

PROJECT

FIND YOUR INNER INVENTOR

WORKSHEETS



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1. MOTIVATION AND ENTREPRENEURSHIP

Motivation and entrepreneurship

Description of the lesson	The participants will reflect on the values and ethical attitude of the company
Specific student skills	Value and ethical standards Perceiving the needs of others and the ability to have a broader perspective
Tools & methods	<p>A starting - point</p> <p>What ethical values or principles should be recognized or enforced by the company's owner or the company's CEO so that the company's management runs smoothly? So that the company achieves its strategic goals, general prosperity, competitiveness and social responsibility.</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Each participant writes his/her own ideas down – 5 min. 2. Then each participant defends one of their own ideas (each participant chooses a different idea) in front of the others. The participant supports his/her defense by his/her arguments – max 15 min. 3. Then the participants make pairs and prepare a list of ideas together – 5 min. 4. Now the participants are split into two groups and then they work as a team on the list of their ideas together – 5 + 5 min. 5. Now the whole team presents the list of their ideas where they came up with the rules of ethical behaviour of businessmen – 5 min. <p>Analysis:</p> <p>The lecturer talks about the rules of ethical behaviour of businessmen, its importance in business, the advantages and disadvantages that may occur when following the rules.</p>
The goal of the lesson – activity	<p>It strengthens:</p> <ul style="list-style-type: none"> • the ability to give arguments and to be assertive • the ability to listen to others • working in a team • the ability of conceptual negotiation <p>They will learn:</p> <ul style="list-style-type: none"> • to perceive the business ethics • to view their own business through the eyes of the business ethics • to be socially responsible
Time	45 min

Motivation and entrepreneurship

Description of the lesson	A game for managers - competence in business, the teams should have three members
Specific student skills	Working with manager's competencies + to confront results
Tools & methods	<ol style="list-style-type: none"> 1. Task – find and define a product or service that has an added value for a customer, a human being or the humankind. Define: <ol style="list-style-type: none"> a. A product/ a service b. Benefits for a potential customer c. Competitive advantages over existing products and services generally known to the current market (the estimated time is 30 min –then there is a presentation; the teams work separately) 2. Come up with the basic financial calculation to bring the product to the market and name the basic resources that you think will be needed. <ol style="list-style-type: none"> a. What is needed to start a production or to start providing a service?(make a list) b. What kind of loan or investment will you need? c. Prepare the return on an investment (money/time) d. Set the budget for the first year of operation e. Define the profit before tax and into which components you need to break the figure down to (the first year) f. What are the financial targets for the first year of operation? g. Name the risks (the estimated time is 60 min, then there is a presentation again – focus on the facts and continuity; give them opposing questions) 3. Come up with a basic strategy for your company <ol style="list-style-type: none"> a. Finances – the basis are the financial targets for the first year (the profit disintegrated in many areas) b. Customer – who will be your customer and what are your goals for the first year in this area? c. Processes – what will be your internal processes and what are your goals? d. Employees – what kind of employees do you need and what goals do you set for them? (KPI) (45 min and a presentation, watch out so that the goals are measurable and real) 4. What will your first steps be if you are a business manager? <ol style="list-style-type: none"> a. ten rules + a reason why. (45 min+ argumentation – presentation)

	<p>Analysis</p> <ul style="list-style-type: none"> a. What have you learnt during this game? b. What have you learnt about yourselves? c. What have you learnt about your team? d. Which team has had a long lasting and the most real project? e. What helps and stops you to become an entrepreneur? f. What do you find the most difficult when running a company?
The goal of the lesson – activity	To be aware of the role and the competence of a manager.
Time	A whole day – There is a possibility to try and make a model of the product.



Motivation and entrepreneurship. Who is an enterprising person? “Archaeologists”

Description of this lesson	The participants become the explorers who are trying to discover the destiny of various objects. ¹
Specific student skills	Creativity Communication Critical thinking
Tools & methods	<p>Materials useful in running the company: a paper, pen, laptop, computer telephone, computer programmes, car etc.</p> <ol style="list-style-type: none"> 1. Explain that archaeologists sometimes find things they do not know - their function and purpose. In those situations they must use their own imagination. Participants should become archaeologists who - running excavations in a thousand years - discover the unknown things. The task is to guess as much as possible the number of their possible applications. 2. Divide the group into teams and give them packaged items. 3. Ask everyone to return to places and perform discoveries at the “archaeologists symposium”. Participants can question the proposals of other teams. <p>Possible modifications:</p> <ol style="list-style-type: none"> 1. Suggest to participants after the end of the lesson that they can take objects and try to get as much information about them as it is possible. Later conversation on the subject of the history of various objects may turn out to be very interesting. 2. Instead of guessing what certain items were for, you can try them on the basis of their observations draw general conclusions about the culture of the twentieth century. Some items will be suitable for more than any other. The best will be those on which the inscriptions or illustrations are placed.
The goal of the lesson – activity	Finding yourself the entrepreneur as well as creative person, workshops that help to develop critical thinking, having broader perspective. It strength analytical thinking.
Time	About 45 minutes

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Motivation and entrepreneurship. Who is an enterprising person? “Short self-presentation”

Description of this lesson	The participants learn the competences related to self-presentation. ¹
Specific student skills	Developing communication skills, art of speech, learning confidence, non-verbal communication.
Tools & methods	<ol style="list-style-type: none"> 1. Explain to pupils that their task will be based on presenting one-minute presentation and memorizing topics of the presentation of other colleagues. 2. Ask pupils what they do not like in their daily life work, what they complain about in their life, what they would like to change in their environment, ideas, how should their company look like, etc. Their comments should become topics of their presentation. Teacher should ask for large number of possible examples and list them on the board with the names of the authors – pupils. Then the teacher runs the topic auction. Each pupil has 1 000 PLN, a price callout for each topic is PLN 5. Pupils, who will have at the end of the auction money will be punished. They will have to choose topics that are left, those that nobody has paid attention to. 3. Teacher leaves pupils for 10 minutes to prepare the presentation and offer their help if necessary. The presentation should be based primarily on gestures. Encourage participants to help each other. 4. After each presentation, the other pupils will say what they learned from it (the teacher will refrain from comments). <p>The authors must try to present the presentation in such way that even pupils who do not know the subject could understand within a matter of 60 seconds what the topic is about. Here are some examples:</p> <ul style="list-style-type: none"> • The person holds the drawing of the phone in his hands: "He still hangs on the phone". • The person collects from other watches: "I never have enough time".
The goal of the lesson – activity	Building the ideas for the business as well as analytical thinking, confidence, communication.
Time	About 45 minutes

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2. CREATIVITY AND INNOVATIONS

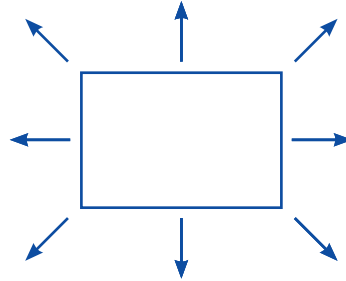
Creativity and innovations

Description of this lesson	<p>The experience of the situation will show how to eliminate our stereotypes and will show us how to think out of the box, how to avoid arguing and how to expect other solutions to the problem.</p>
Specific student skills	<p>Thinking out the box. The ability to lead the team when finding solutions out of the box.</p>
Tools & methods	<p>A starting - point:</p> <p>You are facing a problem or situation that requires the ability to find solutions in a broader context. You do not want to accept the first idea that comes into your head and repeat the same ideas. There is a worksheet provided. – see the appendix below</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Firstly get familiar with the situation or problem. – 5 min 2. Then try to find a similar situation or problem (for example, the real problem is that the employee does not provide the required performance - a similar situation could be: a child does not have good results at school, the cook does not cook well, a fruit tree does not produce any fruit) – max. 10 min 3. Then try without any limit and mutual criticisms in the team to choose the ideas and write them in a column. – 15 min 4. Relax and have a short break. – 5 min 5. Now the team will reunite and go over the analogical ideas and gradually the team will convert their ideas into the real problems or situations. An example: replant the tree = transfer the employee to another position. Make sure that the tree does not have a pest = make sure that the employee does not have any health problems... And this is how we come up with a large range of solutions. – 20 min <p>Analysis:</p> <p>The lecturer starts a discussion where he/she analyzes how the solutions were found. He/she points out when he/she helped the participants to think out of the box and which patterns were used to find such a large range of solutions. How do we want to work on the ideas further on? It is possible to set a system of criterias concerning the ideas - what can be done quickly, what will have a long-term impact, what is most unusual ... – 20 min</p>
The goal of the lesson – activity	<p>It strengthens:</p> <ul style="list-style-type: none"> • the ability to increase the variability of ideas • the collaboration of the brain hemisphere • not having stereotypes • the ability to convert the analogic ideas into the real problems <p>They will learn:</p> <ul style="list-style-type: none"> • to follow instructions and rules when leading a discussion • to control the influence of emotions and old habits • to use the technique not only when working alone but also in a team • to convert the analogic ideas into the real problems
Time	<p>75 min</p>

A creative method of a motivation for a solution

A method, how to lead a team in a creative way and solve the problem with minimal effort but with the best result

Analogy



Example 1 – an analogical problem “a fruit tree does not produce fruit”

An analogical problem	The possibilities how to solve it	The possibilities how to solve it in reality	The first step how to solve it

Example 2 – a real problem – “an employee does not provide the required performance”

An analogical problem	The possibilities how to solve it	The possibilities how to solve it in reality	The first step how to solve it

An inspiration -> Any other ideas I could use when solving a real problem?

Creativity and innovations

<p>Description of this lesson</p>	<p>The Three Role method allows you to change the original assignment, project or an idea by communicating with the author of the idea. In comparison with brainstorming where evaluating ideas is forbidden, here the idea goes through a critical assessment. The author of this method is Walt Disney and he used it when creating new stories.</p>
<p>Specific student skills</p>	<p>The participants will learn to keep interesting ideas or projects which may at first seem totally absurd. They will learn how to use this method in different creative processes, whether they are creating a new product, looking for more effective strategies, or inventing a strategy or an advertising campaign. They will be able to use this method for both group and individual work.</p>
<p>Tools & methods</p>	<p>A starting-point:</p> <p>The Disney strategy is based on the fact that every individual has got three different "voices" and these "voices" are involved in the creation of all ideas. These voices play important roles and have specific names such as: a Dreamer, Realist and Critic (optimist, realist, pessimist). The key is to divide the creative process into three phases. It is vital to follow the three roles and to have a feedback throughout the process. There is no criticism allowed when the Realist and the Dreamer are talking to each other because otherwise the Dreamer will not open up. It is important that all the three voices want the project to succeed. It is necessary that everyone will have enough time to think. The three voices are not allowed to work together.</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Find a different space for each of the three voices, preferably a separate room where each "voice" can fully play its role - 10 min 2. Move the entire team or a pair to the room where there is a Dreamer. Try to find a relaxed body position that is typical for dreaming. Start making suggestions, talk about dreams, wishes - how would you like to do it if there was no limitation. Nobody criticizes, rejects or puts forward proposals for implementation -this is hard. There should be one person in the team who watches everybody over and writes everything down. -20 min 3. Move the entire team or a pair to the room where there is a REALIST. Try to find a working body position that is typical while working or doing things - you can for example walk. Start making suggestions to the implementation of the mentioned ideas. There is one person who writes everything down. No one criticizes, refuses, or comes up with any further dreams. If there is still a problem with dreaming, you need to go back to the room where there is a DREAMER.- 20 min 4. Move the entire team or a pair to the room where there is a CRITIC. Try to find the body position, which is typical for checking, seeking and eliminating risks - you can sit at the table checking your notes. Give critical remarks about the risks concerning the individual ideas. There is one person who writes everything down. Nobody comes up with any ideas or dreams. If there is still a problem with dreaming or coming up with ideas, you need to go back to the rooms of a DREAMER and a REALIST.-20 min

	<p>Analysis: 20 min</p> <p>The lecturer points out how a careful separation of the three voices was vital. How well the participants were able to keep the flow of their thoughts, how this principle can be applied in everyday life. What did the participants learn about themselves?</p> <p>Finally, it is possible to return to the position of a DREAMER again and find out how do they see the perspective now. This process can be repeated. Not to hurry is the basis to a success.</p>
<p>The goal of the lesson – activity</p>	<p>It strengthens:</p> <ul style="list-style-type: none"> • the brain hemisphere collaboration • the control over mere criticism without the possibility of dreaming • the creativity and bringing ideas into implementation <p>They will learn:</p> <ul style="list-style-type: none"> • to follow instructions and rules • to control the influence of emotions and old habits • to use this method individually and in a team • to understand the logic when a team is putting ideas together
<p>Time</p>	<p>90 min</p>

Creativity and innovations. How to develop your own creativity? “Verify your idea and develop your creativity”

Description of this lesson	Workshop is focused on verification of business idea within its creativity chance for its success.
Specific student skills	Developing the abilities to creativity thinking, planning and solving the problems.
Tools & methods	Tools: test, working in the group, discussion. <ol style="list-style-type: none"> 1. The teacher in first stage asks pupils to prepare date analysis in the area of market, idea for business, plan for development. 2. From the group of pupils teacher indicated the person responsible for preparing the test card. 3. The indicated pupil is making the interview with colleagues from group using questions from card. 4. Comments and conclusion regarding their idea should give them the feedback to answer those questions which were difficult for them.
The goal of the lesson – activity	Analytical thinking, developing creativity, support encouragement to be entrepreneur. ¹
Time	About 45 minutes

1 The school of practical economy – youth mini-company – Foundation of Youth Entrepreneurship

Questionnaire

Verification criteria	Yes	No
Was the market analysis done?		
Are the features of products/services important for buyers?		
Are our products/services different from other products/services?		
Do we think that our idea is innovative on the market?		
Do customers need our products/services?		
Have we defined and described the target market segment?		
Can we estimate the potential sales size?		
Would we buy such a product / service if it was offered to us by another company?		
Do we have the necessary resources to start our product/service?		
Do we have the necessary qualifications?		
Have we determined the strengths and weaknesses of our company?		
Have we planned our activities in time schedule?		
Have we calculated the price of our product/service?		
Is it worth investing in the planned project?		
How can we develop our idea in future?		

Creativity and innovations. How to develop your own creativity? “Can it work – case study”

Description of this lesson	Workshop is focused on analysis if the idea for business is innovative and has chance for success. Discussion with arguments.
Specific student skills	Developing the abilities to creative thinking, planning and solving the problems.
Tools & methods	<p>Tools: case study, discussion</p> <ul style="list-style-type: none"> • Hi Gorgio, how are you? During holidays, you told me that despite the crisis, you don't have much concern for future. • Yes, You have seen that our apartments in our guesthouse were booked and my father's farm is quite good – maybe he has old-fashioned and such ecological products are so popular nowadays. unfortunately we have over 20 tons of mandarins left. • Well, I remember your sheep's milkcheese and olive oil – they were delicious... in case of me I have just started my own company. • I am selling what I can, mainly via Internet. Maybe I can try to sell your mandarins to Poland. I need to check the possibilities. • Sure, maybe it is a good idea. How would you like to sell it – all 20 tons or a part.. now they are in the freezer but it is a temporary solution. • I don't know yet. I came up with this idea just now! I need to check the possibilities and if I can sell so many tones...maybe to supermarkets – as I don't have time to organise my own sale points... or maybe I have time – it is a middle of November. • The most important question – how much your father wants for the product? • I need to talk to my father. I don't think it would be expensive, he would be glad for any money. If you paid immediately, you will still get the discount. • Well, it can be a problem, can you give me a convenient payment date? • OK, I will talk to my father. Maybe you can pay a part right now. He doesn't like to sell on credit. • Ok, we both have task to do. I will call you within few days. • OK. See you soon. • Greetings for your family!¹ <p>Questions:</p> <ol style="list-style-type: none"> 1. Why Greek family company is in good condition despite the crisis? 2. What factors – economic and non-economic – have to be taken into consideration when you run your own business? 3. Do you think that the idea of solving the problems for both sides is creative and why?
The goal of the lesson – activity	Analytical thinking, developing creativity, supporting encouragement to be an entrepreneur, situation analysis.
Time	About 30 minutes

¹ The school of practical economy – youth mini-company – Foundation of Youth Entrepreneurship



CENTRUM
PODPORY INOVACÍ
VŠB-TU OSTRAVA

ROZVOJ STABILIZACE SYSTÉMU TRANSFERU TECHNOLÓGIÍ VŠB-TUO

Registrační číslo: 15/05/3.1.00/10.0218

Hlavním cílem projektu je podpora transferu technologií
VŠB-TUO je realizován v rámci projektu transferu technologií
na VŠB-TUO v rámci projektu vědeckovýzkumné
i aplikativní spolupráce s partnery v oblasti výzkumu



TÝM Č.2
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3. IDEAS AND OPPORTUNITIES

Ideas and opportunities

Description of the lesson	<p>The participants work in groups. They develop their communication, presentation and argumentative skills.</p>
Specific student skills	<p>Business thinking Effective communication Product presentation Negotiation</p>
Tools & methods	<p>A starting-point:</p> <p>Imagine that you have a small company which has been founded a few years ago. You have got an idea for a new product that you could put on the market. But you are not sure whether it is the right decision and whether you should do it.</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Make two groups. 2. In 5 min write down: <ul style="list-style-type: none"> • One group will write down a list to explain the benefits of introducing a new product to the market (why we should do it). • The other group will write down a list to explain what problems or negatives may be expected when launching a new product (why we should not do it). 3. Each group gets 2 minutes to present their ideas to persuade the second group. 4. Then the groups will exchange their lists of ideas. This means that in the negatives they try to find some opportunities and in the benefits they try to find some problems. 5. At the end the groups are put together and they look for a possible consensus. <p>Analysis:</p> <p>The lecturer asks questions to get two points of view, to get the exchange of views and its influence on the outcome of decision-making, to get a complex view, to be able to see the benefits, to be able to turn a problem into an opportunity, to be able to except other's opinion</p>
The goal of the lesson – activity	<p>They will learn:</p> <ul style="list-style-type: none"> • how to look for a product benefit • how to sell their idea • how to have a broader perspective <p>It strengthens:</p> <ul style="list-style-type: none"> • the ability to look for opportunities • analytical thinking
Time	<p>30 min</p>

Ideas and opportunities

Description of the lesson	<p>The participants work with one of the basic methods of strategic business which is SWOT analysis.</p>
Specific student skills	<p>Business thinking Getting to know the market To be aware of your own strengths and weaknesses Having a better idea about the competition</p>
Tools & methods	<p>A starting - point: You need to find out whether it makes sense to continue with your business. If the business may have moved forward while you have been part of it.</p> <p>Task:</p> <ol style="list-style-type: none"> 1. The participants are split into two groups. 2. SW analysis will be strictly based on facts that originate in the company's internal environment. 15 min to write down: <ul style="list-style-type: none"> • One group will prepare a list of the company's, members of the team's and the product's strengths. • The second group will concentrate on the company's weaknesses. 3. The groups will exchange their lists and add what they think is missing. 4. Then the groups firstly introduce the Strengths and then they mention the Weaknesses. 5. Now the participants will split into the same two groups. The OT analysis will be strictly based on facts that originate in the company's external environment. In 15 minutes write down: <ul style="list-style-type: none"> • One group will prepare the facts about the company's opportunities. • The second group will prepare the facts about the company's threats. 6. Now the groups will exchange their facts and they have 10 min to add something they think is missing. 7. Now the groups will firstly present on O (opportunity) and then on T (threat). 8. Finally the groups are put together. They prepare conclusions and set steps for the next period. <p>Analysis: The lecturer makes sure that the participants have used all the available options and that they have followed the internal (SW) vs. external (OT) rule during their presentation. It is important to use the current motivation of the participants and show them specific action steps.</p>
The goal of the lesson – activity	<p>They will learn:</p> <ul style="list-style-type: none"> • to distinguish between what we can and can not influence • to think deeper about resources • to have a broader perspective <p>It strengthens:</p> <ul style="list-style-type: none"> • awareness of the status quo • analytical thinking
Time	<p>120 min</p>

Ideas and opportunities. Where do the business opportunities come from? “The company – step by step”

Description of this lesson	Pupils learn how to create business ideas and how use self-competences for running the company.
Specific student skills	Developing the abilities to design thinking, motivation, passion, solving problems and working under the pressure of time.
Tools & methods	<p>Below you can find out the points of the business strategy building. In pairs try to find the correct order for each step and explain it to the rest of your colleagues:</p> <ul style="list-style-type: none"> • create the product or service • getting the financing for business • preparing the business plan • product/service presentation to customers • start a company • selling • marketing/promotion activities • market analysis/observation
The goal of the lesson – activity	Building the ideas for business, how to start and run the company, how to create the business plan.
Time	About 30 minutes

Ideas and opportunities. Where do the business opportunities come from? “Financial brain storm”

Description of this lesson	The brain storm regarding the financing business ideas. Pupils will try to analyse the sources of financing – sponsors, competitions, investments, European funds – which entrepreneur can check and try to obtain.
Specific student skills	Developing the abilities to design thinking, market financial analysis, mathematic skills.
Tools & methods	<p>Imagine you have a brilliant idea for your business. The only problem is money.... should I go the bank and ask for a credit or there are other possibilities....</p> <p>In group design the business idea and try to check – using research data – how you can finance your start-up?</p> <p>Try to convince your colleagues that chosen source of financing will be the best for your idea:</p> <ul style="list-style-type: none"> • international direct investments • competition • joint venture capitals • European funds • credit • loan • family borrow • from customers • other
The goal of the lesson – activity	Analytical thinking, building the arguments and counterarguments, undertaking the debate with colleagues, SWOT analysis.
Time	About 45 minutes





4. RESOURCES AND NETWORKING

Resources and Networking

Description of the lesson	A disc risk: an experiential activity where participants will try to work in a team, will create a strategy and will get an instant feedback on their implemented strategy.
Specific student skills	Strategic thinking, negotiation and ability to make a team agreement, a resource planning, an implementation of a strategy, coordination, feedback, a problem response.
Tools & methods	<ul style="list-style-type: none"> • You will need 5 discs which are used for playing disc golf and some kind of signs or you will need to draw lines from where the discs will be thrown. • The participants choose their places from where they will aim and throw at a target. The rest of the team will pass on the discs. These positions are set for the whole game, they can not be changed during the game. • The ones who will throw the discs can not stand further than one step away from the designated areas for throwing. • The further the target, the better points scored. Only one person throws the disc at a time and each participant calls his/her name before they throw the disc. • One person is designated to pass on the discs which hit the target or which fall to the ground but he/she passes on the disc to a member of the team who is the furthest from the target and the disc is passed on from one member to the other until it reaches the member of the team who is the closest to the target. It depends on the participants which strategy they choose.
The goal of the lesson – activity	<p>It strengthens:</p> <ul style="list-style-type: none"> • cooperation in a team • strategy negotiation and finding consensus • systematic response to a problem • coordination in a team • giving and receiving feedback
Time	45 min

Resources and Networking

Description of the lesson	<p>A construction of a bridge: an experience activity where participants try to work in a team and within teams. They also try to work with resources.</p>
Specific student skills	<p>Strategic thinking, negotiation and ability to make a team agreement and also an agreement within teams, resource planning, an implementation of a strategy, coordination, feedback, a problem response.</p>
Tools & methods	<p>Divide the task into four parts:</p> <ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> • An introduction to the story (two countries, a river) • Make teams (if it is not specified, just make them randomly) • Giving out materials, walkie talkies • The participants going to their working stations 2. A construction of a bridge <ul style="list-style-type: none"> • The participants only communicate via walkie talkies • Preparation for transferring the bridge 3. Joining of the bridge <ul style="list-style-type: none"> • A transfer of the bridge's halves to one place (all three working stations have two desks (two separate ones and one common one) and there is 50 cm gap between them) • Joining of the bridge • A load testing is carried out – a truck loaded with champagne 4. Conclusion and evaluation <ul style="list-style-type: none"> • Photos • Feedback <ul style="list-style-type: none"> • What was successful? • What is the connection with a real project? <ul style="list-style-type: none"> - Competition between teams (individual goals of the participants that are superior to the team goals which is not correct) - Inaccurate information • Not enough discussion, going straight to a solution • Time and role layout (rather intuitive) • What would you do differently next time? <p>The construction of the bridge will take up most of the time at least 30 minutes, joining of the bridge should take up to 10 minutes and the introduction and the conclusion 10 minutes each.</p>
The goal of the lesson – activity	<p>It strengthens:</p> <ul style="list-style-type: none"> • cooperation in a team • consensus on team strategies and passing them on to the other teams • making a proposal and creating a strategy for implementation • agreement with other teams on a solution and a process strategy • a systematic response to a problem • coordination in a team and within the other teams • giving and receiving feedback
Time	<p>60 min</p>

Resources and networking. How to create, maintain and use contacts in business? “How to build relations with stakeholders and solve problems”

Description of this lesson	Workshop is focused on building, maintaining and solving the problems in relations with other entrepreneurs and stakeholders.
Specific student skills	Developing the abilities of networking creation, maintaining and use of social contacts. Additional material tools – case study.
Tools & methods	<p>Tools: discussion, working in groups, presentation.</p> <ol style="list-style-type: none"> 1. At the beginning of the lesson, the teacher draws the pupils' attention that not only the conflict is a source of misunderstanding and struggle, but sometimes peoples' behaviour. 2. The teacher gives pupils case study material <i>Behavior of people in conflict</i> and asks them to analyse it, underlining the information which shows constructive behaviors of people. 3. The teacher divides the class into two teams and asks each team to present in graphic way two, chosen behaviours. 4. Working in groups. 5. Discussion.
The goal of the lesson – activity	Working in the group abilities, learning how to maintain good relations in business with other stakeholders – specially in case of solving the problems – mediation skills.
Time	About 30 minutes

Behavior of people in conflict - case study material

Avoiding	Can consist of physical withdrawal from conflict situations or those that may threaten their creation. Avoid - that is pretending that there is no conflict. Do not pay attention to tension signals, comments, unfriendly gestures, rumors or other communication difficulties. This is a characteristic way for people who prefer to withdraw rather than constructively resolve conflict. They feel too much emotional tension. People reacting in this way postpone difficult conversations, ignore others, they ignore the difficult matters for them, they try not to get in conflict with anyone.
Competition	This strategy is used by those who consider conflict in the “who-whom” category. For them must always be the winner and the loser. The win is usually made by a cost of someone else. Victory is success, strength, raising status, losing is a failure, weakness, loss of prestige. For people who are willing to compete, the result is more important than the way actions, they want to win at any price, that's why they often use unfair tricks. It should be remembered that the defeat gives the desire to retaliate. For some people, the competition strategy is attractive.
Mitigation	This is the way used by people who care about good relations with the others and in the name of it are ready to give up their own needs. They are afraid of loneliness or rejection. Sometimes the presence of such people is helpful in solving tensions in situations where emotions take precedence over reason.

<p>Compromise</p>	<p>Is based on the belief that a person can't always do what he wants and how he wants, sometimes he must find a place of agreement. People seeking a compromise are looking for possible solutions and are convinced that everyone should give up part of their goals and demonstrate more understanding for others. The compromise can be effective when the conflicts parties are also "strong" and also when there is less time for longer negotiations. They hope that the principle of mutuality works, which means that the other party will perform with similar proposals.</p>
<p>Cooperation</p>	<p>This is a strategy used by people who know what they want and can do about it to strive and at the same time those who care about good contacts with others. Supporter cooperation's strategy is distinguished by the conviction that it is possible to resolve the conflict, which in total will give the greatest benefit to all parties. It is related to the will of acceptance needs and goals of the other sides of the conflict without giving up on their own. This is the most effective way to solve the conflict.</p>
<p>Delaying</p>	<p>This method is based on putting the moment of resolving the conflict closer to unspecified future. It can cause the partner to be discouraged, emotional tension will be lower and the matter will solve itself. However, it is more likely that delays strengthens the conflict, emotional tension between the parties will grow and as a result the problem will turn out harder to solve than he was at the beginning.</p>
<p>Arbitration</p>	<p>Used in so-called hopeless cases when the parties to the conflict are not able to communicate alone. Help from experts is needed. A condition for using this method is related of the agreemnt for such solution from both sides.</p> <p>Arbitration can be effective when:</p> <ul style="list-style-type: none"> • no party has an idea to resolve the dispute and the conversation is stuck in the dead point; • our opponents are very prejudiced and we have no chance to change this attitude; • next solution ideas, in our sense, meaningful and taking into account the interests of the second party are rejected by the oposide side; • the agreement is so difficult that it is impossible to determine even such basic matters, as dates of meetings.
<p>Negotiations</p>	<p>It means a conversation aimed to agree a common position in a given case. Negotiations are a method of proceeding that is useful in situations where it is partial non-compliance of interests, however, they are not completely contradictory. This method has no disadvantages that other methods have. Unlike ignoring or postponing, it leads to conflict resolution. It does not imply the necessity of resigning from own interests. The strength of negotiation is that they create real hope for a solution that will satisfy both parties.</p>

Resources and networking. How to create, maintain and use contacts in business? “Resources of the company”

Description of this lesson	Workshop is focused on determining what kind of resources are important for the company – financial and non-financial.
Specific student skills	Developing the abilities of protecting own opinion, building the discussion with other pupils, estimating the value of material goods and non-material ones.
Tools & methods	<p>Tools: discussion, working in groups</p> <ol style="list-style-type: none"> 1. Teacher should divide the class for groups. 2. Pupils receive on papers presented resources, which can be valuable for the company. Groups should divide them into two categories: financial and non-material sources. Then they should explain to other colleagues their division as well as point out which of them – in their opinion – are the most important? <ul style="list-style-type: none"> • loans • credits • money from family • car • computer • patents • machine for production • knowledge and know-how • qualified staff members of the company • experience • customers’ date base • other
The goal of the lesson – activity	Working in the group abilities; creating arguments and contr-arguments activity.
Time	About 30 minutes





5. PRESENTATION AND SALE

Presentation and Sale

Description of the lesson	Description of a picture and finding a pair - the original and the copy of the picture
Specific student skills	Development of effective communication, rhetoric, focusing on a goal in a communication, working with a descriptive language
Tools & methods	<p>An activity with pictures</p> <p>Tools: 6 x 2 of the same picture (when 12 participants)</p> <p>Process:</p> <ol style="list-style-type: none"> 1. Prepare 6 different pictures + 6 copies of these pictures for 12 participants (for example, photos of nature which can be found online, pictures from the artists of Impressionism, for example a bridge across a river) and print them on A5 size papers. 2. Distribute the pictures randomly to the participants, so that every time two participants have the same picture. The participants should not know that they have the same pictures. <p>Task:</p> <ol style="list-style-type: none"> 1. You are a gallerist. Come up with a title of your picture in 3 minutes. Now you tell the others the title of your picture and they listen. Think of a short description of your picture for an art catalogue. Preparation + description and others listen. 2. The pictures are worth a lot of money and that is why we have here an original but also a copy. Ask the other participants about their pictures in a way to find out if you have the copy or the original. Only one person speaks out loud at a time. If there is a pair of an original and a copy found, the lecturer checks if that is the case. <p>Analysis:</p> <p>What has helped you the most?</p> <p>What did you find most useful in terms of word choice? (details, accuracy, not having presumptions, different points of view, openness, giving a chance to listen to others, the experience that people see the world differently ...)</p> <p>What would you do differently next time and why?</p> <p>The recommendation</p> <p>The recommendation is to do this task again and try to improve the word choice.</p>
The goal of the lesson – activity	<p>The participants will become aware of the way they talk.</p> <p>They will experience the AHA! moment and find out how to communicate in a different way.</p> <p>They will try out an attempt-correction, unblocking stereotypes.</p>
Time	<p>One round takes up to 30 min</p> <p>2 rounds take up to 45 min</p>

Presentation and Sale

Description of the lesson	<p>An activity describing emotions where the body language is used. This activity focuses on avoiding making comments-making funny faces, rolling your eyes etc.</p>
Specific student skills	<p>Development of the verbal component of communication, rhetoric, focusing on a goal in communication, working with descriptive language.</p>
Tools & methods	<p>Task:</p> <ol style="list-style-type: none"> 1. Make teams of three and stand back to back. 2. One member of the team is expressing a striking emotion as a living statue. 3. A second member of the team is the commentator and describes in detail what he/she can see. 4. The third member of the team stands back to back to the first member of the team and tries to copy the living statue according to the instructions of the commentator. <p>Analysis:</p> <p>What was useful for you?</p> <p>When did the AHA! moment come along?</p> <p>What would you do differently next time and why?</p>
The goal of the lesson – activity	<p>The activity serves as an icebreaker for presentations, verbal and non-verbal components of communication, as well as conflict prevention.</p> <p>The participants experience the AHA! moment and find out how to communicate in a different way and they also focus on the right choice of words.</p>
Time	<p>15 min</p>

Presentation and sale. How to create, maintain and use contacts in business? “Speaker and conductor”

Description of this lesson	The main content of the lecture is focused on verbal and non-verbal communication. ¹
Specific student skills	Verbal and non-verbal communication training, assertiveness training
Tools & methods	<ol style="list-style-type: none"> 1. Teacher should say a few words about non-verbal communication and note that spoken words do not always match for gestures, or non-verbal communication means. Divide pupils into pairs in which one person will be partner A, the second - partner B. Partner A will present statement on a specific topic, while B will choose appropriate means of non-verbal communication to his words. Stand behind B and grab him in the waist; B will be ejected hands in front of them and will move them as if they were the hands of partner A. 2. Explain any doubts and ask individual couples about the subject of their presentation. If they have difficulty with them choice, propose the examples below. 3. Bring a short discussion after each change.
The goal of the lesson – activity	<p>Proposal of the topics:</p> <p>President announcing his resignation.</p> <p>Entrepreneur asking about credit in the bank.</p> <p>HR specialist running interview.</p> <p>Politician interviewing after victory in elections.</p>
Time	About 30 minutes

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Presentation and sale. How to create, maintain and use contacts in business?¹

“Speaking statues”

Description of this lesson	Paper with statement: "Water flowing into the drain hole in the bath". Paper with statement: "Twisted staircase"
Specific student skills	Verbal and non-verbal communication training, marketing communications, building the relations in the group.
Tools & methods	<ol style="list-style-type: none"> 1. Teacher should ask pupils to divide into two teams. To each of them even one of those prepared sheets is given. 2. Each team should choose a person, who will stand opposite the other team and describe the object or phenomenon presented on the sheet, not using words written on it. 3. During the presentation, the pupil can not move. 4. Ask the speakers to start the presentation. After finishing it conduct a discussion, paying attention to the following issues: <ul style="list-style-type: none"> • What was the biggest difficulty? • Would being able to move your hands easily facilitate the task?
The goal of the lesson – activity	The main goals are focused on overcoming the fear of presentation, new forms of presentations and marketing communication.
Time	About 45 minutes

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PROJECT

FIND YOUR INNER INVENTOR

WORKSHEET



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