B.VII.21

Advanced Skills – Case studies

Characteristics and methods of project work – Planning open days for the school

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Projektarbeit ist aus Unternehmen kaum noch wegzudenken. Es gibt einen hohen Bedarf nach qualifizierten Fachkräften, die Projekte mit speziellen Anforderungen kompetent zum Erfolg führen. In dieser Unterrichtseinheit lernen die Schülerinnen und Schüler, welche Eigenschaften ein typisches Projekt hat, welche Werkzeuge es gibt, um das Projekt zu meistern, und welche Kompetenzen benötigt werden, um es erfolgreich abzuschließen. Die Lernenden werden durch die Einheit geführt, indem sie selbst ein kleines Projekt planen und in Teilen umsetzen.

KOMPETENZPROFIL

Niveau:	B1
Dauer:	12 Unterrichtsstunden inkl. LEK
Kompetenzen:	1. Sprechkompetenz: sich austauschen, Vorbereiten und Vortragen einer Präsentation; 2. Lesekompetenz: Sachtexte verstehen und Wissen anwenden; 3. Problemlösekompetenz: eine Stakeholder- und SMART-Analyse durchführen, eine Meilensteinplanung und eine GANTT-Chart erstellen; 4. Medienkompetenz: *PowerPoint*, *Excel* und *Oncoo* einsetzen
Thematische Bereiche:	Projektmanagement
Medien:	*Microsoft Excel*-Vorlagen und Anleitung

VORANSICHT

Auf einen Blick

1./2. Stunde

Thema: Introduction to project management

M 1 **A project for students – Open days at your school /** Kennenlernen des Projekts und der Vorgaben (GA, PL)

M 2 **What is a project? – Characteristics /** Erarbeiten von Eigenschaften u. Merkmalen eines Projekts (EA, PL)

Benötigt:
- ☐ Dokumentenkamera bzw. Beamer/Whiteboard
- ☐ Ausdruck bzw. digitale Fassung von M 1
- ☐ Internetzugang für *Oncoo*-Online-Flipchart

3./4. Stunde

Thema: Skills and communication for successful project management

M 3 **Who is affected by the project? – Carrying out a stakeholder analysis /** Identifizieren der Einflussgruppen auf das Projekt (GA)

M 4 **How do I manage a project? – Skills and competences /** Erarbeiten der Kompetenzen für ein erfolgreiches Projektmanagement (EA)

Benötigt:
- ☐ Endgeräte zur Vorbereitung einer *PowerPoint*-Präsentation

5./6. Stunde

Thema: Planning a project

M 5 **A SMART project – How to apply the SMART analysis /** Formulieren von Projektzielen mithilfe der SMART-Methode (EA, GA)

M 6 **The magic triangle – The processes of a project /** Identifizieren von Zielkonflikten bei der Planung eines Projektes (EA, GA, PL)

Benötigt:
- ☐ Dokumentenkamera bzw. Beamer/Whiteboard für Präsentation der SMART-Analysen (M 5) sowie für die Besprechung von M 6
- ☐ vorbereitete Tabellen von M 5 zur Präsentation der SMART-Analysen
- ☐ Endgeräte zur Vorbereitung einer *PowerPoint*-Präsentation

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7.–10. Stunde

Thema: Structuring a project

M 7 **Text: Open days – Plenty of things to do /** Lesen eines Textes zu den anstehenden Aufgaben

M 8 **One step at a time – Milestone plan for the open days /** Erarbeiten einer strukturierten Planungshilfe für Arbeitspakete eines Projekts (WBA)

M 9 **Template for a milestone plan /** Ausfüllen einer Vorlage zur Meilensteinplanung

M 10 **When and what? – Structuring with the GANTT chart /** Erstellen einer GANTT-Chart mit *Excel*

Benötigt:
- ☐ Endgeräte zur Erstellung einer GANTT-Chart in *Excel*
- ☐ Endgeräte zur Vorbereitung einer *PowerPoint*-Präsentation

11./12. Stunde

Thema: Project presentation

LEK **Present your results /** Präsentation der Gruppenergebnisse mithilfe von *PowerPoint*

Benötigt:
- ☐ Endgeräte zur Vorbereitung einer *PowerPoint*-Präsentation

Minimalplan

Sie haben nur drei Stunden zur Verfügung? So können Sie die wichtigsten Inhalte erarbeiten:

1./2. Stunde: Einstieg ins Projekt und Stakeholder-Analyse	M 1/M 3
3. Stunde: Meilensteinplanung zur Umsetzung des Projektes	M 7–M 10

Zusatzmaterialien im Online-Archiv bzw. in der ZIP-Datei

ZM1_AnalogTemplateFürGANTT_M10	Template für die Erstellung einer GANTT-Chart, falls *Excel* nicht verfügbar ist
ZM2_ExcelGANTTAnleitung_M10	Anleitung für *Excel* zur Erstellung einer GANTT-Chart
ZM3_TemplateGANTT_M10	*Excel*-Vorlage für die GANTT-Chart für schwächere Lernende
ZM4_LösungGANTT_M10	Lösung für die GANTT-Chart in *Excel*
ZM5_AdvertisingCampaign	Zusatzaufgabe am Ende der Einheit

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A project for students – Open days at your school

M 1

Dear students,
every year we plan and realise open days for our school to inform and attract new students. We can use some positive publicity!
This year, something is different: **We would like your class to plan and organise the open days!** I am sure that it will be spectacular!
The open days will take place in 12 weeks' time.
Prepare a *PowerPoint* presentation to document all steps of your project planning.
Have fun, your headmistress

Tasks

1. Form project groups of three to four students.
2. Before you go into detail, discuss with your group what experience you have had so far in organising a (school) event.
3. Name the advantages for students if they organise open days at your school.
   TIP: You may find some useful hints on the Internet.
4. Brainstorm ideas for the open days. What can be done on open days?
   a) Write down your ideas on index cards.
   b) Read the guiding principles of your headmistress.
   c) Group the ideas into the two categories.
   Digital alternative: You can also do this task online: You will get a link or QR code of an *Oncoo*-chart from your teacher. Complete the chart with ideas done at an open-door-school-day.

Guiding Principles

- The day should be interactive with plenty of opportunity for visitors to talk to people of the school and ask questions.
- There should be an opportunity to 'see' something of interest – perhaps a workshop, a class or a play.
- A timetable of events should be provided, with different acts and shows.
- The event should be free, food and drinks should be provided on the basis of charitable contributions.

Interactive for visitors to participate	Interesting for visitors to watch

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M 2

What is a project? – Characteristics

Tasks

1. Read the text *What is a project?* Mark all unknown words and look them up in a (online) dictionary.
2. Answer the questions with the help of the text.
   a) Explain the features of a project in your own words.
   b) What does "temporary" mean in the context of a project?
   c) Why should the definition of a project be refined after each step?
3. Paraphrasing: Explain the following parts of the text in your own words:
   a) "… is defined as a 'temporary endeavor with a beginning and an end and it must be used to create a unique product, service or result'" (ll. 1/2)
   b) "A project is an activity to meet the creation of a unique product or service" (l. 5)
   c) "This means that a project is first defined initially and then as the project progresses" (ll. 16/17)
4. Say in your own words, why open days meets the criteria of a project.
5. One of your classmates says that there was open days two years ago, so it cannot be a project. What can you answer him?

What is a project?

A project is defined as a "temporary endeavor[1] with a beginning and an end and it must be used to create a unique product, service or result". Further, it is progressively elaborated[2]. What this definition of a project means is that projects are those activities that cannot go on indefinitely[3] and must have a defined purpose.

A project is an activity to meet the creation of a unique[4] product or service and thus activities that are undertaken to accomplish[5] routine activities cannot be considered projects. For instance, if your project is less than three months old and has fewer than 20 people working on it, you may not be working in what is called a project according to the definition of the term. It must be remembered that although temporary[6] does not apply to the result or service that is generated by the project. The project may be finite but not the result. For instance, a project to build a monument would be of fixed duration whereas the result that is the monument may be for an indefinite period in time. A project is an activity to create something unique. Of course, many of the office buildings that are built are similar in many respects, but each individual facility is unique. Finally, a project must be progressively elaborated. This means that the project progresses in steps and continues by increments. This also means that the definition of the project is refined at each step and ultimately the purpose of the progress is enunciated. This means that a project is first defined initially and then as the project progresses, the definition is revised and more clarity is added to the scope[7] of the project as well as the underlying assumptions[8] about the project.

Source: Juneja, Prachi. What is a project? Management Study Guide. Adapted and didactically abridged from: https://www.managementstudyguide.com/what-is-project.htm [last access: 17/10/2022]

Vocabulary

1 **endeavor:** die Anstrengung, Unternehmung – 2 **elaborated:** ausgearbeitet – 3 **indefinitely:** auf unbestimmte Zeit, unendlich – 4 **unique:** einzigartig – 5 **(to) accomplish:** erreichen, vollbringen – 6 **temporary:** zeitweilig – 7 **scope:** der Bereich, das Ausmaß – 8 **underlying assumptions:** die zugrundeliegende Annahme

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M 4

How do I manage a project? – Skills and competences

In any project, it is the people who make a project succeed or fail. It comes down to a certain set of personal skills, whether people can communicate together and work in one direction.

Tasks

1. In the following text you will learn about the skills which are needed for the management of a successful project.
   a) Read the text first in one go and underline all unknown words. Make a list of these unknown words and look them up in an online dictionary.
   b) Make a list of the key skills somebody needs to lead a project (taken from the text).
2. Paraphrasing (say in your own words):
   a) "Project management skills encompass a wide variety of hard skills and soft skills." (ll. 3/4)
   b) "Soft skills are not tied to a certain job, but can help in any professional context [...]" (l. 6)
   c) "Every project has a deadline, and so has each task within the project." (ll. 14/16)
   d) "Being tech-savvy will make it easier to adjust and adapt to new systems." (l. 24)

Project management skills are the competences[1] a person needs in order to effectively coordinate a project from start to finish. Project managers often have a group of people working on the project and everyone needs to work together to achieve[2] a specific goal. Project management skills encompass[3] a wide variety of hard skills and soft skills. Hard skills are specific abilities or knowledge learned through education, experience, or special training (e.g., IT knowledge or expertise in a certain field of law). Soft skills are not tied to a certain job but can help in any professional context[4] when dealing with people or unexpected situations (communication skills, problem-solving etc.). A project manager is responsible for making a project successful. They are also responsible for the team, keeping its members motivated and to meet the expectations of the stakeholders. Therefore, leadership skills are essential for project management. They provide the ability to coordinate, motivate, and create an atmosphere where a team can successfully exchange ideas, come up with a plan, and complete the project. Communication skills are also of highest importance for any leader, including a project manager. They need to communicate with various groups of people throughout the projects. Communication skills are also essential for project managers to share their ideas and work through issues[5] that come up during the project. Every project has a deadline, and so has each task within the project. The project manager needs to have excellent time management in order to keep the project on track. It is the project manager's task to fix a timeline and make sure the whole project meets its deadlines throughout the entire process. It is a typical characteristic of projects that problems come up. Problem-solving is an essential skill that helps to work in a project. The project manager will collect information and, together with the team, come up with a solution to the problem.

Almost any project uses software or project management tools, which makes work more efficient. Especially IT-tools are constantly evolving, so a good project manager has to keep up with the latest developments. Being tech-savvy[6] will make it easier to adjust and adapt to new systems.

From managing resources to dealing with team conflicts, leading a project means constantly being involved in negotiations. A successful project manager has negotiation skills with the ability to keep stakeholders content and working toward a unified goal at all times.

1 **competence:** die Kompetenz – 2 **(to) achieve:** erreichen – 3 **(to) encompass:** umfassen – 4 **professional context:** die berufliche Umgebung – 5 **issue:** das Problem, das Thema – 6 **tech-savvy:** computererfahren

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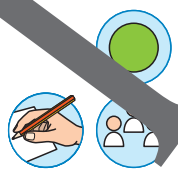
Template for a milestone plan

M 9



Use this template to plan your milestones for the open days.

Milestone plan “open days”		Week/Date
Milestone 1		
Milestone 2		
Milestone 3		
Milestone 4		
Milestone 5		
Milestone 6		
Milestone 7		
Milestone 8		

20th/21st June
Open days

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Hinweise und Erwartungshorizonte

Hinweise (M 1) 1./2. [illegible]nde

Ziel von M 1 ist es, die Schülerinnen und Schüler auf das Thema *„project work"* einzustimmen und das **Unterrichtsprojekt** vorzustellen. Das Material dient als Einstieg in das gesamte Unterrichtsprojekt.

Methodischer Hinweis

Besprechen Sie das Projekt gemeinsam mit den Lernenden, indem Sie M 1 projizieren. Stellen Sie sicher, dass alle Schülerinnen und Schüler die Aufgabe für die nächsten Stunden verstanden haben. Unterstützen Sie gegebenenfalls bei der Gruppeneinteilung, die für das gesamte Projekt so beibehalten wird. Sichern Sie die Ergebnisse im Plenum.

Digitalhinweis

Die Brainstormaufgabe in M 1 kann auch online mithilfe von ***Oncoo*** bearbeitet werden. Hier erstellen die Lernenden eine Online-Flipchart. Das *Oncoo*-Chart muss vorher von der Lehrkraft eingerichtet werden (https://www.oncoo.de/oncoo.php, Kartenabfrage). Die Lernenden erhalten den Zugang zum klassenbezogenen *Oncoo* dann über einen Code. Das *Oncoo*-Flipchart kann an einem Tablet oder an einem Laptop ausgefüllt werden.

Kooperatives Arbeiten mit *Oncoo*

Oncoo ist ein kostenloses Online-Tool zum digitalen, kooperativen Arbeiten. Neben Kartenabfrage, Lerntempoduett und Helfersystem können mit *Oncoo* die Methoden Placemat und Zielscheibe digital umgesetzt werden.

Benötigt werden ein Endgerät pro Person. Eine Registrierung ist für Lernende nicht nötig.

Anleitung

1. Rufen Sie www.oncoo.de auf.
2. Wählen Sie das gewünschte Werkzeug aus.
3. Teilen Sie den Code zum Werkzeug mit den Lernenden.
4. Die Schülerinnen und Schüler geben den Code auf der Homepage ein und können mit der kooperativen Arbeit direkt starten.

Erwartungshorizont (M 1)

2. Individual results. Students may answer that they were involved in events during project days at their schools. This can be picked up on to discuss the kind of work they had to do for the events.
3. Individual results. Examples: experience in organising a bigger event; learning the time-management for a project; learning how to deal with people and different interests, experiments
4. Individual results. Examples: gig of school band, shows and exhibitions of different faculties, theatre play, cafeteria, science experiments in which participants can take part, sales booth for second-hand schoolbooks, flea market

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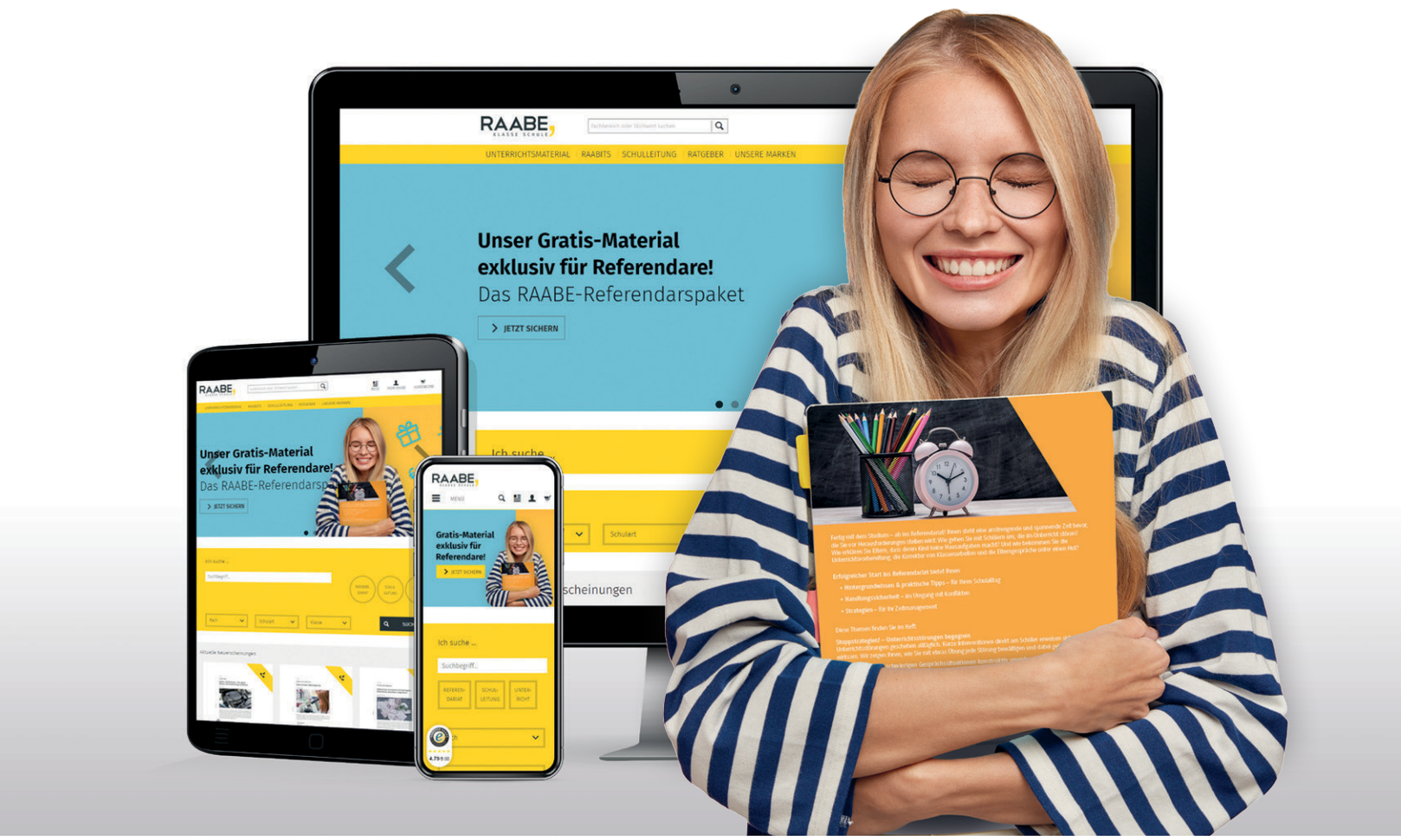

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