research results.</li> <li>• topics/workshops and (learning) goals of the course</li> </ul>
Method	<i>Trainer Presentation</i> PowerPoint, Talk, Lecture, Presentation
Materials	Paper handouts, PowerPoint presentation, Poster presenting topics/workshops
Time Frame	Approx. 45 minutes
Comment	Standard presentation and information about the project. The poster presenting topics/workshops serves as illustration and base for phase 4 (expectations).

### 4) Expectations

Description	Based on the project presentation, the expectations of the participants are clarified and specified.
Goals	Participants express their <ul style="list-style-type: none"> <li>• expectations</li> <li>• desired (learning) goals</li> <li>• main interests</li> </ul>
Method	<i>Meta-plan technique/card technique</i> The more specific expectations and goals (with regard to the workshops) are written down on cards, pinned to a pin-board and grouped. Expectations and goals of phase 2 (introduction) that cannot be fulfilled or approached within the course are set aside. <i>Sticker technique</i> Each participants gets coloured paper stickers to fix to the workshop poster. This way you can find out where they have their main interests.
Materials	Cards, pencils, pin-board, camera, paper, stickers
Time Frame	Approx. 45 minutes
Comment	If the cards are not directly pinned onto the pin-board, but via a big sheet of paper, the cards can later be glued to the paper. This way the result is a poster that can also be used in the final workshop. The pin-board result should also be photographed. It might be possible to have the cards filled out in English for easier evaluation. Otherwise, the partners have to translate the cards later on. The photo of the pin-board result is printed and added to the handout folder.

## 5) The Course

Description	Presentation of time frame, test phase, tandem method
Goals	Participants are informed about: <ul style="list-style-type: none"><li>• general overview of the course</li><li>• technology</li><li>• taking part in a pilot testing phase</li><li>• tandem method</li><li>• international potential tandem partners</li><li>• tandem rules</li></ul>
Method	<i>Trainer Presentation</i> PowerPoint, Talk, Lecture, Presentation
Materials	PowerPoint presentation
Time Frame	Approx. 35 minutes
Comment	Standard presentation and information about the project.

## 6) Hands on Moodle

Description	Hands On session plus setting up one's own profile
Goals	Participants are familiar with moodle Participants create their moodle profile
Method	<i>Working with moodle 1 / supported self-learning / trial and error</i> The participants work with a playground version of the 3xC course. <i>Working with moodle 2 / supported self-learning / trial and error</i> The participants log into the real version of the 3xC course and create their profile.
Materials	PC with internet access, camera
Time Frame	Approx. 120 minutes
Comment	In case participants have no digital photo to upload, a provisional photo can be made and uploaded to the profile. Depending on the participants' experience with learning or community platforms, this part might take less time. The participants should especially experiment and try out those functions that are basic functions or tasks of the course, e.g., forum, wikipedia, chat, etc.

## 7) Project Ideas

Description	Presentation of potential project forms and participants' project ideas. If possible, the participants should try to realise their ideas within an existing project framework during the online course. This way, the approach gets a more realistic touch (and might even lead to a real proposal).
Goals	Participants know about potential project forms Participants present their project ideas and assign the ideas to a project form
Method	<i>Trainer Presentation</i> PowerPoint, Talk, Lecture, Presentation <i>Participant Presentation</i> The participants present/describe their ideas. The trainer records name and idea in a table/spreadsheet and matches project frameworks with the ideas
Materials	Spreadsheet
Time Frame	Approx. 60 minutes
Comment	This part requires the participants to think about project ideas BEFORE they attend the workshop. The overview table/ spreadsheet is printed and added to the handout folder.

## 8) Next Steps

Description	Starting the online course, open questions, handouts, goodbye
Goals	Participants know how to proceed with the online-learning period Open questions are answered
Method	<i>Presentation</i> Talk, Lecture, Presentation <i>Answering Open Questions</i> Any open questions are answered – if possible - by the trainer
Materials	Handout Folder
Time Frame	Approx. 30 minutes
Comment	

# Workshop 2: Clear and Concise Explanation of a Project Idea

## a) *Introduction*

### **Basic Information**

In the first workshop, the participants introduced themselves and were invited to think about a project idea. This workshop focuses on the presentation of this project idea in written form.

### **Time Frame**

Proposed time frame: 8 hours.

The workshop should be finished within a week's time.

### **Rationale**

A clear and concise explanation of the project is the most important factor at the stage of attracting potential partners to the project or promoting the project's idea among the potential partners. It means that the company/institution looking for or approaching to other companies/institutions should in the simplest possible and the most precise way describe the idea and the main goal and the background and the rationale behind the project. It should be remembered that decision if the potential partners are interested in the projects and as a result they are ready to start discussing about the potential cooperation is made usually after short reviewing of the project's idea. That means that the project description should be written in such a way to encourage the potential foreign partners to start discussion about the project (or to ask for further information about the potential project) and eventually to join the team developing the proposal (application). On the other hand the partner searching for the international partners should be aware that a clear and precise presentation of the project's idea is a key success factor for attracting the foreign partners of the best quality from the point of view of the project and of selecting the partners who are not interested in the projects (saving the time of both sides). In the context of a clear and concise explanation of the project, the usage of simple language to avoid misunderstandings (it should be remembered that in case of international projects usually for the potential partners the language of the project is a foreign language, thus the day by day or slang language or for example abbreviations should be avoided) and precise as well as concrete presentation of the project idea (in that context a usage of bullet style is an identified good practice) are the most important factors mentioned by the respondents.

*(3xC Summary Report, page 19)*

### **Learning Goals**

Participants are able to:

1. present a project idea in a clear and concise way
2. enhance and supplement a proposed project idea with national experience

## **b) Self-Evaluation**

The idea behind this self-evaluation is to present a **short** assessment of the experience, skills and expectations regarding the topics and learning field of the workshop. Self-Evaluation can be accompanied by a learning diary or other means we provide as an optional tool.

See chapter *Questionnaires before each module or Self-Evaluation* on page 4.

## **c) Self-Learning**

### **Resources**

1. Best practice sample (these might also include successful proposals from the partnership, i.e., the summaries of these proposals).
2. Template (see tasks)
3. Background Reading - Links  
[http://www.meaning.ca/archives/archive/art\\_how\\_to\\_write\\_P\\_Wong.htm](http://www.meaning.ca/archives/archive/art_how_to_write_P_Wong.htm)  
[http://ic.daad.de/acra/download/How\\_to\\_write\\_a\\_research\\_proposal.pdf](http://ic.daad.de/acra/download/How_to_write_a_research_proposal.pdf)

*Note: These links might not directly refer to project idea writing, but they might generally give some good advice or some hints on how to do it.*

### **Tasks**

1. Describe your project idea (maximum 1 page) using the following structure:
  - Situation / Problem (what is the situation like in one's own country)
  - Need / Challenge (what are the needs and/or challenges that arise from the described situation?)
  - Solution / Products (what is the new and innovative approach?)
  - Why is it worth doing?
  - Partnership (what is the advantage of the planned European partnership?)
2. Refine the project idea based on the feedback of the tandem partner

## **d) Tandem-Learning**

Exchange of the idea with the tandem partner. The tandem partner reflects the idea in the following way:

1. Describe differences of the situation in the tandem country.
2. What are the special needs and/or challenges in the tandem country? Do they differ from the original idea?
3. Would the proposal work for the tandem country? If not, describe the reasons.
4. What contribution (experience, good practice, etc.) can your country provide?
5. Comments: What do you think of the original idea? Is it interesting, clearly written, does it make sense, etc.

*Note: If the tandem partner is able to do parts 1-4, s/he understood the original idea. The comments then provide further feedback.*

**e) Reflection**

See Chapter *Questionnaires after each module* on page 5.

**f) Specific Tutor's Role**

The special tasks of the tutors in this workshop include:

1. No specific role foreseen

# Workshop 3: Identification of Partners - Partnership Building

## a) Introduction

### Basic Information

In simple terms, a partnership is a group of institutions (and later people) working together to achieve a common goal. A common goal as such, because one institution alone cannot achieve the goal either at all or in the quality needed. Finding the right partners is therefore the logical step after formulating a project idea.

### Time Frame

Proposed time frame: 8 hours.

The workshop should be finished within a week's time.

### Rationale

A proper identification of potential partners (or institutions) is a key success factor at this stage of the project development. Poor merit quality of even just one partner (especially in combination with additional time pressure for accomplishing the tasks) can result in a poor quality of the final products. The basic reason why these problems occur is lack of knowledge about partners even if the selection is based on CVs or internet search (including searching in the specially designed data bases – e.g. data bases of the potential partners developed within the frame of the EU Framework Programmes).

*(3xC Summary Report)*

### Learning Goals

Participants are able to:

1. describe their own role and tasks within the proposed project
2. identify potential partners

## b) Self-Evaluation

The idea behind this self-evaluation is to present a **short** assessment of the experience, skills and expectations regarding the topics and learning field of the workshop. Self-Evaluation can be accompanied by a learning diary or other means we provide as an optional tool.

See chapter *Questionnaires before each module or Self-Evaluation* on page 4.

## c) Self-Learning

### Resources

1. Best practice samples
2. Template (see tasks)
3. Background Reading - Links  
<http://www.eurodesk.org/eddesk/EUToolbox.do?go=7>  
[http://cordis.europa.eu/partners-service/home\\_en.html](http://cordis.europa.eu/partners-service/home_en.html)  
[http://llp.teamwork.fr/partner\\_search](http://llp.teamwork.fr/partner_search)

<http://grundtvig.org.uk/page.asp?section=000100010015&sectionTitle=Find+Partners>  
[http://www.tiresias.org/research/research\\_partners.htm](http://www.tiresias.org/research/research_partners.htm)  
<http://www.quicksprout.com/2009/11/04/finding-the-right-business-partner/>

## **Tasks**

1. Participants should ponder about and describe
  - What is my envisioned role?
  - Which is my field of expertise?
  - What tasks are supposed to be done by me?
  - What expertise is missing?
  - What tasks / fields of action or activity need to be incorporated?
  - Which countries should be involved?
2. Participants try to identify potential partners via the internet matching country, required expertise, and proposed role and tasks. Participants should then describe
  - the reasons for selecting a partner
  - if necessary, problems with finding adequate partners

### **d) Tandem-Learning**

Send the list of potential partners (just the website links) to your tandem partner. The tandem partner

1. checks the list against the original idea and tries to identify the role and tasks of each partner.
2. If there are differences in the perception of roles and tasks, discuss the differences (via chat, forum or otherwise).
3. If the tandem partner thinks that expertise and/or partners are missing (or that there are more partners than necessary), rethink your selection of partners.

### **e) Reflection**

See Chapter *Questionnaires after each module* on page 5.

### **f) Specific Tutor's Role**

The special tasks of the tutors in this workshop include:

1. No specific role foreseen

# Workshop 4: Communication - Approaching Partners

## a) Introduction

### Basic Information

Having identified potential partner institutions for sharing and collaborating in a common project idea, approaching these partners and presenting the project idea is a logical next step to get these partners involved.

### Time Frame

Proposed time frame: 8 hours.

The workshop should be finished within a week's time.

### Rationale

Having identified new potential partners, approaching the right person at the institution's level is a crucial for the planned project. The identification of a competent and responsive person is the key factor in the context of checking the potential partner for the ability and interest to join the project. It should also be underlined that the person you approach should have the ability or authority to make decisions (or at least has relatively easy access to the decision makers) in order to answer in a relatively short time about the partner's interest (or not) in the project. At the same time, communication with a single properly identified competent person smooths communication processes (especially in a case of non-writing communication tools – e.g. telephone calls). In this context, cultural considerations and cultural (national, organisational and corporate) differences about the “what, when, who” can have serious impact and have to be taken into account.

However, cultural consideration is the aspect of transnational cooperation that is hard to measure and to nail down because of its many dimensions and intangible character. Cultural differences may occur at every stage of project development and because culture is ubiquitous it is so hard to define for human beings. When thinking about displays of culture in transnational projects, partners mention differences, e.g., in working hours, commitment to work, the manner that deadlines are treated, or preference to personal or impersonal contact.

*(3xC Summary Report)*

### Learning Goals

Participants are:

1. aware of cultural (national and/or organisational) differences in approaching partners or forming business/project relations
2. are able to approach potential partners in another country via email or on the phone
3. are able to use some basic language phrases for phoning in another language (than English)

## b) Self-Evaluation

The idea behind this self-evaluation is to present a **short** assessment of the experience, skills and expectations regarding the topics and learning field of the workshop. Self-Evaluation can be accompanied by a learning diary or other means we provide as an optional tool.

See chapter *Questionnaires before each module or Self-Evaluation* on page 4.

## c) Self-Learning

### Resources

1. Good practice samples
2. Background Reading - Links:
  - <http://www.impgroup.org/uploads/papers/4396.pdf> (Corporate Culture Versus National Culture)
  - <http://www.bmwgroup.com/e/nav/index.html?>
  - [http://www.bmwgroup.com/e/0\\_0\\_www\\_bmwgroup\\_com/verantwortung/gesellschaft/lifeaward/lifeaward.html](http://www.bmwgroup.com/e/0_0_www_bmwgroup_com/verantwortung/gesellschaft/lifeaward/lifeaward.html) (BMW Intercultural Communication)
  - <http://www.culturalpolicies.net/web/intercultural-dialogue.php> (Intercultural Dialogue and Cultural Policies)
  - <http://www.de-pl.info/de/> (Point Polish-Germany Calendar)
  - <http://www.eunop.eu/index.php?sid=c02498937e5808dc0e1aabf0d000d747> (EU Net Oderpartnership)
  - <http://griechenland.ahk.de/> (Germany-Greek Chamber of commerce)
  - <http://www.ihk.pl/index.html> (Polish-Germany Chamber of commerce)
  - <http://www.pgcc.pl/> (Polish-Greek Chamber of commerce)
  - <http://www.interculturaldialogue2008.eu/> (The European Year of Intercultural Dialogue (EYID) 2008)
  - <http://www.interculture-journal.com/> (Online journal for intercultural studies)
  - <http://www.interculturaldialogue.eu/web/index.php> (SHARING DIVERSITY: National Approaches to Intercultural Dialogue in Europe)
  - <http://www.interkulturelles-portal.de/> (Intercultural web portal)
  - [http://interculturalpress.com/store/pc/info\\_links\\_ip.asp](http://interculturalpress.com/store/pc/info_links_ip.asp) (Intercultural Resource Links)
  - <http://www.sietar.org/> (The Society for Intercultural Education, Training and Research)
  - <http://www.sietar-europa.org> (Sietar Europa)
  - <http://www.wereurope.eu/links.html> (Intercultural project )
  - <http://www.worldwork.biz/legacy/index.phtml> (Working with differences)
  - [http://youth-partnership.coe.int/youth-partnership/publications/T-kits/4/Tkit\\_4\\_EN](http://youth-partnership.coe.int/youth-partnership/publications/T-kits/4/Tkit_4_EN)
  - [http://youth-partnership.coe.int/youth-partnership/publications/T-kits/4/Tkit\\_4\\_GER](http://youth-partnership.coe.int/youth-partnership/publications/T-kits/4/Tkit_4_GER)
  - [http://youth-partnership.coe.int/youth-partnership/publications/T-kits/4/Tkit\\_4\\_POL](http://youth-partnership.coe.int/youth-partnership/publications/T-kits/4/Tkit_4_POL) (European Commission (2000): T-kit 4 Intercultural learning/Interkulturelles Lernen/Uczenie się międzykulturowe)
  - [http://www.krefeld.ihk.de/media/upload/ihk/imap/20090421/polen\\_verhandlungspraxis\\_070301.pdf](http://www.krefeld.ihk.de/media/upload/ihk/imap/20090421/polen_verhandlungspraxis_070301.pdf) (Bundesagentur für Außenwirtschaft (2006): Verhandlungspraxis kompakt Polen, Köln)
  - [http://www.geert-hofstede.com/hofstede\\_dimensions.php](http://www.geert-hofstede.com/hofstede_dimensions.php) (Hall, Edward Twitchell/Hall, Mildred Reed (1990): Understanding Cultural Differences, Yarmouth.)

<http://www.geert-hofstede.com/books.shtml> (Hofstede, Geert (2008): Geert Hofstede™ Cultural Dimensions,)

### 3. Further Reading (Books and other Publications)

- Berting Jan, Gandossi Villain, Berting Jan, Villain Christiane (1995): Rola i znaczenie stereotypów narodowych w stosunkach międzynarodowych: podejście interdyscyplinarne. W: Wales Teresa (red.), Narody i stereotypy, Kraków.
- Bildungsziel: Bürger (2004): Methodenhandbuch für multinationale Seminare, Theodor-Heuss-Kolleg, Berlin.
- Bolten, Jürgen (1994a): Intercultural Business Communications: An interactive approach, Manuskript, Jena.
- Bolten, Jürgen (1998): Interkulturelle Personalorganisation, Sternenfels.
- Bolten, Jürgen (2002): Theorie interkultureller Wirtschaftskommunikation, Vorlesung Universität Jena.
- Bolten, Jürgen (2003): Interkulturelle Kommunikation, Texte und Übungen zum interkulturellen Handeln, Sternenfels.
- Bolten, Jürgen (2007a): Einführung in die Interkulturelle Wirtschaftskommunikation, Göttingen.
- Bolten, Jürgen (2007b): Interkulturelle Kompetenz, Erfurt.
- Büschner Wolfgang (2007): Podróż przez Niemcy, Wołowiec.
- Dülfer, Eberhard (1999): Internationales Management in unterschiedlichen Kulturbereichen, München, Wien.
- Gorski Maxim (2004): Gebrauchsanweisung für Deutschland, München.
- Knapp Radek (2005): Gebrauchsanweisung für Polen, München.
- Kurczab Danuta, Żuk Grzegorz (2001): Polacy i Niemcy. Dalecy i Bliscy, Lublin.
- Lewowicki Tadeusz (2001): Uwarunkowania i odmiany edukacji wielokulturowej oraz międzykulturowej. W: Jasiński Zenon, Lewowicki Tadeusz (red.), Oświata etniczna w Europie Środkowej, Opole.
- Nikitorowicz Jerzy, Spotkanie i dialog kultur (2000): W: Pilch Tadeusz (red.), O potrzebie dialogu kultur i ludzi, Warszawa.
- Nikitorowicz Jerzy, Sobecki Mirosław, Misiejuk Dorota (2001): Kultura tradycyjne a kultura globalna. Konteksty edukacji Międzykulturowej, Białystok.
- Steffen Möller (2008): Viva Polonia, Frankfurt am Main.
- Peter Stefanie (2007): Alphabet der polnischen Wunder: Ein Wörterbuch, Frankfurt am Main.
- Rösch, Olga (Hg.) (2000): Stereotypisierung des Fremden. Auswirkungen in der Kommunikation, Berlin.
- Soboczyński Adam (2006): Polski Tango, Berlin.
- Sommer, Theo (2006): Leben in Deutschland: Eine Entdeckungsreise in das eigene Land, Reinbek.
- Thomas, Alexander (Hg.) (2003): Handbuch interkulturelle Kommunikation und Kooperation, 2 Bände, Göttingen.
- Taylor Mark, Każdy inny-wszyscy równi-rzecz o edukacji interkulturowej (2000): W: Leppert Roman (Hg.) Edukacja w świecie współczesnym, Kraków.
- Weigl Barbara, Beata Maliszewicz (red.) (1998): Inni to także my, Gdańsk.
- Wojciechowski, Krzysztof (2002): Meine lieben Deutschen, Bonn, Berlin.
- Wojciechowski, Krzysztof (2005): Jak postępować z Niemcami w biznesie i nie tylko/ Knigge für deutsche Unternehmer in Polen, Wydawnictwo Naukowe UAM Poznań/Polsko-Niemiecka Izba Przemysłowo-Handlowa Warszawa.
- Wóycicki Kazimierz, Czachur Waldemar (2009): Jak rozmawiać z Niemcami. O trudnościach dialogu polsko-niemieckiego i jego europejskim wyzwaniu, Wrocław.

## Tasks

1. Cultural awareness raising  
Issues concerning cultural differences in how to approach potential partners of another country can be described and discussed either by a forum or by a wikipedia where all participants can exchange their (trans)national experience and expertise.

### **d) Tandem-Learning**

1. Language training:  
Introductory telephone phrases are provided and “trained” (pronunciation via phone or Skype) by the tandem partner. Both partners then try to reach each other via phone through the institution's reception desk.
2. Approach by telephone/Skype:  
The participants approach a tandem partner via phone. The tandem partner plays the role of an interested potential partner and tries to understand the idea. The tandem partner should ask questions, might ask for a paper, or for clarification via phone. Feedback to the project initiator is given after both parties have a comfortable common understanding of the idea and proposed partner roles. Feedback does not only concern the content or substance of the idea, but also the appropriate style of approach and how the partners were addressed.
3. Approach by email:  
The participants approach a tandem partner email. The tandem partner plays the role of an interested potential partner and tries to understand the idea. The tandem partner should ask questions, might ask for a paper, or for clarification via phone. Feedback to the project initiator is given after both parties have a comfortable common understanding of the idea and proposed partner roles. Feedback does not only concern the content or substance of the idea, but also the appropriate style of approach and how the partners were addressed.

*Note: It makes sense to change the tandem partner at this stage, simply because the old tandem partner already knows about the project idea.*

*Another way is to phone/skype and email to a participant of another learning tandem and then discuss the results with the tandem partner(s). This way, two learning tandems form another tandem. This grouping might be useful for workshops 5 and 6.*

### **e) Reflection**

See Chapter *Questionnaires after each module* on page 5.

### **f) Specific Tutor's Role**

The special tasks of the tutors in this workshop include:

1. No specific role foreseen

# Workshop 5: Project Development - Defining Goals, Outcomes, and Products

## a) Introduction

### Basic Information

Having defined, expressed and agreed upon a project idea does not necessarily mean that all partners have the same understanding of the finer details, that is to say, the goals, outcomes or intermediate and final products of the project. These not only effect time planning and division of tasks. Due to different expectations, different situations and challenges in each partner country, it is recommended to agree and/or compromise on common goals, outcomes and products so that interest and motivation of all partners in the project is kept alive.

### Time Frame

Proposed time frame: 8 hours.

The workshop should be finished within a week's time.

### Rationale

A common identification and understanding of the project's goals and idea are key success factors. It means that all partners should have the same understanding of the basic project idea and the goals related to that idea.

A common understanding of project goals is also one of the most important factors in the context of involving all partners in the preparation of the proposal and agreeing the common understanding of the goals and its content in order to stimulate a joint discussion and more comprehensive approach to the project realisation.

It is extremely important taking into account that usually the project idea is presented in a language that is usually not the first language for the partners. In that context again, simple and precise language should be used.

*(3xC Summary Report)*

### Learning Goals

Participants are able:

1. to present the goals, outcomes, and products of a project
2. coordinate an online meeting ( via skype, chat or forum) concerning project development
3. actively participate and contribute to an online meeting concerning project development

## b) Self-Evaluation

The idea behind this self-evaluation is to present a **short** assessment of the experience, skills and expectations regarding the topics and learning field of the workshop. Self-Evaluation can be accompanied by a learning diary or other means we provide as an optional tool.

See chapter *Questionnaires before each module or Self-Evaluation* on page 4.

## c) *Self-Learning*

### Resources

1. Good practice samples
2. Templates (see Tasks)
3. Background Reading - Links  
European Commission T-Kit 3 : Project Management/Projektmanagement/Zarządzanie projektem (2000)  
[http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit\\_3\\_EN](http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_EN)  
[http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit\\_3\\_DE](http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_DE)  
[http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit\\_3\\_POL](http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_POL)

Friedrich Ebert Stiftung Akademie Management und Politik (2004): Projektmanagement Verfahren und Instrumente für erfolgreiche Projektarbeit in Vereinen und Verbänden. Ein Trainingsbuch, Bonn.

<http://www.seminare.fes-mup.de/mediendetail.php?sid=6&PHPSESSID=vrqpgobps1ut6i1dgs3sdd44j7>

Kacuga Krzysztof (2008): Projekt od pomysłu do realizacji, Warszawa.

<http://kwp.edudemo.org.pl/file.php/1/projekt%20od%20pomys%B3u%20do%20realizacji.pdf>

MitOst e.V.Verein für Sprach- und Kulturaustausch in Mittel-, Ost- und Südosteuropa (2006): Band 3: Europa machen - Praxishandbuch für ehrenamtliche Projekte und Initiativen, Berlin.

[http://www.mitost.org/typo3conf/ext/naw\\_securedl/secure.php?u=0&file=fileadmin/user\\_upload/Dokumente/europa\\_machen3.pdf&t=1262182872&hash=4d42a2d727070502e42dfd1eb6be5901](http://www.mitost.org/typo3conf/ext/naw_securedl/secure.php?u=0&file=fileadmin/user_upload/Dokumente/europa_machen3.pdf&t=1262182872&hash=4d42a2d727070502e42dfd1eb6be5901)

### Tasks

Participants describe the proposed project goals, outcomes, and products. The following questions provide a first rough guideline for this task:

1. What are the goals of the project? What do you want to achieve in the long run and in the near future?
2. What outcomes or products are planned to help achieving the goals?
3. What are the main supporting factors for the project and its goals and outcomes?
4. What are the main restricting or opposing factors? How are you going to deal with these?

Goals, outcomes, and products are then presented to and discussed with the tandem partner(s). Changes and modifications of the original plan are documented.

## d) *Tandem-Learning*

1. Ideally, the main tasks are not done individually, but presented and discussed within a pre-project team. A simulation of such a discussion can be done by involving a tandem group formed during workshop 4. This way, goals, outcomes, and products can be presented to and discussed online with three other participants.

2. The online discussion can be held via skype, telephone conference, chat, white-board, forum. It is important that the results of the discussion, i.e., confirmation, clarification, or modification of goals, outcomes, and products are described shortly in a final paper (minutes or other) and – if time allows - to be checked by the other participants..

*Note: Each discussion/meeting should take not longer than 1 hours and is coordinated by the participant who presents the project's goals, outcomes, and products.*

**e) Reflection**

See Chapter *Questionnaires after each module* on page 5.

**f) Specific Tutor's Role**

The special tasks of the tutors in this workshop include:

1. The tutor(s) monitor the meetings and give feedback to the presenter and the other participants.  
Feedback concerns not really the quality/result of the discussed goals, outcomes and products, but rather the quality and interactivity of the discussion.

# Workshop 6: Project Implementation – Time Planning and Task Allocation

## a) Introduction

### Basic Information

Apart from a common understanding of project goals, a fair division of responsibilities and a balanced and justified division of work are key success factors that need to be carefully considered when planning a project. These must be allowed for when setting up schedules and resources.

### Time Frame

Proposed time frame: 8 hours.

The workshop should be finished within a week's time.

### Rationale

Balanced involvement of all partners in the preparation of a project application process verifies the partners as it shows their merit, technical capacity and ability at the stage of the proposal development. The more partners in a more balanced way are involved in the process, the more resources can be used in case of the emergency and in the crisis situation (e.g. in case if one or more partners quits the projects at the stage of proposal preparation) – as a result it reduces the risk of proposal failure.

*(3xC Summary Report)*

### Learning Goals

Participants are able:

1. to identify tasks and activities necessary for achieving the project's goals, outcomes, and products
2. schedule and allocate identified tasks and activities of a project
3. allocate staff / man-days to identified tasks and activities

## b) Self-Evaluation

The idea behind this self-evaluation is to present a **short** assessment of the experience, skills and expectations regarding the topics and learning field of the workshop. Self-Evaluation can be accompanied by a learning diary or other means we provide as an optional tool.

See chapter *Questionnaires before each module or Self-Evaluation* on page 4.

## c) Self-Learning

### Resources

1. Good practice samples
2. Templates (see Tasks)
3. Background Reading - Links  
European Commission T-Kit 3 : Project Management/Projektmanagment/Zarządz-

anie projektem (2000)

[http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit\\_3\\_EN](http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_EN)

[http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit\\_3\\_DE](http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_DE)

[http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit\\_3\\_POL](http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_POL)

Friedrich Ebert Stiftung Akademie Management und Politik (2004): Projektmanagement Verfahren und Instrumente für erfolgreiche Projektarbeit in Vereinen und Verbänden. Ein Trainingsbuch, Bonn.

[http://www.seminare.fes-mup.de/mediendetail.php?](http://www.seminare.fes-mup.de/mediendetail.php?sid=6&PHPSESSID=vrqpgobps1ut6i1dgs3sdd44j7)

[sid=6&PHPSESSID=vrqpgobps1ut6i1dgs3sdd44j7](http://www.seminare.fes-mup.de/mediendetail.php?sid=6&PHPSESSID=vrqpgobps1ut6i1dgs3sdd44j7)

Kacuga Krzysztof (2008): Projekt od pomysłu do realizacji, Warszawa.

[http://kwp.edudemo.org.pl/file.php/1/projekt%20od%20pomys%B3u%20do](http://kwp.edudemo.org.pl/file.php/1/projekt%20od%20pomys%B3u%20do%20realizacji.pdf)

[%20realizacji.pdf](http://kwp.edudemo.org.pl/file.php/1/projekt%20od%20pomys%B3u%20do%20realizacji.pdf)

MitOst e.V.Verein für Sprach- und Kulturaustausch in Mittel-, Ost- und Südosteuropa (2006): Band 3: Europa machen - Praxishandbuch für ehrenamtliche Projekte und Initiativen, Berlin.

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#### 4. Free Project Planning Software

OpenProject: <http://sourceforge.net/projects/openproj/files/>

GanttProject: <http://www.ganttproject.biz/>

## Tasks

Participants describe the proposed time plan and allocation of project tasks. The following questions provide a first guideline for this task:

1. What tasks and activities are necessary for achieving the project's goals, outcomes, and products?  
Try to involve at least the following five activity types:  
*Development, Dissemination, Exploitation, Management, Quality Plan*
2. Do some tasks and activities depend on each other?
3. How much time and manpower is needed for each task? If you are not really sure, make a rough estimation.
4. Do you need any special resources for the project (technology,
5. Are there any factors that influence the schedule like holidays, cultural events (like Oktoberfest or carnival), or fairs and trade shows?

*Note: Some tasks can be illustrated by software tools like organizers, project planning software, Excel, etc.*

*We could refer to OpenSource software like OpenProj or GanttProject and/or leave it open to the participants how they present their results.*

*This workshop and the proposed tasks could easily take more time than the estimated eight hours. It is therefore more important to think (in the sense of a first draft or overview) and talk about the plan according to the guidelines mentioned above than to create a fully-blown project plan.*

#### **d) Tandem-Learning**

1. Ideally, the main tasks are not done individually, but presented and discussed within a pre-project team. A simulation of such a discussion can be done by involving a tandem group formed during workshop 4 and 5. This way, the plan can be presented to and discussed online with three other participants.
2. The online discussion can be held via skype, telephone conference, chat, white-board, forum. It is important that the results of the discussion, i.e., confirmation, clarification, or modification of the plan are described shortly in a final paper (minutes or other) and – if time allows - to be checked by the other participants.

*Note: Each discussion/meeting should take not longer than 1 hours and is coordinated by the participant who presents the project's goals, outcomes, and products.*

*Very often, in the preparation of a proposal, this task is not done as a common partner task, but usually as the lonely task of the applicant. As we don't really want to encourage the lonesomeness of the coordinator in our training, this way we at least point out that project planning can be down differently.*

#### **e) Reflection**

See Chapter *Questionnaires after each module* on page 5.

#### **f) Specific Tutor's Role**

The special tasks of the tutors in this workshop include:

1. The tutor(s) monitor the meetings and give feedback to the presenter and the other participants.  
Feedback again concerns not really the quality/result of the discussed goals, outcomes and products, but rather the quality and interactivity of the discussion.
2. Alternatively, if time is limited, the tutor might give direct feedback to the participant.

# Workshop 7: Reflection

## **a) Introduction**

### **Basic Information**

The final workshop serves as a presentation of the activities and (learning) results of the participants. On top of that, it offers the opportunity to exchange feedback and information about the pilot testing phase.

This way, the workshop forms an important part of the evaluation process of the pilot testing period. It might not be possible to arrange such workshops in every country once the project has finished. Therefore, the presentation and recording of the experience and feedback of the participants with regard to the course's content, methods and goals has to be documented on the online training platform

### **Time Frame**

Proposed time frame: 4 hours.

The workshop should be finished within a week's time.

### **Rationale**

A idea has been formed and presented, potential partners have been identified and approached; goals, outcomes and products have been named and discussed, a project plan and the division of work between the partners has been settled. It is time to slow down and ponder about the achieved results.

### **Learning Goals**

Not really applicable in this workshop.

## **b) Self-Evaluation**

Not necessary for this workshop. Overall evaluation is down in the "Reflection" session.

## **c) Self-Learning**

### **Resources**

1. All materials and documents that were produced during the course

### **Tasks**

1. Participants present their combined results in form of a project proposal (one document, preferably PDF) in a "project gallery".
2. Receiving feedback from the project/tutors (see Specific Tutor's Role)

## **d) Tandem-Learning**

Not really applicable in this workshop.

## **e) Reflection**

The *post-course questionnaire* asks the learners to evaluate the quality and the helpfulness of the whole course, and the degree of their satisfaction not only by the course but also by their participation in it.

## **f) *Specific Tutor's Role***

The special tasks of the tutors in this workshop include:

1. Giving feedback from the course developers', tutors' and 3xC project team's point of view.  
This is relatively easily done in a face-to-face workshop. Within an online course, this might only be possible in form of a evaluation paper that is provided or published at the end of the course.

## Workshop 7 Alternative: Reflection (Face-To-Face)

### a) Overview Final Workshop

The final workshop serves as a presentation of the activities and (learning) results of the participants. On top of that, it offers the opportunity to exchange feedback and information about the pilot testing phase.

This way, the workshop forms an important part of the evaluation process of the pilot testing period. It might not be possible to arrange such workshops in every country once the project has finished. Therefore, the presentation and recording of the experience and feedback of the participants with regard to the course's content, methods and goals has to be documented on the online training platform.

No.	Name	Description	Time (min)
1	Welcome	Welcome, organisation of workshop, general topics	10
2	Project Feedback	Feedback from the project partners' point of view	30
3	Presentation 1	Feedback presentation from participants	60
4	Presentation 2	Feedback exhibition from participants	60
	Break	Coffee break	
5	Resume	Resume from participants' point of view	30
6	Perspective	Outlook, prospects and future activities	30
	Break	Lunch	
		Overall estimated time (excluding breaks)	220

## **b) Details Final Workshop**

### **1) Welcome**

Description	General welcome short presentation of the workshop structure, general topics like facilities, breaks, smoking, etc.
Goals	n.a.
Method	Talk
Materials	List of participants, name plates
Time Frame	Approx. 10 minutes
Comment	

### **2) Project Feedback**

Description	Feedback from the project partners' point of view Presentation of the course, its participants and results from the partnership's point of view
Goals	Participants know about: <ul style="list-style-type: none"><li>• the general aspects of the trial period</li><li>• tutor and participant activities</li><li>• project results and overall participants feedback</li></ul>
Method	<i>Trainer Presentation</i> PowerPoint, Talk, Lecture, Presentation
Materials	Powerpoint
Time Frame	Approx. 30 minutes
Comment	At this time, an evaluation report of the test phase might not be finished yet. Thus, the project partners might deliver some general statistics and experience from the tutor's point of view.

### 3) Presentation 1

Description	Feedback from the project participants' point of view Presentation of the course, its participants and results from the participants' point of view. 2-3 participants present their experience and results
Goals	Project partners/tutors and participants know about: <ul style="list-style-type: none"> <li>• the individual aspects/experience of the trial period</li> <li>• tutor and participant activities</li> <li>• project results and overall participants feedback</li> </ul>
Method	<i>Participant Presentation</i> PowerPoint, Talk, Lecture, Presentation
Materials	Powerpoint
Time Frame	Approx. 60 minutes
Comment	It takes too much time for all participants to present their experience this way. For this task it is therefore necessary to talk to and select the participants who present their results <b>before</b> the workshop. The methods and materials for presentation are up to the participants. All participants are invited to present their experience via a poster (see step 5, presentation 2).

### 4) Presentation 2

Description	Feedback from the project participants' point of view Presentation of the course, its participants and results from the participants' point of view.
Goals	Project partners/tutors and participants know about: <ul style="list-style-type: none"> <li>• the individual aspects/experience of the trial period</li> <li>• individual learning results and participants feedback</li> </ul>
Method	<i>Participant Presentation</i> Exhibition, Gallery
Materials	Poster, Art Work
Time Frame	Approx. 60 minutes
Comment	The participants present their experience in form of a poster. Each poster contains descriptions/content based on common key questions or key topics. Therefore, the participants need to know these questions and topics <b>before</b> the workshop. The design of the poster is up to the participants. The posters (in Word, Open Office, PDF or JPG format) are sent to the project partner before the workshop. The posters should be printed in at least A3 format and presented like an exhibition. Participants are invited to walk around, have a look at each other posters and talk about their experience. This part can be combined with the coffee break.

## 5) Resume

Description	Resume from participants' point of view Participants exchange their experience and results
Goals	Project partners/tutors and participants know about: <ul style="list-style-type: none"> <li>• the individual aspects/experience of the trial period</li> <li>• individual learning results and participants feedback</li> </ul>
Method	<i>Discussion</i> Talk, Questions and Answers, Discussion, Presentation
Materials	Key questions, Questionnaire?
Time Frame	Approx. 30 minutes
Comment	This part offers the opportunity to gain more insight into the process of the course and the experience and results of the participants. Key questions and key topics should be provided by the <i>post-course questionnaire</i> that asks the learners to evaluate the quality and the helpfulness of the whole course, and the degree of their satisfaction not only by the course but also by their participation in it.

## 6) Perspective

Description	Outlook, prospects and future activities.
Goals	Project partners/tutors and participants know about: <ul style="list-style-type: none"> <li>• the proposed afterlife of project</li> <li>• proposed changes and improvements</li> <li>• proposed commercial outlook</li> </ul>
Method	<i>Trainer Presentation</i> PowerPoint, Talk, Lecture, Presentation
Materials	PowerPoint
Time Frame	Approx. 30 minutes
Comment	Can only be discussed if the project partners know how to proceed. Should be a topic of discussion in the partnership forum.