ERASMI

Empowering Regional Actors & Stakeholders for Migrant and Refugee Inclusion

MULTI-ACTOR COLLABORATION TOOLKIT

A TOOLKIT TO SUPPORT THE COOPERATION OF ACTORS IN THE INTEGRATION OF MIGRANTS AND REFUGEES

Co-funded by the Erasmus+ Programme of the European Union

WWW.ERASMI.INFO

CONTENT

"Somewhere along the way, we must learn that there is nothing greater than to do something for others."

Martin Luther King Jr.

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

Introduction to the project

ABOUT ERASMI

Empowering Regional Actors and Stakeholders for Migrant and Refugee Inclusion

With ERASMI, we aim to support the diverse stakeholder groups in the field of migration and refugee inclusion work (amongst them e.g. community administrations, public and private migrant support organisations, NGOs, vocational training institutions, universities, business organisations, volunteer groups, etc.).

The project aims to professionalise organisations and the their staff to effectuate their impact on social inclusion and to build strong network-based cooperations that develop and implement regional action plans for the social inclusion of migrants and refugees.

Building on the framework of EU-Policies and the European Agenda on Migration, the actual inclusion work is a regional social task, that cannot be a single player tournament for administration and politics. It needs to be challenged involving all relevant regional stakeholders and actors. In fact it is a regional, cross-sectional, multidimensional and multi-actor challenge – with an extraordinary high level of complexity.

Municipalities already understand this and react with strategic approaches towards social inclusion. But aspiration differs from reality in a dramatic way. Yet despite the willingness of communities, a recent study reveals that innovative participation concepts and multi-stakeholder-approaches are still the exception rather than the rule (Success factors of Integration on municipal level – Friedrich Ebert Stiftung 2017).

ERASMI was launched to remedy this situation. The project aims to achieve the following objectives:

- Compilation of examples of best practice in networking in the field of immigrant and refugee integration
- Development of an innovative learning concept and toolkit for the transfer of competences for the formation and consolidation of successful networks.
- Establishment of four regional cross-actor networks in the partner regions
- Empowering stakeholders to improve joint planning and coordination of educational activities in networks with regional action plans for social inclusion
- All results of the project will be collected on a virtual, interactive learning platform that will enable an international exchange of knowledge

With the project we want to make a remarkable contribution to improving the inclusion of the most vulnerable in society. ERASMI is important because we need to ensure that communities are strengthened by migration and not undermined by marginalisation or radicalisation. We believe that this can best be achieved by empowering those who already understand this importance and by building strong networks.

Group photo of ERASMI consortium at the start of the project in Halberstadt

THE PARTNERSHIP

The ERASMI Consortium consists of six partners from five European countries

ERASMI (Empowering Regional Actors & Stakeholders for Migrant & Refugee Inclusion) is co-financed by the Erasmus+ Programme of the European Union and brings together the following partners:

The Harz University of Applied Sciences, which is also the project leader, pursues a service- and practice-oriented research strategy with regional added value and an international network that relies on the cooperation of its three disciplines: Economics, Automation and Computer Science, and Administrative Sciences. The university is involved in various research projects with a focus on flight and integration.

TVW GmbH is an owner-managed medium-sized company with a focus on advising companies, start-ups, public organisations, and NGOs.

EUEI from Denmark specialises in creating powerful online platforms, immersive learning environments and providing resources and tools to create valuable learning experiences.

Momentum is an Irish organisation that focuses on the development of learning programmes and platforms for education, with particular expertise in training content,digital media and social media as a powerful tool to reach marginalised target groups.

T.C. Tuzla Kaymakamlığı is a Turkish public authority that coordinates all services provided by public institutions and organisations in Tuzla concerning economic, social, and cultural integration.

Frontiera Lavoro is a social cooperative in Italy that focuses on improving the employability of vulnerable groups.

COOPERATION BETWEEN STAKEHOLDERS

Based on a best practice analysis, success factors and fields of action were identified..

The topic of migration and flight has become increasingly important in recent years. Regardless of whether migration is voluntary or forced, the key to success in the new home country is integration. In addition to state actors, non-state actors are increasingly involved in the process of social integration in the form of heterogeneous network structures.

Due to the complexity of the field of action, close and targeted ooperation in such network structures is considered a promising strategic approach for successful integration. This is precisely where ERASMI comes in. To identify success factors and fields of action of the different groups of actors, we first conducted a best-practice analysis. Based on the results of this analysis, we would like to address the following topics in this toolkit, which are aimed at professionalising, strengthening the capacity to act, and increasing the visibility of networks:

- » Internal and external communication
- » Network creation and development
- » Moderation
- » Coordination and leadership
- » Project management
- » Team development

In this way, the ERASMI project makes a small contribution to strengthening the heterogeneous actors in the field of migrant and refugee integration.

THE APPLICATION OF THE TOOLKIT

The toolkit provides methods, tools and resources according to the needs of multi-actor networks

We are aware that the groups of actors in migration and refugee integration work are very heterogeneous. They are differently structured, formalised, and professi- onalised. Against the background of this challenge, we have compiled a total of 38 tools that aim to support, simplify and professionalise your networking work. Not every tool presented will be relevant for every group of actors. Our toolkit has been designed in such a way that you can identify and deal with tools that are relevant to your needs and interests. The categories and tools do not build on each other, but can be viewed and worked through independently of each other.

When selecting the tools, we made a point of using methods and tools that are as cost-free as possible. The aim is to provide a wide range of tools. Thus, every web-based tool (as it currently stands) offers a free variant with limited functions and a paid variant with extended functions. (An exception is the Monday tool, where there is no free version). For some tools, we provide you with additional materials in the annex to the present document to illustrate or deepen your knowledge. You will find the corresponding content under "8. Supplementary resources" by clicking on "Click & Learn more".

All tools contain an indication of the group size for which the tool is suitable.

This is only a recommendation; in most cases, the tools can be used flexibly depending on their field of application and the objective pursued. The icons are to be interpreted as follows:

Small groups,
up to approx. 10 people

Medium-sized groups
up to approx. 30 people

Large groups,
from approx. 30 people

We wish you much pleasure and success in learning new tools and methods!

THE TOOLS

COMMUNICATION

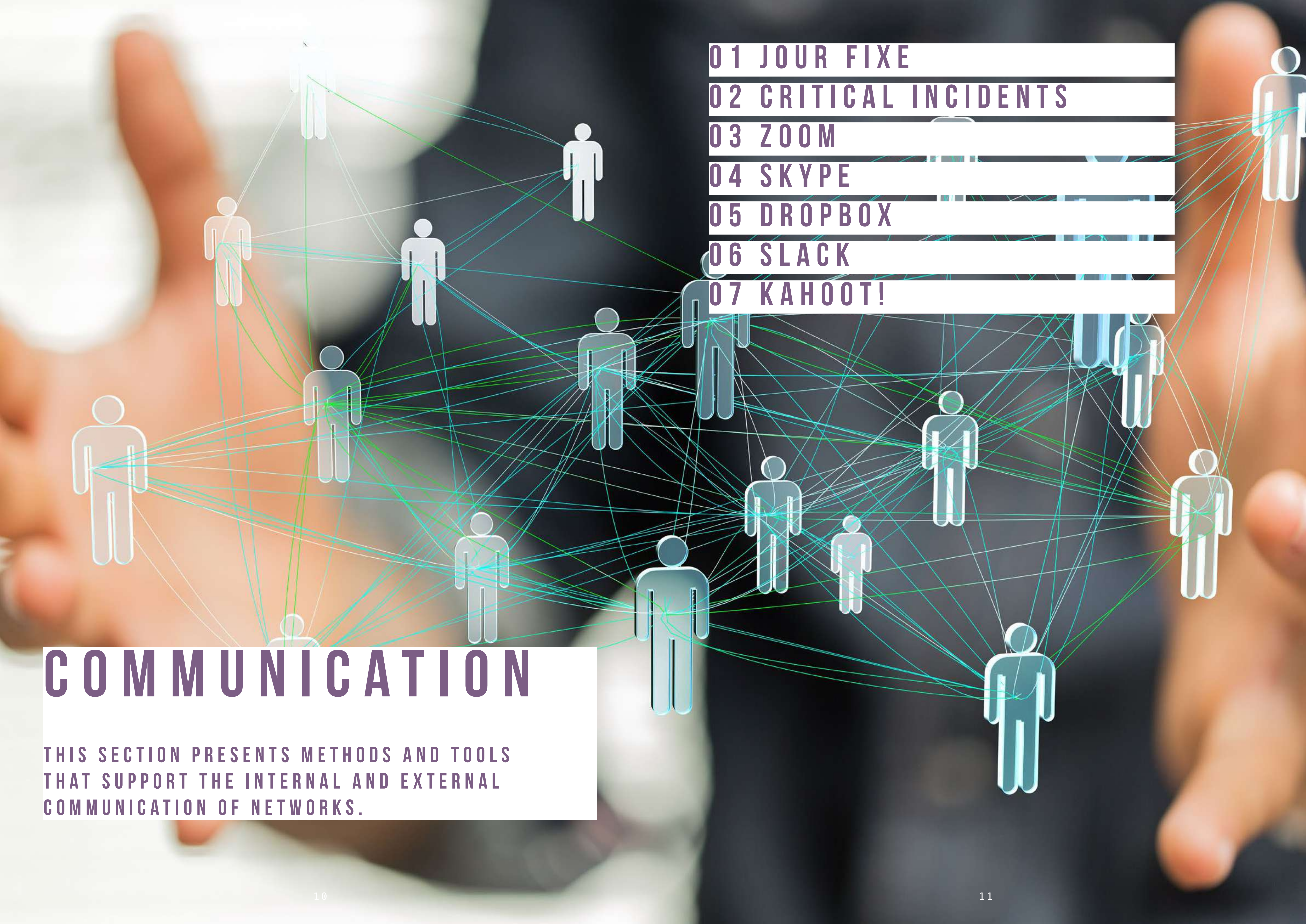
NETWORK CREATION & DEVELOPMENT

MODERATION

COORDINATION & LEADERSHIP

PROJECTMANAGEMENT

TEAM DEVELOPMENT



01 JOUR FIXE
02 CRITICAL INCIDENTS
03 ZOOM
04 SKYPE
05 DROPBOX
06 SLACK
07 KAHOOT!

COMMUNICATION

THIS SECTION PRESENTS METHODS AND TOOLS THAT SUPPORT THE INTERNAL AND EXTERNAL COMMUNICATION OF NETWORKS.

Communication

JOUR FIXE

Use a Jour Fixe to facilitate exchange and planning.

1. Introduction

A jour fixe is a regular meeting of the project management team or network.

2. Objectives and areas of application

The method is very helpful to bring together all participants of a project or a network at a fixed date and enables an easier exchange of problems and questions. This helps in the further planning of the next steps.

3. Requirements

There are no prerequisites for using the method.

4. Preparation

For a jour fixe to be successful, it is necessary that the meeting is prepared by a team member (agenda, room, invitation, etc.) and that minutes are taken immediately - ideally during the meeting. The minutes document the progress of the project and guarantee that the members who are not present are always informed.

In preparation, one should briefly consider the following questions:

- What issues are of particular interest to members? What would we want to be informed about if we were in their shoes?
- On which topics and issues do we need feedback or suggestions from members?
- How do we best proceed to meet both objectives?

5. Necessary materials

For orientation, you can use the sample questions from section 8, Complementary resources. A flipchart or whiteboard and pens in different colours are helpful for visualisation and documentation. Depending on the current topic, a digital presentation prepared in advance can also be useful.

6. Implementation

1. Talk about the project for about 10-20 minutes. What is currently being worked on and what is the current status?

2. This is followed by about 20-60 minutes of questions on which the leadership needs input from members and the network group.

3. Now the questions of the members and network groups regarding the project can be discussed for 10-40 minutes.

4. Finally, there should be a remaining period of up to 30 minutes in which other topics can be discussed according to the needs of the members.

5. After the Jour Fixe, a conclusion should be drawn. What new insights were gained? What concerns were raised and how can we address them? At this point, it is important to harvest the fruits of this communication by developing steps for the future. However, it is also important to remember that an unreflected reproduction of what was discussed cannot be the purpose. The leader must understand the concerns and turning members' suggestions into a productivity-boosting idea.

7. Literature

For further information, we recommend the following literature:

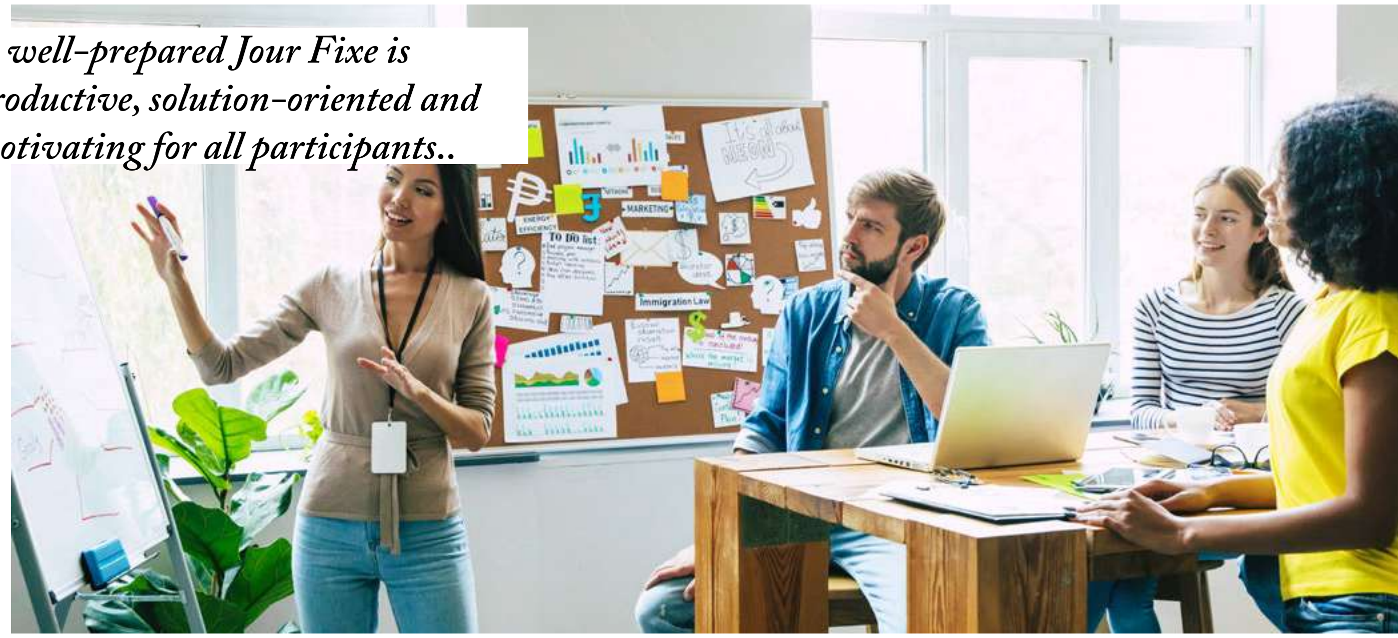
Reckzügel, M. (2017). Projektgespräch – Jour fixe – Meeting. essentials, 5–8. doi:10.1007/978-3-658-18062-1_3.

8. Complementary resources

The following sample questions and topics can be dealt with in a jour fixe:

- What is going through your mind at the moment? What are you up to?
- What is your most important task at the moment?
- How can I help you?
- I would like to leave you with this:...

A well-prepared Jour Fixe is productive, solution-oriented and motivating for all participants..



CRITICAL INCIDENTS

Use Critical incidents to analyse problems of intercultural communication.

1. Introduction

The Critical Incidents method is about collecting and discussing intercultural realities that represent situations where a misunderstanding, problem, or conflict arises due to the cultural differences of the interacting parties.

2. Objectives and areas of application

The method aims to raise participants' awareness of their own culturally conditioned interpretations and explanations of the behaviour of other people or groups. This requires the ability to recognise and reflect on cultural differences.

3. Requirements

The method requires patience on the part of the people involved and a willingness to put themselves in the shoes of another culture's way of thinking and acting.

4. Preparation

For a successful application of the method, good preparation is useful. Only in this way can the goal be achieved that the people involved come into contact with each other in a way that is necessary to solve the problem. This enables understanding and the development of sustainable solutions. Although the process requires a lot of patience, it also increases the satisfaction of those involved, as they experience a willingness to cooperate.

5. Necessary materials

You can use prepared examples of critical incidents. Alternatively, participants can brainstorm and list experiences or questions they have regarding communicative, intercultural, or general social situations (for example, culture shock, miscommunication, or intercultural exchange).

6. Implementation

The implementation is simple and yet effective:

1. Present a critical incident or brainstorm critical incidents with the participants.

2. Discuss the critical incidents and interpretations of the situation together with all participants.

3. Reflect together on the participants' interpretations.

7. Literature

For further information, we recommend the following literature:

Reimann, A. (2019). Culture, Context, Communication: Critical Incidents for Raising Cultural Awareness (English Edition) (3. ed.). Intergraphica Press.

Pedersen, Paul (1994): The Five Stages of Culture Shock: Critical Incidents Around the World (Contributions in Psychology). Praeger.

Here you can find a video example:
https://www.youtube.com/watch?v=CSp-N9h-oFw0&feature=emb_rel_end

ZOOM

Use Zoom to enable communicative work despite distance with the help of virtual meetings.

1. Introduction

Zoom is the market leader in modern video communications, providing a simple, reliable cloud platform for video and audio conferencing, collaboration, chatting, and webinars across mobile devices, desktops, phones, and room systems.

2. Objectives and areas of application

Zoom can annotate the shared screen, making engagement more interactive and informative. For those who want to host a webinar online, Zoom's video webinar feature provides access for up to 100 interactive participants, with packages that allow up to 100,000 view-only participants. Sharing is a single click and dual-screen use is also supported. Zoom breakout rooms allow groups to seamlessly switch from a single large group to multiple smaller groups and then return to a single group session.

Different pricing models are offered. However, registered users may use the tool free of charge with limited functions. For example, the duration of group video conferences is limited to 40 minutes.

3. Requirements

To use Zoom, you need to download and install the Zoom programme for your device. You therefore need a computer, a smartphone, or a tablet with Internet access. In addition, basic digital skills are advantageous.

4. Preparation

As the initiator of a meeting or event, you need a Zoom user account. The other participants do not need their own accounts but can participate via their web browsers.

5. Necessary materials

A Zoom account is required to plan meetings and send invitations. No account is necessary for participation. During a virtual meeting, all participants should have a stable internet connection.

6. Implementation

The implementation is simple and yet effective:

1. If you are in the Zoom main menu, start an instant Zoom meeting by clicking on New Meeting (orange area).

2. Now you can invite the members of the network or other participants to join your meeting. Click on "Participants" in the icons. This will open a pop-up menu where you can choose to send the invitation link via email or message. You can also copy the invitation link and paste it to Monday or Slack.

Virtual meetings using video telephony software enable flexible and location-independent participation in meetings and can increase productivity.

3. If you want to set up a future meeting, click on "Calendar". There you can select the time for the scheduled meeting and choose between Waiting Room or Meeting ID under "Security". This way you can ensure that no outsiders can enter the meeting. You can also regulate whether members are allowed to switch on their videos and microphones. Next save the appointment. When you mail this calendar entry, the participants will receive the access link and the meeting ID.

4. The scheduled meeting can be easily started at the appropriate time using the functions in the Zoom programme.

7. Further information

Here you can find video tutorials:

https://www.youtube.com/playlist?list=PLK-pRxBfeD1kEM_I1lId3N_Xl77fKDzSXe

Click here to get directly to the tool:

www.zoom.us

Communication

SKYPE

Use Skype to hold virtual meetings and make cheap international phone calls.

1. Introduction

Skype is a free online tool that enables online calling, messaging, and low-cost international calls to mobile or landline phones. Skype for Business also ensures effective collaboration with partners.

2. Objectives and areas of application

Skype allows its users to connect with other people from all over the world via messages, voice, and video calls. This enables an uncomplicated exchange between members or with other network organisations and favours effective collaboration. Skype can be used for various forms of meetings, for example workshops, seminars, or regular meetings for updates.

3. Requirements

For using Skype, an email address and a stable internet connection of all network partners during Skype meetings are obliged. In addition, basic digital skills are advantageous.

4. Preparation

Every person who wishes to use Skype needs a Skype account. This is easy and free to create. In addition, the person organising the meetings needs the email addresses or Skype user names of the network partners. In addition, the goal of the Skype meeting should be considered.

5. Necessary materials

To use Skype, you only need the account. However, you may need materials for the meeting or workshop.

6. Implementation

The implementation is simple and yet effective:

1. Create an account with Skype and download the desktop app from the Internet. Alternatively or additionally, you can also download the Skype app from respective app stores for mobile devices.

2. If you only want to hold a meeting with one other partner, you can find them via the search field and add them as a contact or call them.

If you want to hold regular meetings with several partners, create a new group chat. Click

on "New group chat" under the "New chat" field and then add your partners. If you want to hold a meeting or a workshop, you can create a new meeting under "Meeting". You then have various options for sharing the meeting. For example, send the displayed link to your partners.

3. Hold your meeting or workshop. Important: Communicate the topic and schedule clearly with all partners.

7. Further information

Click here to get directly to the tool:

www.skype.com

DROPBOX

Use Dropbox to share and collaborate on files.

1. Introduction

Dropbox is a simple cloud storage solution that is free in the basic version and is known for its ease of use. According to Dropbox, more than 6,000 educational institutions use cloud-based software. Dropbox is used in many schools as a shared storage solution for all kinds of documents, resources, and lesson plans. The advantage is that the files are in one place that is accessible to everyone.

2. Objectives and areas of application

Dropbox enables the sharing of large files and file transfers of documents that are too sensitive to be sent by email. The secure storage of files that can only be viewed by invited people is a major advantage of the software. Documents can be edited by several people at the same time.

3. Requirements

You need a Dropbox account to use it. Furthermore, a computer, smartphone, or tablet with internet access is required. In addition, basic digital skills are advantageous.

4. Preparation

There are three ways to access the account: Via the mobile app, the desktop app, and the Dropbox website. To get the most out of Dropbox, it is recommended that you install the apps on your smartphone, tablet, and computer.

5. Necessary materials

Each person who wants to use the tool requires a Dropbox account.

6. Implementation

1. Create an area for your team to collaborate. With a well-organised team/network area, you can start using all the features of Dropbox right away. The team has a shared workspace that works like a shared storage medium. You can create folders for individual members or the entire network. Pay attention to a clear folder structure so that you can keep track of everything.

2. Now you should add the users to the team. If the network has less than 50 members, you can add them with just one click. You can enter the email addresses via the administration console. Or you can use the Active Directory Connector. However, it is easier to enter the email addresses via the Management Console.

3. In order to keep all participants up to date, inform the members regularly about the main developments.

4. With the desktop app, folders can be moved and created using drag and drop, which can simplify management.

5. For a higher level of security, a two-step check can be set for the entire team, requiring a code in addition to the password.

6. You can also link Dropbox to your favourite productivity apps. Dropbox also offers a partner list for third-party integration.

7. Further information

Here you can find video tutorials:

https://help.dropbox.com/learn/video-tutorials

Click here to get directly to the tool:

www.dropbox.com

SLACK

Use Slack to facilitate efficient communication in your network.

1. Introduction

Slack is an intuitive, innovative, and integrated collaboration platform for communication and sharing. It is mainly used in companies and organisations to reduce the need for emails but is also becoming increasingly popular in the field of education and training. Because of its ease of use, it is particularly suitable for decentralised networks. The free basic version is sufficient for small networks.

2. Objectives and areas of application

The tool allows group and direct messaging, file sharing, and third-party app integration. It is basically a chat room with many features that make it an excellent resource for networks and workgroups.

3. Requirements

For the implementation you need to open a Slack Workspace. You also need a computer, a smartphone or a tablet with internet access. In addition, basic digital skills are advantageous.

4. Preparation

To communicate via Slack, make sure that everyone who needs Slack has access to it. You can start with a single workgroup or include the entire network.
First, invite the members. Create user groups for the individual working groups, e.g. @research or @socialmedia. @research or @socialmedia.

5. Necessary materials

All that is required is Slack access and one internet-enabled device per member.

6. Implementation

1. Create your first channel and help your members get started. You can create an info channel or an announcement channel where you share all the information.

2. Now set up the channels for the workgroups and other relevant areas.

3. Don't forget to include communication and engagement from members. The network culture can benefit from channels that represent successes. It also helps to create social channels or resource groups for other concerns of network members. For example, channels for parents with care barriers can support them in managing certain projects.

4. Slack can be connected to other tools that your team and the network use to bring everything together in one place. For example, you can link communication tools such as Zoom, Gmail, Outlook, etc.

5. You can also open a shared channel with external partners and work in it. This allows teams from different networks to communicate with each other. To do this, you must send an invitation to the shared channel to the respective partners.

6. Lively communication is even more important in the home office. To achieve this, you can:

- set up reminders so that all members give updates,
- organise virtual coffee rounds for the team using the donut app,
- start an audio-visual communication with the Slack calls and screen sharing, and
- give all members flexibility, for example, by recording all video calls via Zoom and uploading them to Slack.

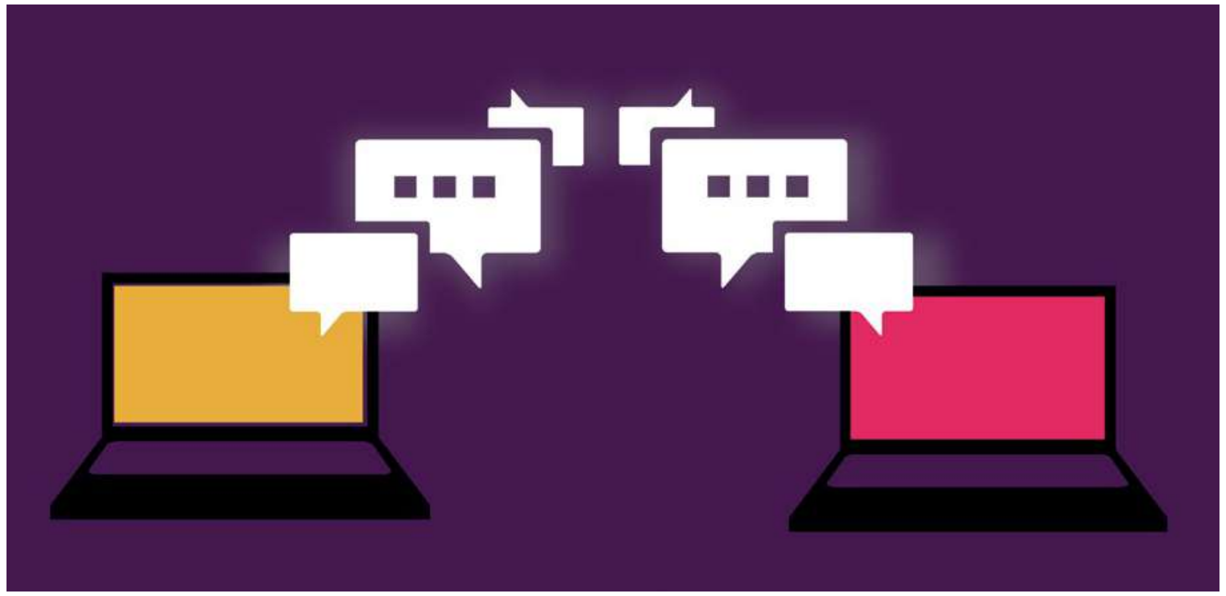
7. Further information

Here you can find video tutorials:

https://www.youtube.com/playlist?list=PL8g8gMgvOS95ACmRNNlVY-F6Wbc-lW8W4

Click here to get directly to the tool:

www.slack.com



Communication

KAHOOT!

Use Kahoot! to impart knowledge to members in a playful way.

1. Introduction

Kahoot! is a free, game-based system that provides a way to test the knowledge of learners and audiences. The tool makes learning new topics interactive, as it encourages the engagement of participants. In Kahoot!, topics and languages can be customised.

2. Objectives and areas of application

The members of a network can acquire and check their knowledge within the framework of interactive quizzes. Kahoot! allows you to identify knowledge gaps among the members and teams of a network and then take targeted countermeasures. Due to its playful functionality, a knowledge check can be carried out informally and, above all, without any pressure on the participants. The areas of application can range from learning aids to icebreakers.

For example, the tool could be used to hold a briefing at certain intervals on current political events, demographic developments, or professional issues relevant to the work and activities of the network.

Kahoot! can also be used to get members of an international or inter-regional network talking through a casual country or city quiz.

Furthermore, the tool can also be used to support and interactively design the learning process in a large and diverse network. For example, a quiz can be created in which the participants have to guess who has which competences and focuses within the network. A short example: Cultural Office X is well networked in cultural projects with refugees. The question is then: Which of these four proposals is well connected to cultural projects with refugees? The correct answer would be Cultural Office X. This can be varied in many ways and can might contribute to the network getting to know each other better.
Last but not least, Kahoot! can also be used simply as a learning tool: Important information for the network can be recalled and anchored in the memory of the participants through repeated queries.

3. Requirements

You need a computer, smartphone or tablet with internet access.

4. Preparation

The creation of an account on the website is required for use.

5. Necessary materials

All you need is the Kahoot! account.

6. Implementation

1. To create a quiz, first click on "Create", then on "Quiz".

2. There you can enter general information about the quiz, e.g. choose a picture and a title, select the audience and the language.

3. With "Add question" you can create a question. Enter your question. You can set the text, the possible answers, the time the participants have to answer the question, and, if necessary, a picture.

4. Step 3 must be repeated for each new question.

5. When you have created the quiz, click on "Save". Now you can publish the quiz.

6. Test the quiz in advance by trying out yourself.

7. If you want to conduct the quiz with participants, you have to start it in the main menu. Then you decide how the quiz should be played. "Classic" means that each person gives an answer and that the respective answers are not shared with others. In "Team Mode", the answers can be entered on several devices and viewed among each other.

8. A Game PIN will then appear on start page of the quiz. Participants must enter this PIN on their devices to access their quiz.

9. You will now see the participants who entered the quiz.

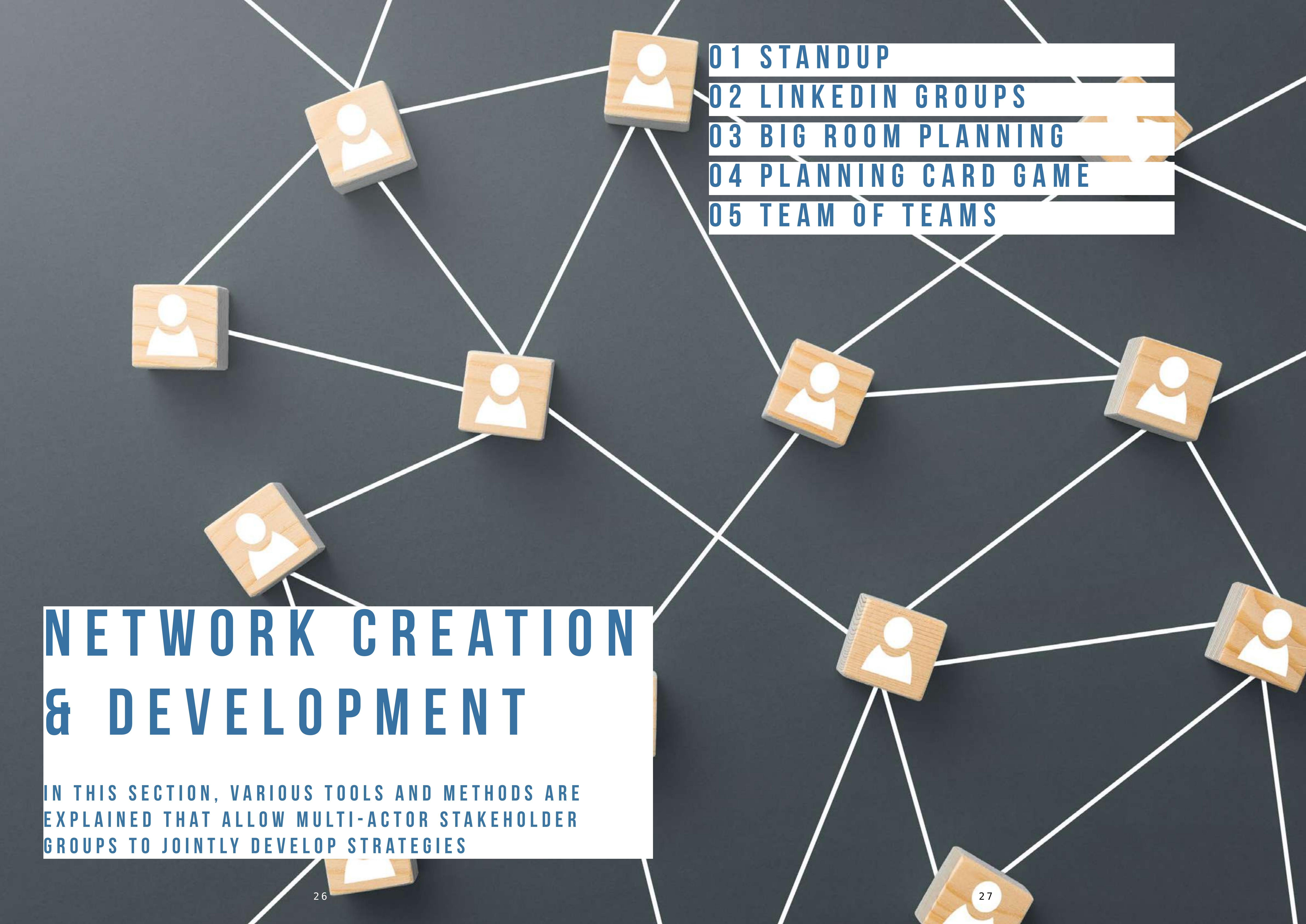
10. Let the quiz begin!

11. After the individual answers to the questions, the overall evaluation of all participants takes place.

7. Further information

Click here to get directly to the tool:

https://kahoot.com



01 STANDUP
02 LINKEDIN GROUPS
03 BIG ROOM PLANNING
04 PLANNING CARD GAME
05 TEAM OF TEAMS

NETWORK CREATION & DEVELOPMENT

IN THIS SECTION, VARIOUS TOOLS AND METHODS ARE EXPLAINED THAT ALLOW MULTI-ACTOR STAKEHOLDER GROUPS TO JOINTLY DEVELOP STRATEGIES

Network creation & development

STANDUP

Use a Standup to initiate a short, regular meeting with the project team.

1. Introduction

In many team activities there are short, informal meetings where people briefly interact with each other and exchange important information. Finally, the need for regular information exchange in teams increases once a project has started. The meeting ensures that the team can adjust and coordinate for a short time, and it also strengthens cohesion. The same principle can be transferred to other groups and activities in the form of a regular Standup.

2. Objectives and areas of application

A Standup allows a team to react more flexibly to developments and hurdles in the process and to identify obstacles together. In addition, the constant exchange and regular communication can strengthen the network. Since it only takes a few minutes, a Standup is particularly suitable for ongoing projects that are already in progress.

The meeting serves to inform the team about the current progress. It also provides the space to ask questions and to agree on actions.

3. Requirements

All participating persons should be able to communicate their last and following activities in the respective project step. They may need appropriate documentation programmes for this purpose.
Project members need to be informed and knowledgeable about their current work assignment so that questions can be raised and resolved quickly. It is best to explain the purpose and methodology of the Standup to the project members beforehand.

4. Preparation

A fixed date must be agreed in advance for the project members to meet. The Standup should start on time and end 15 minutes later at the latest, therefore a corresponding time should be agreed in advance.
Technical or organisational preparations may need to be made, so a single room with a moderation surface, such as a whiteboard, is helpful. In a decentralised network project, digital communication solutions are necessary for the Standup.

5. Necessary materials

No material is required.

6. Implementation

1. The host starts the Standup on time and should organise it thematically so that there is a structure. Alternatively, the structure can be limited to requests to speak. At the Standup meeting, as the name suggests, people should stand. It helps to give the meeting the necessary dynamism. Under certain circumstances, sitting promotes cosiness, which can damage the process.

2. The team members now report briefly but concisely on their work according to the established structure and can address the following questions:

- What did I do yesterday to achieve the work goal?
- What will I do today to reach the goal?
- What obstacles to the goal have I noticed?

These are only guiding questions - they are not mandatory, but helpful. In particular, the question about hurdles is a key point of a Standup. Raising this question helps the project progress and involves the other participants.

Should there be any queries from other members, give them space. Keep Questions brief. In the best case, try to find quick solutions.
3. The host is responsible for summarising the knowledge gained and then releasing it for processing.

7. Literature

For further information, we recommend the following literature:

Stray, V., Sjøberg, D. I. & Dybå, T. (2016). The daily stand-up meeting: A grounded theory study. Journal of Systems and Software, 114, 101–124. https://doi.org/10.1016/j.jss.2016.01.004.

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» Typical mistakes when performing a Standup

CLICK & LEARN MORE

Network creation & development

LINKEDIN GROUPS

Use LinkedIn groups to create an opportunity for interactive exchange.

1. Introduction

LinkedIn is a social network for making and maintaining business connections. LinkedIn groups provide a place for projects, networks, and initiatives and people with similar interests to share their insights and experiences, ask for advice and make valuable connections.

2. Objectives and areas of application

Within a group, you can participate in conversations, find answers and send message requests to other groups. LinkedIn groups are the right place for engaged project members who want to exchange ideas and networks who want to build a valuable community.
Active participation in a group can help the network connecting with other projects and new initiatives in the relevant area.

3. Requirements

All participants need internet access and a LinkedIn account. The tool is mostly free of charge.

4. Preparation

Before implementing the tool, it should clarify what the concrete goal of the group should be. Accordingly, there should be rules, a vision, and a plan. This is important because, in order to find the right projects and networks, you have to know what to look for. In addition, generate content for the group to inform, stimulate and work with the group members.

5. Necessary materials

All that is needed is LinkedIn access. However, to breathe life into the group, those responsible should come up with some interesting content that fits the goal of the network or is currently interesting, and share it regularly:

- Own contributions as content
- Links and videos
- Discussion contributions, etc.

6. Implementation

This is how to create a group on LinkedIn:
1. Visit the website linkedin.com/ groups/

2. On the main page, click on "Create new group" in the upper right corner of the page.

3. Give the group a meaningful title, write a description, define the rules and adjust the privacy settings.

7. Further Information

Click here to get directly to the tool:

www.linkedin.com

BIG ROOM PLANNING

Use Big Room Planning to solve complex planning tasks.

1. Introduction

Big Room Planning describes a planning meeting of more than one team at the same time and place. That makes the method ideal for tackling a project in a network.

2. Objectives and areas of application

Big Room Planning can be vague in purpose. In general, this method can be used to achieve outlined network and project goals together in a defined period. For this purpose, all team members come together in "one big room" for two days of meetings. During these two days, they work together intensively on the elaboration of a plan, identify dependencies and risks, create mutual understanding, and emerge as a strengthened network.

3. Requirements

For such an event to take place, there needs to be a way for people to all communicate with each other. This can be done in a big room (with areas or rooms for retreat) or through a digital solution with breakout possibilities (see e.g. Zoom). Since big room planning usually takes two meeting days, ensure that the rooms are available for the planned period.

4. Preparation

Ensure that either a room of sufficient size or the necessary technical infrastructure is available. Big Room Planning also requires the following preparation:

1. There must be one person who speaks about the network, the project, or the vision. This can be the network leader or a more responsible person.
2. Ensure that all relevant persons can participate in the Big Room Planning.
3. Prepare a so-called master plan as a working basis for Big Room Planning. This contains the overall goal of the project or network and the necessary tasks to achieve this goal.
4. During the Big Room Planning, these individual tasks are to be worked on by teams. Determine in advance, who is in which team. For example, teams could be formed according to their expertise.
5. To facilitate cooperation, a moderator can be appointed in advance within each team to guide the group. Depending on experience and group size, this is not always necessary.
6. Once you have finalised the planning, draw up a schedule with corresponding programme items (including break times) for both meeting days. This schedule will be displayed for all.

5. Necessary materials

When putting together the materials, take into account the number of teams planned. Flipcharts or whiteboards, pens, pinboards, and pins are recommended. As it may be necessary to work with laptops make sure to provide enough distribution sockets, as well as one table island per team. Consider catering with snacks and drinks, as the event will endure over two days.

6. Implementation

The schedule and exact distribution are variable. The implementation varies depending on the setting and occasion, the size of the groups, and previous experience. However, the procedure should be based on the following points:

1. The speaker describes the purpose of the event. The purpose of the method must be clear to all participants.
2. Present the vision of the network or project. The objectives and plans are measured against this.
3. In addition, the status of the work is presented. Depending on the status, an overview of the work task may have to be given first.
4. The master plan described in the preparation (point 3) is then presented.
5. The division of the teams and their work assignment is to be explained to those present.
6. The participants work together in their teams on the given task. In doing so, they should be guided by the structure of the master plan and plan which measures and how much time is necessary to achieve the objectives.
7. The teams should then present their initial plans to everyone and coordinate with the other teams related to their work assignment.
8. Step 6 and step 7 should be repeated once or twice. Through exchange with the other teams, a detailed plan gradually emerges.

Usually, the first day of the meeting is already over. The second day continues as follows:

9. If there is still a need for further exchange, the teams (from day 1) have the opportunity to do so again. If everything has already been clarified on the previous day, skip this part. The teams should write down their results to present them to the large group in the next step.
10. In the large group, each team presents their results. The teams should clarify difficulties and their need for discussion. The plenary should try to reduce risks and solve problems together.
11. Subsequently, a detailed master plan can be worked out under the guidance of the group leader. Here, milestones are formulated, responsibilities clarified, and a time frame created. Through the cooperation of all teams, everyone pulls together.
12. Each team must document the exact work process for itself. Furthermore, each team commits to implementing the agreed work steps.
13. Finally, the day can end with a feedback and discussion session on the method.

7. Literature

For further information, we recommend the following literature:

Leffingwell, D., Yakyma, A., Knaster, R., Jemilo, D. & Oren, I. (2016). SAFe Reference Guide 4.0: Scaled Agile Framework for Lean Software and Systems Engineering (1. ed.). Addison-Wesley Educational Publishers Inc.

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» Illustration of a sample timetable

CLICK & LEARN MORE

PLANNING CARD GAME

Use the planning card game to estimate the time needed for tasks in a playful way.

1. Introduction

A planning card game is a technique for groups to estimate time playfully and dynamically. This planning card game is based on a map game.

2. Objectives and areas of application

The planning card game serves the exchange about the tasks and thus creates a fundamentally uniform understanding of the participating persons. Through the joint task of estimating, the game creates joint responsibility in processes based on the division of labour. This should also prevent a lack of understanding of the speed of some progress in certain parts.
Since each person participating in the project also has to estimate the tasks of other participants, it is very likely that everyone thinks a few times too short or too far. The expert for the task will also regularly give his or her assessment. This leads to learning effects and a correction for the other participants so that "expert knowledge" is also created as a whole. The planning card game should also ensure that the participating members of the project are not clouded by bias in their assessment because each person assesses independently of others.

3. Requirements

Prepare the cards for the planning card game. There should be exactly 13 cards per participant - each person always receives an identical pack of cards. For example, 4 people will receive a total of 52 cards. 11 of these cards contain numerical values; the following distribution is recommended:

0	Task already done
0,5	Almost no time required
1/2/3/4/5	Hardly any time required
8/13	Average time required, maximum effort for one work cycle
20/40	Extensive, cannot be completed in one work cycle, small division required
100	Very extensive, too large for reliable temporal assessment
Special card: Coffee cup	Break
Special card: Question mark	Uncertainty, need for clarification before assessment

4. Preparation

In addition to the participants, find a person to moderate the game. This person takes over the running of the planning card game, must determine the topic of the meeting, and explain the process and their tasks to the participants. The facilitator does not play a role in the game.

5. Necessary materials

The planning cards are required. These can be made as indicated or purchased ready-made.

6. Implementation

1. The moderator opens the planning card game.

2. Then he or she names the first task to estimate. It may be necessary to explain the task briefly. But not to the same extent as with a "question card". It is only about giving a quick overview.

3. Now each participant estimates the effort of the task individually, i.e. they place the card with the numerical value they consider to be correct. The card must be placed face down on the table for not influencing the other participants.

4. The moderator then asks the participants to turn over their cards so that the numerical value (or individual estimates) are visible.

5. Now it is the task of the moderator to let the two people who have put down the highest and lowest numbers discuss with each other. At best, it is possible to find out how the respective party's temporal estimation came about. Each person has thought about the work effort and weighted different processes or problems differently. The truth can then lie in the middle of the two estimates, or still deviate from the values given.

6. Either the two people then agree on a common value, or another round of estimation is started based on the information gained from the previous discussion.

7. If there is no agreement, the moderation should postpone the assessment.

8. This playful process is then repeated with all tasks. Over time, the participants develop an understanding of the individual circumstances and processes:

7. Literature

For further information, we recommend the following literature:

Cohn, M. (2010). Succeeding with Agile: Software Development Using Scrum (Addison Wesley Signature Series) (1. ed.). Pearson Education Limited.

Bockman, S. (2015). Practical Estimation: A Pocket Guide to Making Dependable Project Schedules (English Edition).

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» Card template for download

CLICK & LEARN MORE

Network creation & development

TEAM OF TEAMS

Use the Team-of-Teams method to build a flexible network.

1. Introduction

The Teams-of-Teams method encourages a network to organise itself independently. This is done with the help of smaller teams, which - depending on the task - form themselves. This leads to more exchange, creativity, and output and promotes cohesion.

2. Objectives and areas of application

The evolution of a traditional hierarchical organisation into a team-of-teams organisation brings advantages but also demands a lot. The transformation requires trust, a common goal, strong team bonds, commitment to sharing information, and a focus on the goal or purpose, which is also above the process - but at the same time, it promotes those very characteristics of an organisation. The methodology is suitable for building a flexible organisation or initiative that can be efficiently managed internally.

3. Requirements

For the decentralised teams to make quick decisions that are optimal for the network, all members must understand the respective issue. For the implementation, there must be enough participants within an organisation so that different teams can come into being.

4. Preparation

No preparation is necessary.

5. Necessary materials

No material is necessary.

6. Implementation

These are the core ideas for implementing a Team-of-Teams network:

1. First of all, teams need to be established within the network to address the current tasks and priorities. For the beginning, bring together all tasks of the network. Each task is taken on by a team. The composition of the teams can be determined by the members themselves. If you think that your competence fits well into a certain team, you simply assign yourself to that team. The point here is not that the teams are already optimally coordinated - but it is important to form teams first; in the course of the method, the allocation will change often enough. They should only make sure that the teams are small enough to organise themselves efficiently and large enough to manage their work tasks.

2. After that, each of the teams must appoint a team leader internally. These do not have to be traditional leaders but should work creatively and solution-oriented. The respective team leaders should have an overview of the composition of their team and may also change it if necessary. If a member is needed more urgently in another team, he or she can change teams with the agreement of the team leaders. If the productivity of a team decreases it might be reduced or changed. The team leaders maintain an overview and provide the necessary resources.

3. To facilitate agreements between the team leaders (and later: the teams) an additional person can be appointed if necessary to mediate between them. This person might then, for example, organise stand-ups or regular Zoom meetings with the team leaders or teams.

4. It is important for the interaction of teams and team leaders that openness and transparency prevail. Each team member has the opportunity to contribute and is encouraged to share their ideas with the group.

5. Further, this leads to the identification of both new obstacles and approaches, and new needs emerge. In this context, it is important that the teams - if necessary - can turn to the other teams on their responsibility. Decisions should continue to be made jointly by the teams concerned and links created. New teams may and should be created in the process!

6. Each expansion by teams leads to obstacles being overcome or work steps being completed. Afterwards, the teams dissolve again or reform. The more teams are formed in the network, the better the members are internally networked with each other and know who can help with which problems.

7. Team leaders should only intervene when necessary. Above all, no team-internal work steps should be supervised. Rather, obstacles that prevent the teams from solving problems should be removed. The aim is for the team leaders to withdraw more and more and for the teams to organise themselves independently until at some point team leaders are no longer necessary.

8. In this way, a network of networks is created step by step, in which work results are generated through diverse influences and yet not at a slower pace. The fact that the teams and members work in a largely uninhabited and self-managing way increases output and creativity. Above all, networks become more flexible and efficient.

7. Literature

For further information, we recommend the following literature:

McChrystal, S., Collins, T., Silverman, D. & Fussell, C. (2015). Team of Teams: New Rules of Engagement for a Complex World (1. ed.). Penguin.

MODERATION

THIS SECTION PRESENTS METHODS AND TOOLS TO FACILITATE THE MODERATION OF GROUPS OF DIFFERENT SIZES.

Moderation

FISHBOWL METHOD

Use the fishbowl method to hold discussions in large groups.

1. Introduction

A fishbowl discussion is a form of dialogue that can be used when discussing topics in large groups. For this purpose, divide the group into an inner and an outer circle. While the active discussion takes place exclusively in the inner circle, the people in the outer circle only listen but can move to the inner circle for their contribution. The advantage is that the whole group can participate in a conversation. Different, divergent, or complementary views of the audience thus flow directly into the central conversation.

2. Objectives and areas of application

The method is used to discuss a topic, a proposal, or a controversy with a larger group. Fishbowl discussions are also suitable for participatory events, e.g. in unconferences (also called bar camps: an open form of meeting, designed by the self-organisation of the participants). It can also be used to compile and discuss the results of working groups. Fishbowl is a helpful method to involve all participants in the discussion. The discussion remains manageable and can be easily followed, as only a small group of three to six people discuss at a time.

3. Requirements

A prerequisite for applicating the methodology is a high level of discussion discipline on the part of the participants.

4. Preparation

Content preparation

- Formulate an interesting and relevant topic before convening the fishbowl. The formulation of a guiding question is particularly suitable.

Organisational preparation

- Arrange four to five chairs in an inner circle. Place the remaining chairs in concentric circles outside the fishbowl. (For a better understanding, please refer to the illustration of a fishbowl set-up in the materials).
- Write the topic on a flip chart or whiteboard and place it visibly in the room.

5. Necessary materials

You need space in which two concentric circles of chairs can be set up. Make sure that there is enough space between the chairs so that they can be switched. Furthermore, a moderator is needed, as well as a relevant topic to be written on a flipchart or whiteboard.

6. Implementation

1. Position yourself in the middle of the fishbowl and explain the method, the process, and the rules. Then state the topic.

2. The following options are available for identifying the participants of the inner circle:

- Criteria: Selection is based on certain criteria, e.g. experience, role in the organisation.
- Volunteers: Ask volunteers who would like to start the discussion to join the circle.
- Election of participants: Let the participants propose and elect candidates for the inner circle.
- Spokespersons of working groups: Ask the working groups to elect a spokesperson.

3. Let the discussion begin. There are various ways of controlling the permeability between the inner and outer circles. For example, a chair in the inner circle can remain empty at first. If a member of the outer circle wants to contribute something, he or she sits in the inner circle, expresses his or her contribution, and then sits again in the outer circle. In an open fishbowl, participants can switch between the inner and outer circle at any time. The discussion can be held in the outer circle. In this variation, you should encourage participants to leave the fishbowl as soon as they have contributed their thoughts to keep the discussion lively and informative.

4. After the agreed time, the fishbowl is closed and you can summarise the results of the discussion.

7. Literature

For further information, we recommend the following literature:

Zhang, M. (2013). Fishbowl to Roundtable Discussions. College Teaching 61(1). 39. https://doi.org/10.1080/87567555.2012.677869.

Smart, K. L., & R. Featheringham (2006). Developing Effective Interpersonal Communication and Discussion Skills. Business Communication Quarterly 69 (3).

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» Illustration of the structure of a fishbowl

CLICK & LEARN MORE

Moderation

WORLD CAFÉ

Use the World Café to get participants talking about a specific topic.

1. Introduction

In a World Café, the participants get into conversation with each other. Two questions on a central topic are discussed in small groups. After a certain amount of time, the groups are swapped and mixed. In this way, there are always new constellations and the problem is examined from many different angles.

2. Objectives and areas of application

The World Café method is suitable for working on a topic with the knowledge of many different people. This makes it possible to collect and structure a lot of content. It is very suitable for developing processes or strategies or for planning and evaluating ongoing or upcoming projects.

3. Requirements

To run the World Café well, you need a room that is large enough to accommodate several group tables.

4. Preparation

If the World Café is to produce good results, you need precise planning. The workshop goal, the core topic, and the participants, must be clearly identified.

5. Necessary materials

A flipchart or a paper tablecloth that can be written on is recommended for recording thoughts. Pens (ideally in different colours) are also needed. For a relaxed café-house atmosphere, soft music, drinks, and snacks are beneficial.

6. Implementation

1. The moderator of the World Café opens the event. He or she announces the topic and explains the rules, how the workshop will proceed, and what to look out for. A host or hostess is appointed for each table and remains at the same table throughout the event.

2. The participants get together in small groups (4-6 persons). Discuss the first question and use the writing surfaces for taking notes and recording the results.

3. After 20-30 minutes, ask participants to finish their thoughts and regroup. Only one person remains at the table as host to explain to the new group what has been said before. Then the second round of discussions begins.

A cosy and creative discussion atmosphere, as achieved with the World Café method, promotes fruitful discussions.

4. Now let the participants form new groups again. The host again gives a short review of the discussion and brings everyone up to the same level. In the third round of discussion, it is also possible to ask a second question, which then should be more specific. The discussion lasts 20-30 minutes again.

5. To elevate the discussion, hang up the described tablecloths are or lay them out clearly. Now the participants can mark important thoughts and ideas with adhesive dots, for example.

7. Literature

For further information, we recommend the following literature:

Brown, J., Isaacs, D. & World Cafe Community. (2005). The World Café: Shaping Our Futures Through Conversations That Matter (Illustrated ed.). Berrett-Koehler Publishers.

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» Checklist

CLICK & LEARN MORE

Moderation

OPEN SPACE

Use Open Space to facilitate large groups using a participatory conference format.

1. Introduction

The Open Space Workshop method is particularly suitable for large groups (from 20 to 2000 people). Participants are given a thematic framework, so there is a lot of creative freedom. For example, there is neither a timetable nor an agenda.

2. Objectives and areas of application

Open Space is particularly suitable when it comes to solving complex challenges and problems. It is a way to exchange experiences and develop action plans. Various groups that form throughout the workshop can develop strategies together with bundled knowledge.

3. Requirements

Before starting the workshop, develop a clear content framework. This offers orientation and provides a target space. It must be clear what the topic of the event is.

4. Preparation

In preparation for the workshop, an organising group must clearly define the content framework - the "Open Space Title". In addition, work out the group of participants and the infrastructure and take care of premises, set-up, and organisation.

5. Necessary materials

Paper, pens, pinboards (then also pinboard needles), and chairs are needed. Quantity and number depend on the number of participants.

6. Implementation

1. Create awareness in the group. Who is present, who has what experience, and what human resources are there?

2. Give an overview of the overall process and explain the individual steps in detail so that everyone present knows what to expect.

3. The participants sit in a (big) circle of chairs or if the size of the group requires it, in several rows. There are pens, paper, and (if necessary) a microphone in the middle of the chair circle.

4. After the opening, the topics that the group thinks should be worked on are collected. To do this, participants can stand up and write a topic on the paper in the middle of the circle that they propose to work on and briefly describe the topic verbally.

5. When all the topics have been collected in the middle, those who have not named a topic assign themselves to the suggested topics and thus form small groups. Individual topics may overlap. In this case, they can also be combined. Negotiate the time needed to work on the topic in the marketplace.

6. Work on the topics in parallel mini-workshops of 1-2 hours each. The size of the small groups is arbitrary but should be appropriate given the amount of work involved.

7. As a result of the mini-workshops, develop initial project sheets. In these sheets, record which ideas have emerged from the workshops and which projects could result from them. You can use the provided template for this purpose.

8. In the end, there is a plenary session with the news and reports from their small groups. You can attach the project sheets to the pinboards. Afterwards, record the sheets from the small groups electronically and copy them. This can be done via PC and printouts, via e-mails, messenger groups, the website, or otherwise.

9. The next day, each participant can read the reports from the previous evening.

10. Once again, the project sheets can be reflected upon and supplemented.

7. Literature

For further information, we recommend the following literature:

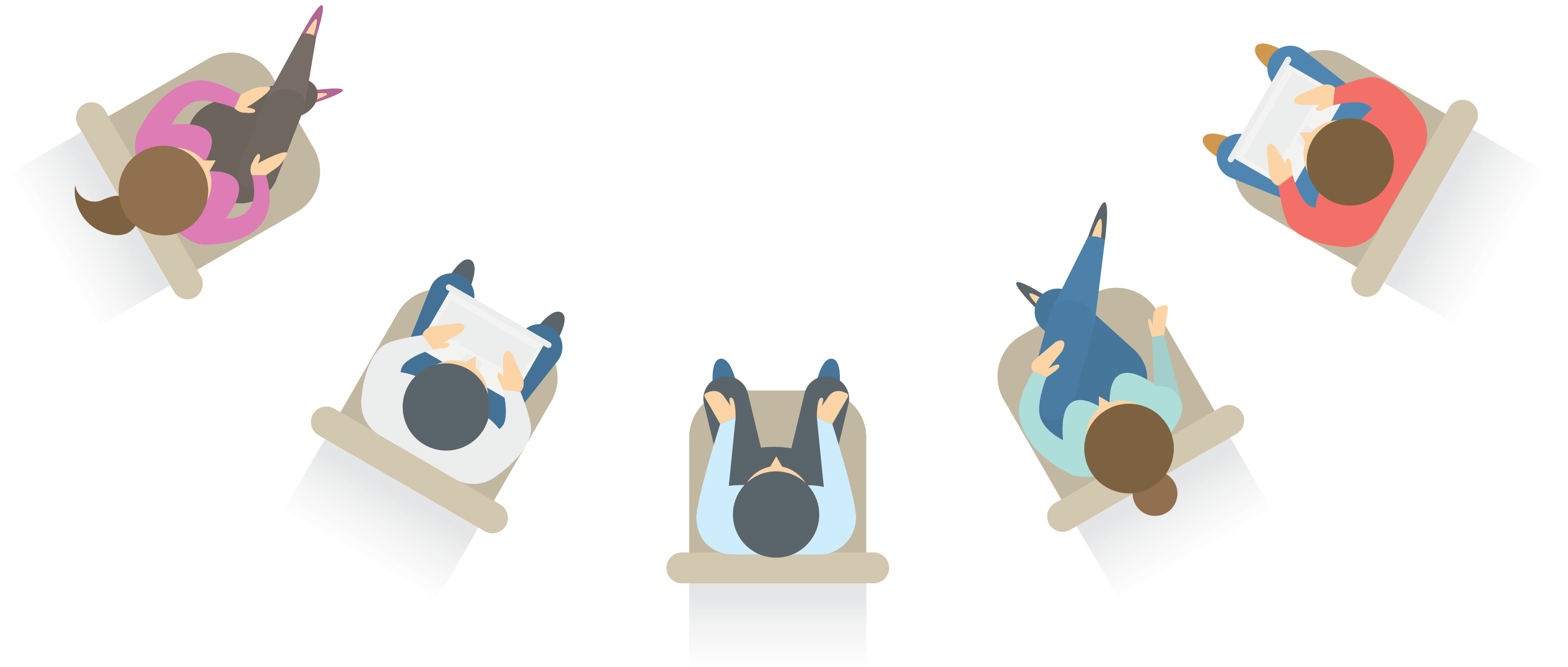
Owen, H. (1997). Open Space Technology - EA User's Guide (2. ed.). Berrett-Koehler Publishers.

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» Checklist
» Chair arrangement example
» Template for project sheets

CLICK & LEARN MORE



Moderation

FLINGA

Use Flinga to support brainstorming through unfiltered and spontaneous ideas.

1. Introduction

Brainstorming is probably the best-known creativity method. It aims to collect as many ideas as possible without first thinking about their meaning or feasibility. That only follows the brainstorming. The online tool Flinga makes brainstorming possible, for example, in the context of video conferences. It is a web-based tool that makes it very easy to design online collaboration environments. A brainstorming environment (Flinga Wall) and a collaborative whiteboard (Flinga Whiteboard) are available.

2. Objectives and areas of application

Brainstorming is always useful when there is a question in the room and you need to find an answer.
Flinga can be used in a variety of ways: to introduce a topic and activate prior knowledge, to collect common questions during a lecture for subsequent answering, collaborative brainstorming to find ideas regarding a specific challenge, or the final reflection of a project.

3. Requirements

Flinga does not require a separate application download, as it works directly in the browser. The application also works on most mobile devices. The facilitator needs an account, and all participants should have a stable internet connection.

4. Preparation

The person facilitating the workshop needs an account with Flinga. It is free of charge and easy to create in just a few steps. Furthermore, create a collaboration environment. In addition, define the participants' permissions: Are they allowed to add, change and delete notes and elements, are they only allowed to change their own elements or even just watch? All this can be set individually.

5. Necessary materials

No other materials are necessary for brainstorming with Flinga. If the brainstorming is to take place offline, provide premises and writing materials (pens, whiteboard/flipchart).

6. Implementation

1. Identify the participants. Invite them to the corresponding collaboration environment. You can do this via the invitation link or the generated QR code. Depending on the brainstorming topic, team members can either have a lot or little knowledge.

In general, the participants should have a good mix of previous knowledge; participants with different backgrounds can also enrich the brainstorming.

2. Choose the place for brainstorming consciously - spaces influence creativity. It is particularly suitable to leave the original working environment.

3. Appoint a facilitator to lead the brainstorming. This person should ideally already have experience in this field.

4. All participants must have identical prerequisites. A short letter explaining the problem is useful before the brainstorming session. Explain the problem and why ideas need to be collected.

5. Now it's time for the real thing. Gather as many ideas as you can. The facilitator leads the whole workshop and is responsible for ensuring that everyone follows the rules. All participants are allowed to speak without ideas or thoughts being criticised. The participants should contribute their ideas via Flinga and collaborate according to the collaboration environment and authority. The aim is to collect as many thoughts as possible.

6. After brainstorming, structure the results. That can take place, for example, through a mind map. If you use a whiteboard during the brainstorming session, structure your findings afterwards. At the end of the brainstorming, the moderator should summarise the ideas and conclude. Later, and this can take place outside the workshop if necessary, the ideas developed must be checked for their feasibility and usefulness.

7. Literature

For further information, we recommend the following literature:

Clark, C. H. (2010). Brainstorming. Dunod: the dynamic new way to create successful ideas. Classic Business Bookshelf.

Click here to get directly to the Flinga tool:

https://flinga.fi/

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» Checklist

CLICK & LEARN MORE

Moderation

DE BONO THINKING HATS

Use the De Bono thinking hats to illuminate issues from different perspectives.

1. Introduction

To prevent people from going into meetings preconceived, for example, by certain prejudices and ideas, the British psychologist Edward de Bono developed the creativity technique of thinking hats. It serves to solve problems effectively by looking at them from six different perspectives.

2. Objectives and areas of application

Problems can be looked at from different angles, thus preventing participants from looking at things from one side only. In addition, one can express controversial thoughts without being judged or stigmatised by other participants. In the end, many different ideas and thoughts can help develop a strategy or solve a problem.

3. Requirements

You need at least six participants for the exercise. A multiple of six is also possible, but take care that the group is not too large. In addition, someone should moderate the workshop. The moderator has to monitor the role play, intervene if necessary and steer it. The hats reinforce different points of view, so there is a great potential for conflicts.

4. Preparation

Get familiar with the six roles of the hats (see 8. Complementary resources). You will need objects that symbolise the different six roles. These can be different coloured hats, cards, or other objects. De Bono uses the colours white, red, black, yellow, green, and blue.

5. Necessary materials

You will need a circle of chairs with as many chairs as participants. You will also need six different objects to illustrate the perspectives. It can be helpful to visualise which hat symbolises which perspective or point of view. Writing material is also necessary so that participants can record their thoughts and ideas. You may also use a shared whiteboard.

6. Implementation

1. The participants have to think about the different roles of the thinking hats. Then it is decided who will start with which hat.

2. They discuss a specific topic concerning the current thinking. The facilitator moderates the discussion, and everyone writes their thoughts down.

3. The participants change hats in a predetermined order. Repeat this step until each participant has worn each hat once.

The participants take turns slipping into different roles – figuratively speaking, they put on a certain hat – and illuminate the problem from their respective perspective.

4. Now the ideas and thoughts that have arisen can be discussed and evaluated.

It is also possible to assign a hat to the participants in advance, which they wear the whole time. That means that there is no rotation. You can use this variation, for example, when you are putting together a team for a new or existing project. In this way, they can analyse the skills of the participants.

Another possibility is that all the participants put on the same hat, discuss the topic, and then all participants change hats and perspectives. That creates a more unified discussion in which one can exchange many ideas.

7. Literature

For further information, we recommend the following literature:

De Bono, E. (2016). Six Thinking Hats. Penguin Life.

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» Explanation of the respective perspectives

» Overview and assignment of the perspectives to the hat colours

CLICK & LEARN MORE

Moderation

GROUP AGREEMENTS

Use this tool to create rules and agreements on how to deal with each other.

1. Introduction

A group agreement is a list of rules that determine the way of working together in the following workshop. It describes how the participants should behave. In this way, you can ensure respectful interaction, which promotes productive and creative work.

2. Objectives and areas of application

Group agreements can be used at meetings or workshops and should be worked out with all participants before the actual workshop.

3. Requirements

The only prerequisite is to prepare the agreements explained in the next step.

4. Preparation

The facilitator and the participants should think about possible agreements in advance so that the ideas and proposals can be brought together.

5. Necessary materials

A whiteboard or blackboard and pens for writing are recommended.

6. Implementation

1. The facilitator of the meeting or workshop asks the group what they find important in dealing with each other.

Example: "What do you need to participate in this meeting/workshop? What is preventing you from actively participating?"

2. Write down all the questions. Preferably on a board or whiteboard so that everyone can see them. Now you can start the actual workshop. If necessary, make concrete agreements from the questions.

Tip: Suggest agreements if you notice that the participants have no ideas. However, these agreements are not set and can also be rejected!

7. Literature

For further information, we recommend the following literature:

Hesterman, S. (2016). The Digital Handshake: A Group Contract for Authentic eLearning in Higher Education. Journal of University Teaching & Learning Practice 13(3).

8. Complementary resources

On our website we provide the following materials to facilitate the use of the tool:

» Two examples of group agreements

CLICK & LEARN MORE

PARKING LOT

Use a parking lot to prevent ideas and contributions from getting lost.

1. Introduction

A Parking Lot ensures that no thoughts, questions, ideas, or comments are lost. If a workshop participant wants to say something that does not fit the topic, the parking lot is a solution to record these thoughts anyway.

2. Objectives and areas of application

Particularly in workshops with a large number of participants or a complex process, it may be that not every participant always gets a chance to speak and share his or her thoughts and ideas. However, these thoughts may still be important and deserve a place. That is what the parking lot is for.

3. Requirements

The tool does not require any prerequisites for implementation.

4. Preparation

The parking lot can be designed creatively, so give it some thought. Should participants write on a large piece of paper? Will this hang on the wall or lie on the floor? Maybe there is also a pinboard, and the participants have coloured paper so they can immediately assign the ideas to different topics.

5. Necessary materials

Depending on how you design the parking lot and what thoughts you had, you will need a large sheet of paper, a whiteboard or pinboard, pens in different colours, and possibly different coloured paper.

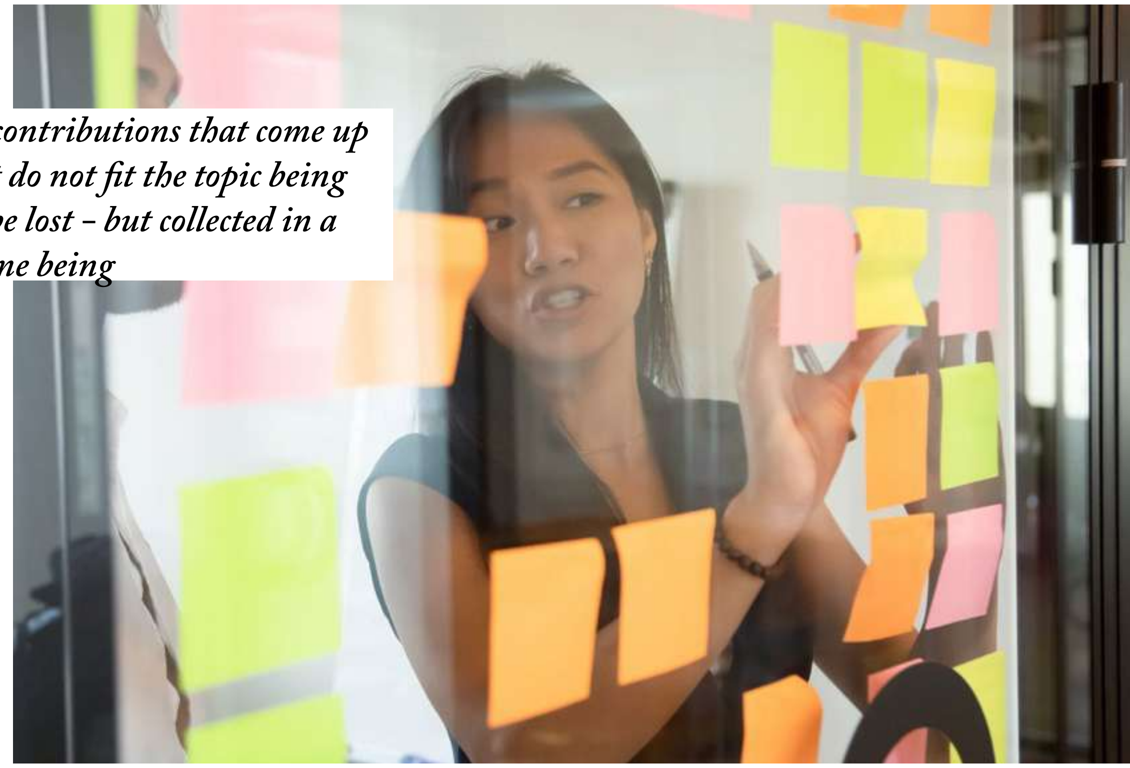
6. Implementation

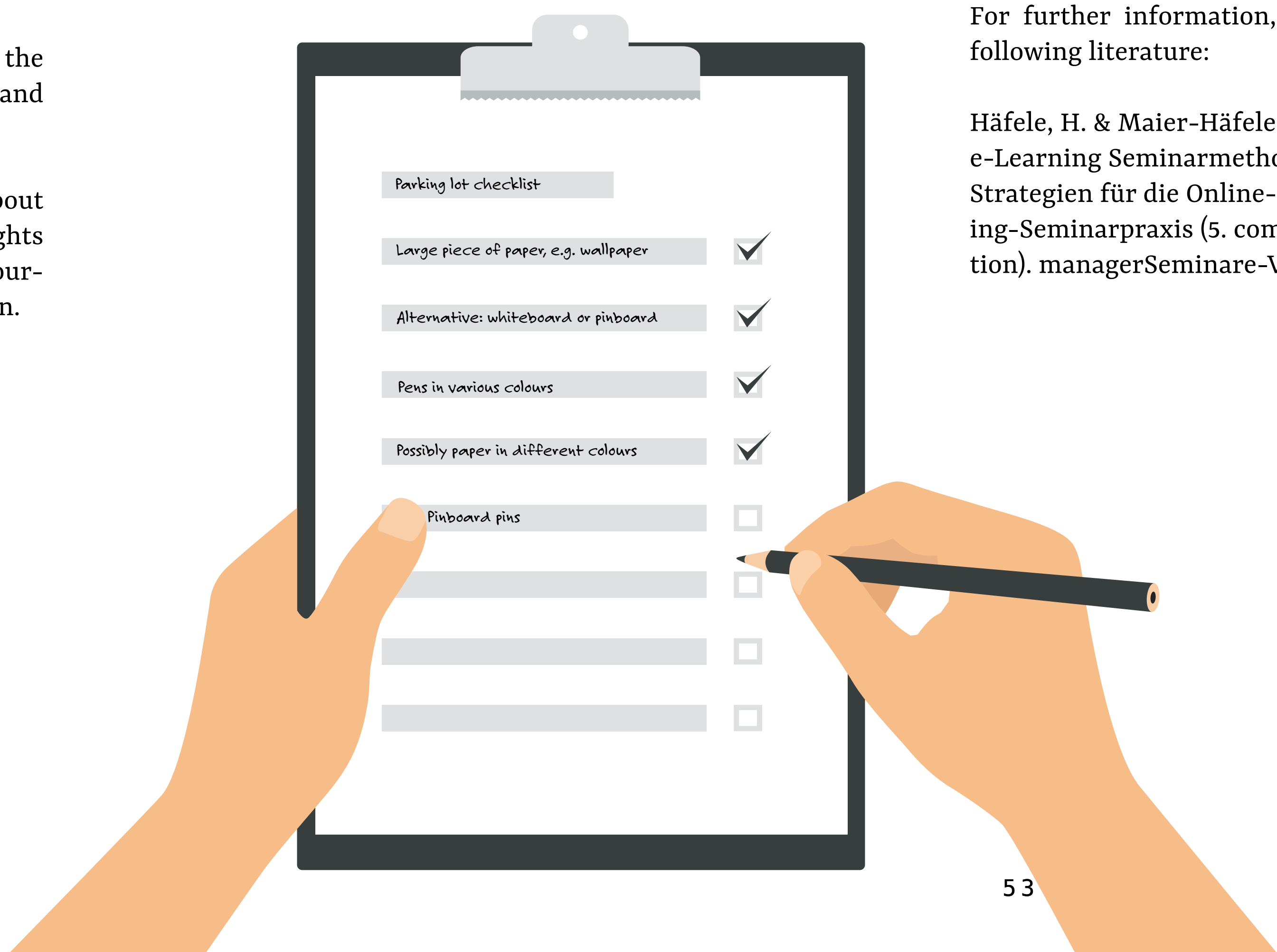
1. If a participant has a thought that does not fit the topic at the moment but seems important, he or she goes to the parking lot and writes it down.

2. After completing each topic, look at the parking lot, clarify and discuss any ideas and thoughts.

Tip: Take your time to do this. Think about how to incorporate these ideas and thoughts well so participants continue to be encouraged to use this opportunity for interaction.

Ideas, thoughts, and contributions that come up during a meeting but do not fit the topic being discussed should not be lost – but collected in a parking lot for the time being





7. Literature

For further information, we recommend the following literature:

Häfele, H. & Maier-Häfele, K. (2012). 101 e-Learning Seminarmethoden: Methoden und Strategien für die Online- und Blended-Learning-Seminarpraxis (5. completely revised edition). managerSeminare-Verlag.

COORDINATION & LEADERSHIP

THIS SECTION PRESENTS METHODS AND TOOLS TO SUPPORT COORDINATION AND LEADERSHIP.

THREE-COMPONENT MODEL

Use the 3C model to analyse members' motives and promote them effectively.

1. Introduction

The 3C model distinguishes between the three components of motivation:

- explicit motives, whereby in practice we speak of the head
- Implicit motives, here one speaks of the belly
- subjective abilities referred to as hand

2. Objectives and areas of application

The method aims to encourage and coach participants and members. It is used to determine whether they are optimally motivated. This is the case when all three components (K) are fulfilled in an action. Only then the activity is considered important and is carried out with pleasure, and one's own abilities are assessed as sufficient for its accomplishment. This results in intrinsic motivation (from within oneself). The tool can therefore be used to identify apparent motivational deficits, but also, for example, for goal-setting meetings, developing a vision or supporting members in difficult tasks.

3. Requirements

Adress the three components of the model. It is necessary to understand and apply them to know how to act in discussions with members.

4. Preparation

Take a close look at a member's performance and work. Analyse problems and formulate their expectations.

5. Necessary materials

The implementation does not require any materials. However, one can use the attached questions.

6. Implementation

1.If a member is not sufficiently motivated, you need to find out where the problem lies. Ask different questions, which you can classify into the three components.

Belly: Motifs

- Does the person enjoy doing the project?
- Does the project correspond to the member's inclinations?
- Does the member enjoy the work?
- What fears does the member have?

Head: Goals

- Is the project important to the member?
- Does the project meet the member's objectives?
- Are the objectives SMART? (specific, measurable, accepted, realistic, timed - for detailed information, see goal development in the project management section).
- What are the conflicting goals?

Hand: Skills

- Does the member have the necessary knowledge and skills?
- Does the member have the required experience?
- Has the member successfully managed similar projects before?

2. Develop solutions and strategies through the insights gained. If, for example, the member feels overburdened because his or her skills are not sufficient for the tasks entrusted to him or her, you should give him or her another detailed introduction to his or her work and accompany him or her in the process. Training and education are important components of the development of solutions.

7. Literature

For further information, we recommend the following literature:

Kehr, H. M. (2004). Motivation und Volition. Funktionsanalyse, Feldstudien mit Führungskräften und Entwicklung eines Selbstmanagement-Trainings (SMT). Hogrefe.

Kehr, H. M. (2009). Authentisches Selbstmanagement: Übungen zur Steigerung von Motivation und Willensstärke (Beltz Taschenbuch, 1. ed.). Beltz.

Deficit	Solution
Hand	Coaching Support / preliminary work Training / Education
Head	Conviction New incentives to set goals Agreeing on goals Resolving conflicting goals
Belly	Support Maintaining willpower Personal incentives Reframing Developing a vision
No deficit	Delegation Self-management New challenges

Coordination & Leadership

DEMING CYCLE

Use the Deming cycle to initiate improvement processes in your network.

1. Introduction

The Deming Cycle, or Deming Wheel, Shewhart Cycle or PDCA cycle, describes a repetitive four-phase process for improvement and continuous learning. The origins of the method lie in quality assurance.

2. Objectives and areas of application

The Deming Cycle or PDCA cycle (see figure) ensures a continuous improvement process and can be used in different areas. Through the cyclical course of the four phases, new potentials and possibilities can be continuously discovered, tried out, controlled, and implemented.

3. Requirements

The application is not linked to any prerequisites.

4. Preparation

The application of the tool requires thorough preparation. You will find more information on this in the implementation guide.

5. Necessary materials

No materials are required. However, the Deming Cycle shown can help to illustrate.

6. Implementation

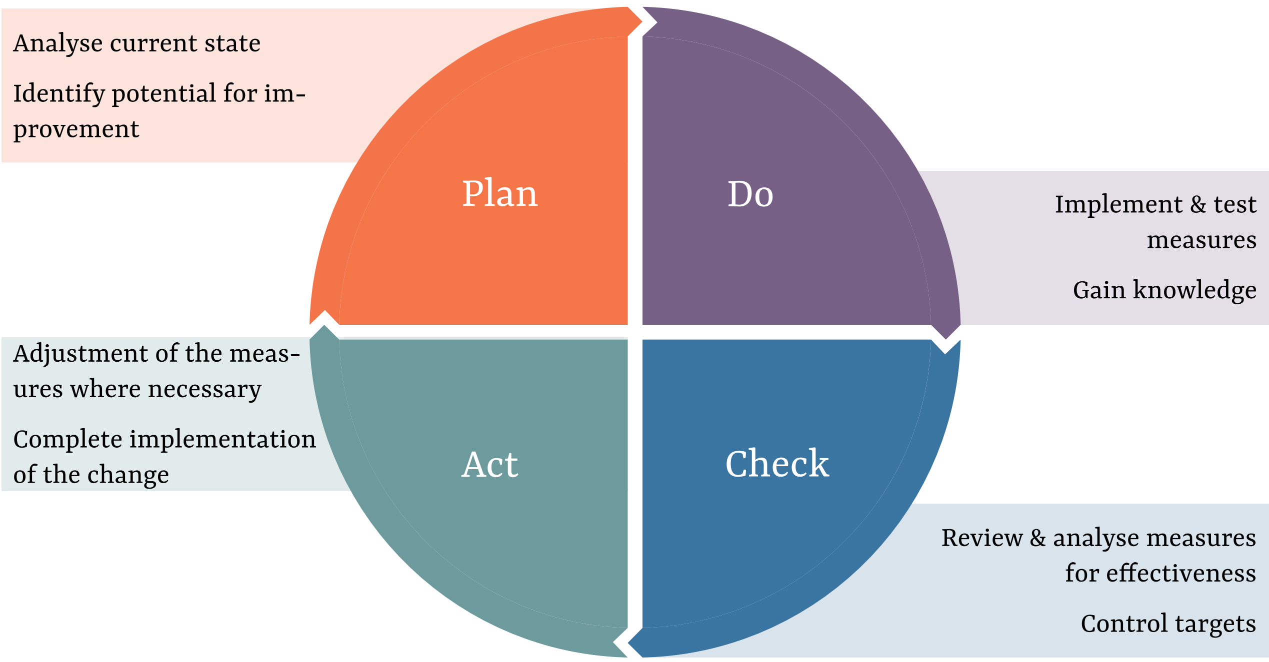
1. Plan
Improvements always require planning and goal setting. For this, the status quo must be analysed, i.e. a precise inventory of the current situation. At the same time, the questions of optimisation potential and of the causes of possible problems always remain in the back of the mind.

2. Do
This phase of the Deming Cycle is about implementing the procedures and identified strategies. However, this is only a trial, so the measures are not yet implemented everywhere but are tested and tried out on a small scale. New concepts can first be used on a trial basis in one area before being implemented in the entire project and network.
In this phase, it is essential to gain knowledge about the effectiveness of the measures. Such a test phase allows us to determine which problems occur and what needs to be taken care of when implemented.

3. Check
In the third phase, you carry out a detailed analysis and control. Please note: Check the results honestly and without prejudice. Favouring one's idea without achieving goals or with difficulties arising is counterproductive and should therefore be avoided.

That is where further adjustments and optimisations come into play. If you determine a need for action to achieve the set goals, initiate the necessary measures actively. If all requirements and expectations are fulfilled, one can give the go-ahead for nationwide implementation.

4. Act
The last step is the general introduction and implementation in all areas. The milestones achieved through the optimisations are declared to be the standard, which should now be adhered to. At this point, the improvement process is complete for the moment.
However, it is important to stay on the ball. Further controls are necessary to check whether the goals are continuously achieved and whether all the members responsible comply with the new requirements. And: To uncover further potential, one can initiate a new cycle.



7. Literature

For further information, we recommend the following literature:

Wood, J. C. & Wood, M. C. (2005). Wood, J: W.E. Deming: Critical Evaluations in Business and Management (Annotated ed.). Routledge.

Langley, G. J., Moen, R., Nolan, K. M., Nolan, T. W., Norman, C. L. & Provost, L. P. (2009). The Improvement Guide: A Practical Approach to Enhancing Organizational Performance (2. ed.). Jossey-Bass.

STAKEHOLDER IDENTIFI-CATION

Use this tool to identify the stakeholders who may influence network events in advance.

1. Introduction

Stakeholder identification is the first step in stakeholder management. Identifying, analysing, and communicating - are the three essential activities in dealing with stakeholders. Stakeholder identification, therefore, takes place before stakeholder analysis. It aims to identify all organisations and persons directly or indirectly affected by the activities of a project or network or who have a certain interest in these activities.

2. Objectives and areas of application

Stakeholder identification serves as an overview of which relevant stakeholder groups exist and already provides an initial classification.

3. Requirements

Nothing is required except good preparation.

4. Preparation

Assemble a cross-functional group of people with different perspectives on the network or project to create the stakeholder list. The quality of the results depends on the participants' insights, and a diverse group helps to identify the most important stakeholders from across the spectrum of the network.

5. Necessary materials

No materials are required.

6. Implementation

1. The first step in building a stakeholder identifier is to create a categorised list of the people or groups interested in, affected by, or have influence or power over your work and outcomes. Stakeholders usually fall into two main categories: Those who contribute to the initiative and those affected by it. Some stakeholders may fit into both categories.

2. Once you have a complete list of stakeholders, position them to each other. Carry out this process individually or in small groups and summarise your findings afterwards. Alternatively, arrange a facilitated group discussion.

3. This step will add a third dimension to your stakeholder list and give you even more information to focus on your limited time and resources. Rank each stakeholder according to their level of support - from opponents to supporters. Supporters will help you succeed with their aid. Opponents will make things difficult, and you will have to work hard to get them onboard and manage their objections.

4. Once the group is satisfied with the identification, it should determine the necessary follow-up activities and the people, expertise, and resources required. A stakeholder list is not static. It evolves as a project progresses and as the stakeholders and the group representatives make decisions or change their minds.

7. Literature

For further information, we recommend the following literature:

Eilmann, S.; Behrend F.; Hübner, R. & Weitlander, E. (2011). Interessengruppen/Interessierte Parteien. In: Gessler, M. (ed.) & German Association for Project Management (PM3) GPM German Association for Project Management 4 (1).

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

- » Questions to be considered in stakeholder identification
- » Examples of stakeholder groups

CLICK & LEARN MORE

Coordination & Leadership

FORCE FIELD ANALYSIS

Use this method to identify driving and restraining factors.

1. Introduction

Force field analysis is a simple method for analysing a situation. Use this method to identify and visualise the driving and restraining factors of your network. These are represented in the coordinate system. The force field analysis helps to derive an action plan.

2. Objectives and areas of application

The force field analysis aims to identify relevant environments (groups, people, organisations, etc.) that affect the project. In this way, one can recognise the supporting and inhibiting effects. The method can help to influence these force fields respectively.

3. Requirements

There are different starting situations where one can apply the force field analysis usefully. It is useful to be carried out at the beginning, i.e., in the initial phase of the project. Furthermore, it can also be created at the time of decisions or changes, as soon as an impact is noticeable but not yet identified.

4. Preparation

It does not require any significant preparation.

5. Necessary materials

For orientation purposes, consult the coordinate system and the action guide.

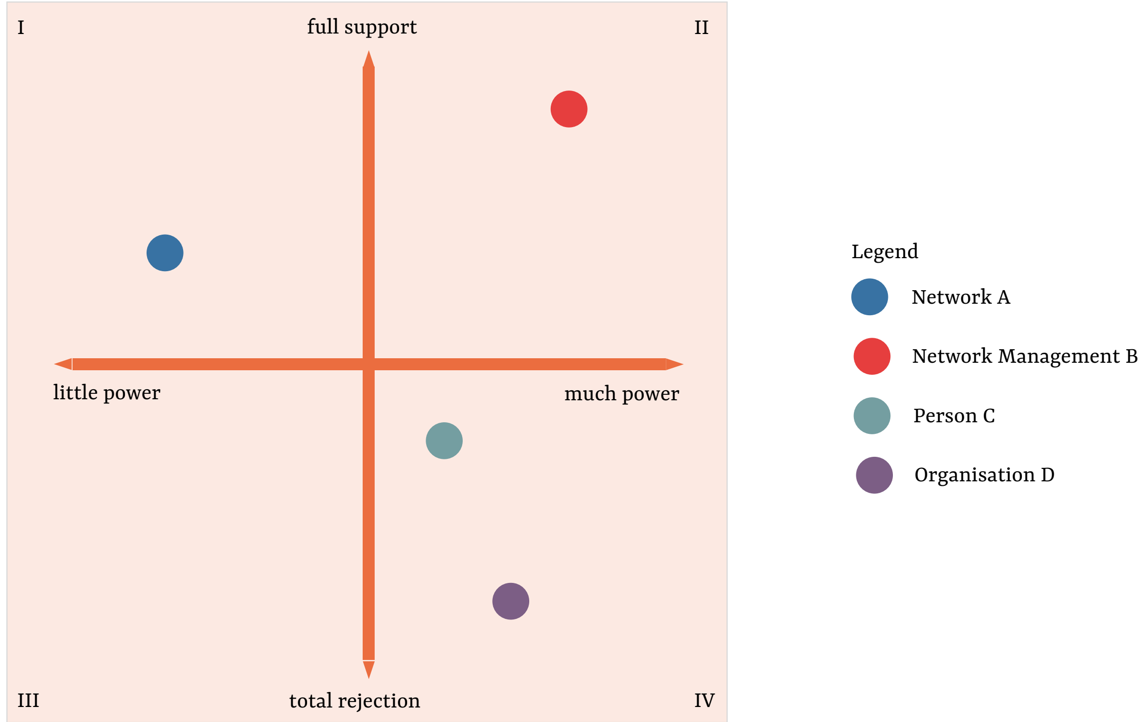
6. Implementation

1. You need a coordinate system with four quadrants to show the power relations towards the attitude. One axis represents the power factor (little - much power), and the second axis represents the support or attitude towards the project (total rejection - full support).

2. Now collect all relevant people, groups of people, organisations, companies, etc. (potentially) influencing the project. It is advantageous if you implement this step with a team. In this way, you may include different perspectives and make a comprehensive view possible. Structuring is not yet relevant.

3. Analyse the previously identified influencing factors concerning the categories "Power" and "Attitude towards the project" and place them in the coordinate system. The considerations and impressions should be sufficiently discussed and assessed in the team. A large number of participants allows for sufficient perspectives and, to a certain extent, eliminates distortions.

4. As soon as the classification has been completed, one has a first overview of which power relations in connection with which attitudes have a positive or negative influence. Now it is necessary to develop measures and strategies to influence the attitudes in the sense of the project or initiative. Priority should be given to power and negative attitudes.



5. Finally, the measures must be implemented and then permanently monitored. The latter can be done by preparing a new force field analysis, which can then be compared with the previous one. For an actual comparison, it is advisable to use the same team as before for the preparation and classification. This is the most accurate way to identify the changes.

7. Literature

For further information, we recommend the following literature:

Künkel, P., Gerlach, S. & Frieg, V. (2016). Stakeholder-Dialoge erfolgreich gestalten: Kernkompetenzen für erfolgreiche Konsultations- und Kooperationsprozesse (1. ed.). Springer Gabler.

Patzak, G. (2004). Projektmanagement: Leitfaden zum Management von Projekten, Projektportfolios und projektorientierten Unternehmen (4. substantially revised and expanded ed.). Linde.

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» Illustration of a force field analysis

» Excel template for performing a force field analysis

» Measures guideline

CLICK & LEARN MORE

URGENCY LEGITIMACY POWER

Use this method to prioritise relevant stakeholders.

1. Introduction

The method presents a way of defining interest groups. It describes how to identify relevant interest groups with the attributes of power, legitimacy, and urgency. It shows how to priotise interest groups according to whether and how these attributes are combined.

2. Objectives and areas of application

The method presents a way of defining interest groups. It describes how to identify relevant interest groups with the attributes of power, legitimacy, and urgency. It shows how to priotise interest groups according to whether and how these attributes are combined.
This tool provides a method for identifying relevant stakeholders and helps to prioritise which stakeholders to work with.

3. Requirements

There are no prerequisites for the application of the method.

4. Preparation

The implementation does not need to be prepared.

5. Necessary materials

No materials are required.

6. Implementation

A systematic way to identify stakeholders is to look at who has power, legitimacy, and urgency.

1. To do this, clarify the terms in the first step.

a. Power has three dimensions:

- Coercion: "Does the stakeholder have means to build pressure through force?"
- Expediency: "What material or financial resources does the stakeholder have?"
- Normative: "Does the stakeholder have prestige, or does he treat us with esteem, love or acceptance?"

It is a question of whether and to what extent the state can influence the performance, processes, and results of a project through coercion, resources, or prestige.

b. Legitimacy can have its basis at the individual, organisational or societal level and implies a desirable social good. Ask yourself what authority each stakeholder has within the network or project.

c. Urgency is the degree to which the stakeholder's demands require immediate attention. Ask yourself: "How quickly do you need to respond to this stakeholder's questions and needs?"

2. Assign the stakeholders to the individual attributes according to their evaluation.

3. Finally, carry out an evaluation. You may use the provided guidance for this purpose.

7. Literature

For further information, we recommend the following literature:

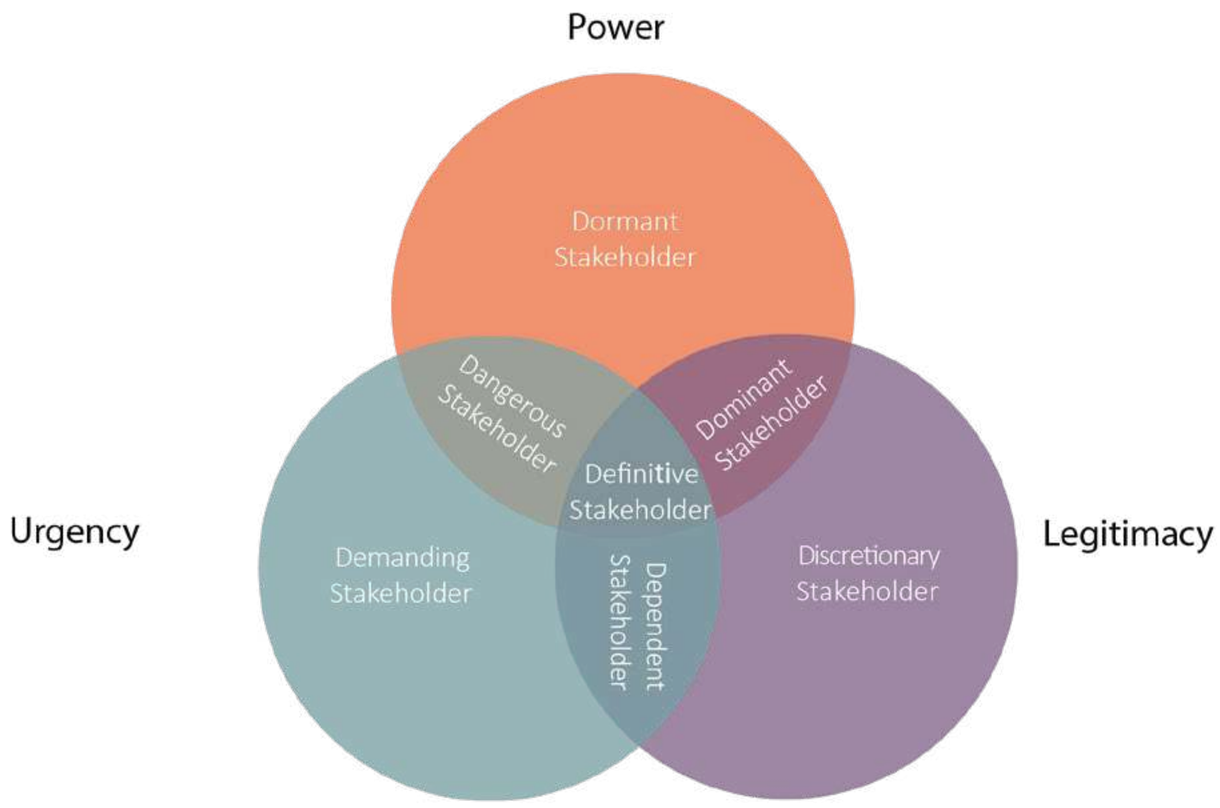
Mitchell, R. K., Agle, B. R. & Wood, D. J. (1997). Toward a Theory of Stakeholder Identification and Salience: Defining the Principle of who and What Really Counts. Academy of Management Review, 22(4), 853–886. https://doi.org/10.5465/amr.1997.9711022105.

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» Guide

CLICK & LEARN MORE



Coordination & Leadership

POWER-INTEREST GRID

Use the Power-Interest Grid to classify the stakeholders.

1. Introduction

A Power-Interest Grid is a further development of stakeholder identification. Here, too, the aim is to classify the stakeholders - this time with the help of a matrix.

2. Objectives and areas of application

The method aims to divide stakeholders into four groups, which define how to deal with them.

3. Requirements

The application is not linked to any specific prerequisites.

4. Preparation

Before classification, create a two-dimensional matrix with the quantities "Power" and "Interest".

The indicator Power describes the possibility of exerting influence to enforce expectations. The indicator Interest indicates the degree of interest and concern in asserting one's expectations.

5. Necessary materials

In addition to the illustration of the matrix, the provided measure guideline can be helpful.

6. Implementation

Now the stakeholders have to be classified into the following four groups:

Group A:
- Low degree of interest and concern
- Low possibility to influence

These stakeholders do not need extraordinary attention. They are considered easy to please and do not need much information.

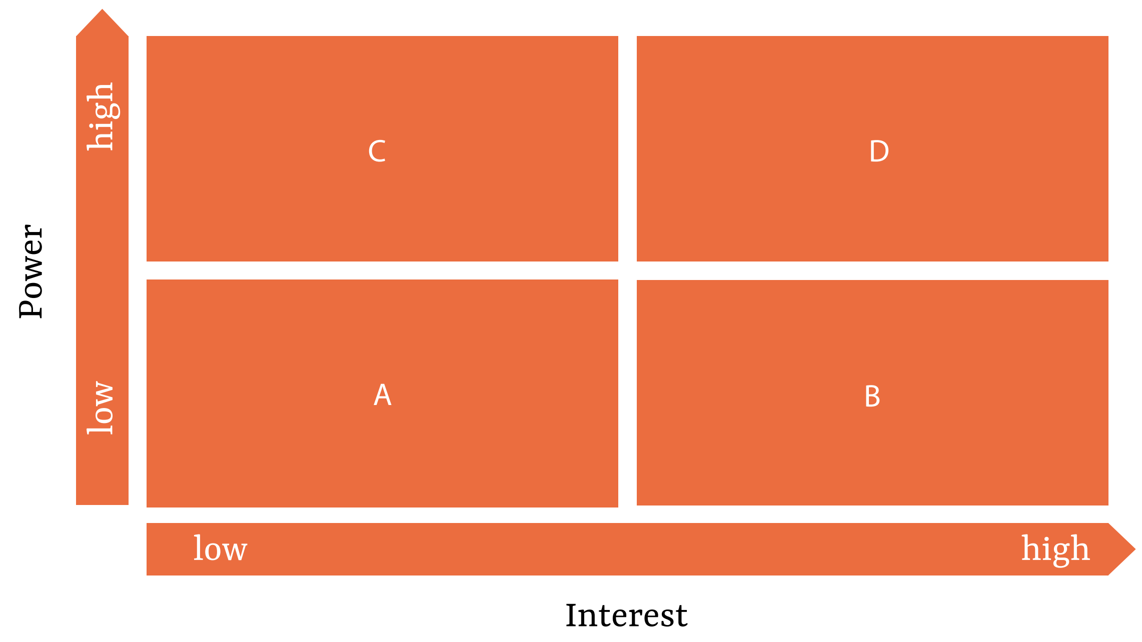
Group B:
- High degree of interest and concern
- Low possibility to influence

Provide these stakeholders with the desired information. Communicate with them to prevent problems. They are often beneficial because they may see unseen details.

Group C:
- Low level of interest and concern
- High possibility to influence

These stakeholders must be satisfied but not provided with further information.

Group D:
- High level of interest and concern
- High possibility to influence



These stakeholders must be completely satisfied. These are key figures among the stakeholders and the most important people in the project.

7. Literature

For further information, we recommend the following literature:

Künkel, P., Gerlach, S. & Frieg, V. (2016). Stakeholder-Dialoge erfolgreich gestalten: Kernkompetenzen für erfolgreiche Konsultations- und Kooperationsprozesse (1. ed.). Springer Gabler.

Mendelow, A. L. (1981). Environmental Scanning- The Impact of the Stakeholder Concept. ICIS 1981 Proceedings. 20.

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» Excel template for creating a power-interest matrix

» Measures guideline

CLICK & LEARN MORE

Coordination & Leadership

AMBASSADOR PROGRAMME

Use the Ambassador programme to inform large networks about news and changes.

1. Introduction

In the context of changes or decisions that affect all network members, it is challenging to reach all members, especially in large networks. That is where the Ambassador Programme may help. The Ambassador Programme describes the sending out of the members (ambassadors) of the team that made the change or decision to the other teams.
The ambassadors present the work status and, in turn, take on board hints, suggestions, and criticism from the others.

2. Objectives and areas of application

In the best-case scenario, everyone who is ultimately affected by the change should participate. This method is a supportive means of conveying the meaning and purpose of change processes and, in the further course, as a source of information for project progress, questions, and suggestions. The network members receive authentic information and are involved in decisions through the ambassadors. That ensures transparency and eliminates conflicts.

3. Requirements

Create appropriate framework conditions to ensure calmness and willingness to talk: Provide an atmosphere where the members can exchange ideas productively in peace - stressful project phases should not be on the agenda.

4. Preparation

The ambassadors have to prepare themselves for their tasks. They should have good communication skills and be able to answer any questions. Depending on how the ambassadors inform the other members, they may prepare presentations.

5. Necessary materials

Depending on the form of presentation, auxiliary means may be required.

6. Implementation

As ambassadors, the members of the project team prepare results, information material, and other components relevant to the project in an appealing way. They then communicate these findings within their assigned teams of the network. The project management should support the ambassadors in this process.

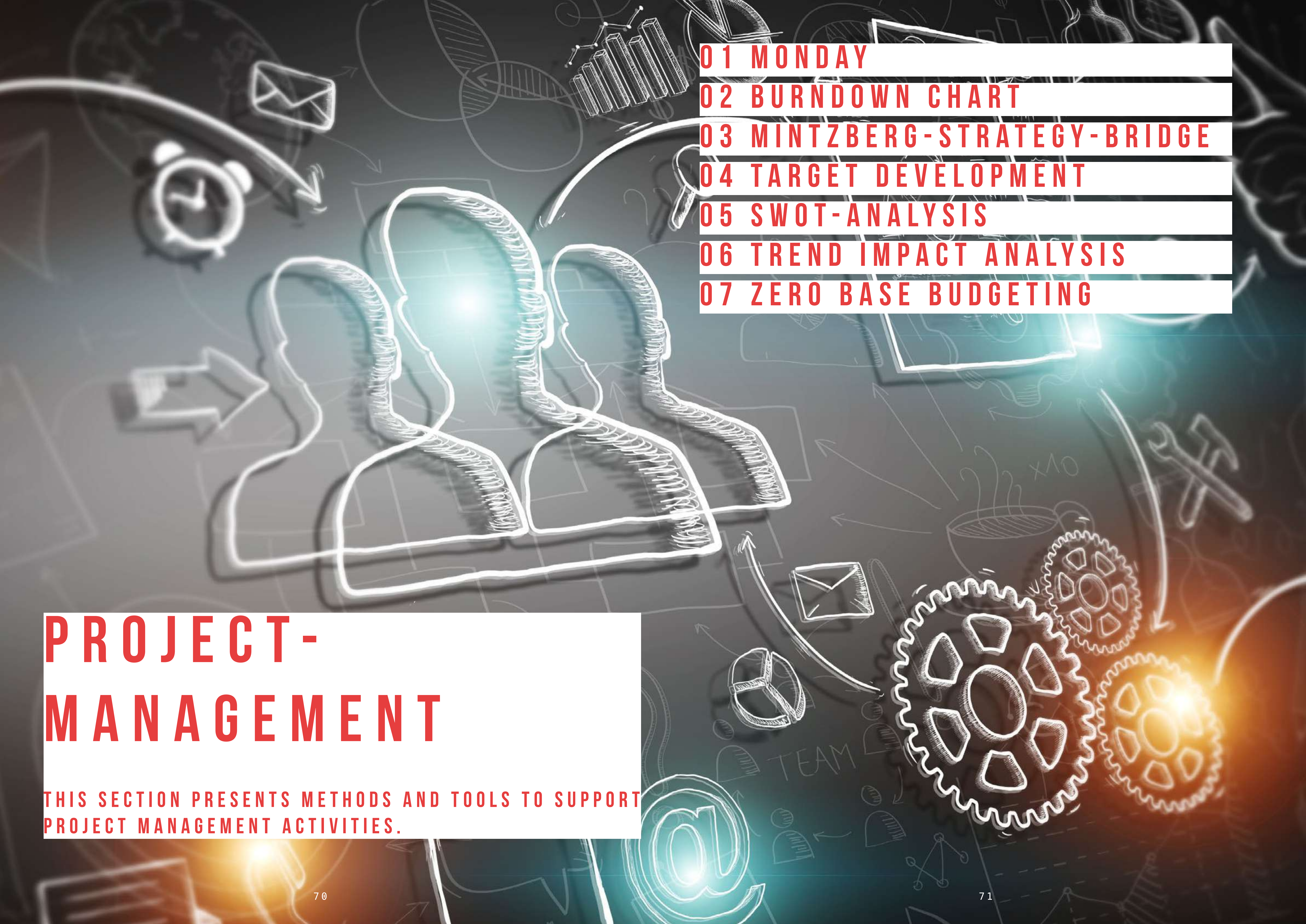
Tips and tricks

- Try to involve as many network members and participants as possible to spread the load as widely as possible. Rushing a single responsible person from group to group is counter-productive.
- Set a collective schedule.
- Let more experienced persons accompany inexperienced project members.

7. Literature

For further information, we recommend the following literature:

Berner, W. (2015), Change!: 20 Fallstudien Zu Sanierung, Turnaround, Prozessoptimierung, Reorganisation Und Kulturveranderung (2. ed.), Schäffer-Poeschel Publishing House for Business Taxes Law GmbH.



PROJECT-MANAGEMENT

THIS SECTION PRESENTS METHODS AND TOOLS TO SUPPORT PROJECT MANAGEMENT ACTIVITIES.

Project management

MONDAY

Use Monday to manage tasks, projects and teamwork.

1. Introduction

Monday is a fee-based project management tool that one can use for cooperation in networks. The tool is intuitive and well structured. Use it to design work processes, to adapt to changing requirements, to create transparency, and to network collaboratively. Monday enables networks to create individual work tasks for each workflow and project member.

2. Objectives and areas of application

Use Monday in many different ways. Use the tool in teams, different departments, among managers, or in large organisations.
Use Monday in many different ways. Use the tool in teams, different departments, among managers, or in large organisations. It is also suitable for various projects and processes, such as managing projects and deadlines, monitoring the progress of a project, or assigning tasks and files to project members. Monday can also be used by larger teams and networks characterised by their complex cooperation over a period or by conducting several projects.

3. Requirements

Monday is a fee-based tool. Users need basic digital skills and an internet connection.

4. Preparation

Before you start with Monday, you should think about why you and your network need the tool. Make a structure and share it with your network. You also need to create an account. Monday offers a free trial version for 14 days.

5. Necessary materials

All persons involved in the project need an account with Monday, which requires an e-mail address.

6. Implementation

1. Create a board:
The central place where you manage your projects with the team members and communicate tasks and deadlines are the so-called boards. To get started with Monday, you need to create such a board. You can choose from templates to get started quickly and easily. It is also possible to create a blank page that you can customise according to your wishes.

2. Create your groups:
A board consists of colour-coded sections called groups. Groups contain tasks, and one can define them in different ways, for example, temporally (week, month, etc.) or a specific step in the project, or according to content. To add a new group to the board, move the mouse pointer over the title of an existing group. Click on the arrow that appears on the left side and select "Add group". Then name the new group and confirm.

3. Add tasks:
After you have created the board, you should start to enter the first tasks for yourself and your network members. You can list as many tasks as you like, as there is no limit to the number. However, make sure that all tasks are relevant to the board or project you have created. You can then assign your tasks to the groups.

4. Add columns:
Now that you have listed all the tasks, it is time to add columns. Columns are ways to include all the necessary aspects to complete the tasks. Monday offers several types of columns. For example, you can add columns for people, a status column, or a column for files. Once you have listed your tasks and created columns, you can start working with the team on the board.

5. Assign the tasks and start working on the project:
Assign the tasks to the network members, this creates transparency, and everyone knows who is working on which task. The members now may update individual tasks and also change their status.

7. Further Information

Here you can find video tutorials:

https://www.youtube.com/playlist?list=PLutc-JfNEwNkQ13_Fra2PrPgy2VG-gI_1v

Click here to get directly to the tool:

www.monday.com

BURNDOWN CHART

Use the Burndown Chart to visualise the remaining workload in a project.

1. Introduction

The burndown chart is a graphical representation of the work still to be done concerning the remaining time. Simply put, it shows how much work is left to do in how much time. A line chart represents this ratio.

2. Objectives and areas of application

You can use the burndown chart in all projects where progress is measured at least roughly. It provides a quick overview of the work that still needs to be done. In addition, it is possible to reliably track how the project progress has developed so far and what to reconsider in retrospect.

3. Requirements

For a burndown chart to make sense, there must be a common understanding of the chart's structure. It can be based on time units or individual tasks and milestones. Such a burndown chart must be up-to-date and measured stringently, otherwise, it will defeat the purpose. To do this, each team member must estimate the remaining effort of their tasks daily. That helps not only to become aware of one's tasks but also to be able to calculate current obstacles.

4. Preparation

Create a burndown chart with the corresponding axes. An example of axes labels is to put the remaining effort in hours on the Y-axis and time in days on the X-axis.

5. Necessary materials

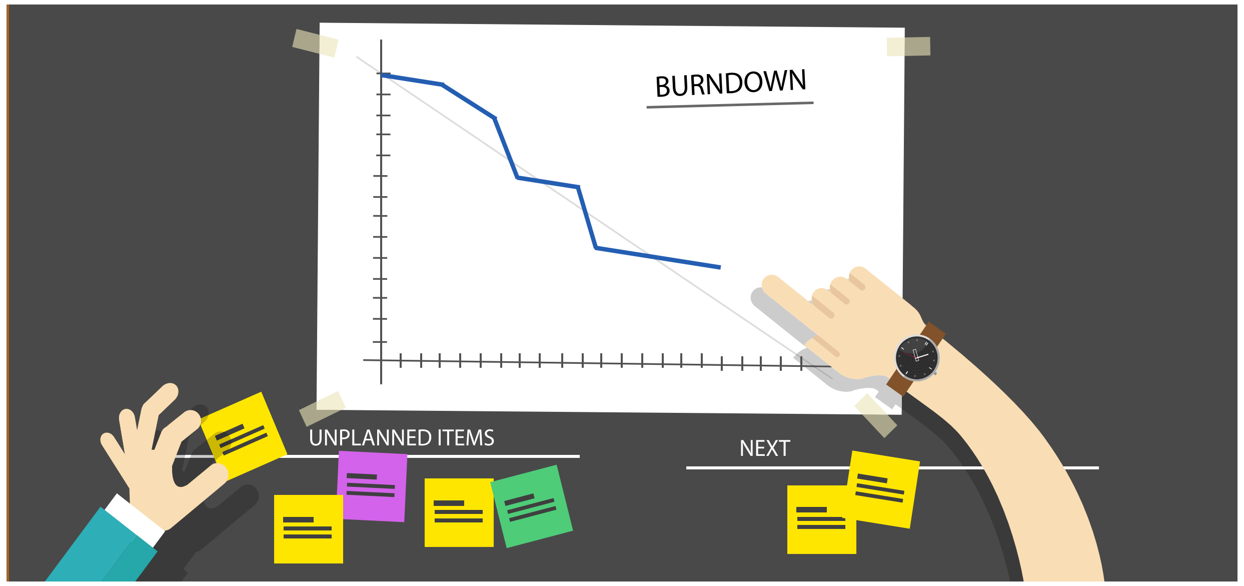
You may display the chart in a larger format in an easily accessible place. For this purpose, it can be helpful to determine and display the chart digitally. This way, you can present the image on a beamer or a smartboard.

6. Implementation

1. Create the diagram: Measure the time on the X-axis and the remaining effort on the Y-axis. Since you track the remaining effort, the graph does not start at zero, but at the value of the total effort at the process beginning. At the end of the X-axis, the workload should be zero.

2. If you now connect the starting point on the Y-axis with the endpoint on the X-axis, the result is a diagonal line, the so-called ideal line. That shows the estimated course of the project and may be used for orientation (highlighted in colour).

3. Now the team can enter the progress in the burndown chart according to the time interval. Be honest and responsible. It does no one any good if you gloss over results. The progress of the project in the chart should reflect reality.



4. After some time, the following illustrations may appear:

- Although the line deviates from the ideal line in places, the course remains roughly close to the ideal line. It means that the planning was successful and the progress continuous, even if it deviated.
- If the graph falls steeper than the ideal line, this could indicate that you reduced the tasks (or that the project is ahead of schedule). Check this and identify the causes because this information is not apparent from the chart.
- If the graph is weaker than the ideal line, this may indicate that the project is behind schedule. In this case, clarify how to manage the remaining tasks more efficiently.

7. Literature

For further information, we recommend the following literature:

Dinwiddie, G. (2009). Feel The Burn: Getting the Most out of Burn Charts. Better Software 11(5), 26–31.

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» The Excel Burndown Chart Template is available in the download folder.

MINTZBERG-STRATEGY-BRIDGE

Use this method to develop a comprehensive strategic direction for an organisation or initiative.

1. Introduction

According to Henry Mintzberg, a strategy is nothing more than a bridge between the present and the desired future. To build such a bridge, it requires a view from different perspectives.

2. Objectives and areas of application

Mintzberg's strategy bridge illustrates seven perspectives that the network leadership should adopt to ensure a comprehensive strategic orientation of the network or initiative and enable strategic success.

3. Requirements

No special requirements are needed for implementation.

4. Preparation

The tool does not require any special preparation.

5. Necessary materials

No materials are required, but the provided checklist might help.

6. Implementation

1. Looking behind:
Which path has the network taken so far, which strategies have proven successful and which have not?

2. Looking beside:
Where do other networks or initiatives stand, which recognisable strategies do they use? (Benchmarking).

3. Seeing above:
Here, the environment in which the network or initiative operates is analysed. Systemic environments, such as sociological and macro-economic trends, should also be examined.

4. Seeing below:
- Analysis of the network's benefit and cost data: What are the costs and the benefits?
- Analysis of the strengths and weaknesses of the organisation: It is important to ask oneself what one's strengths are and where there is a need for further development, and how to achieve this with the available resources. If there is a need for additional resources, it is important to consider them.

5. Looking ahead:
What are the different scenarios for the future development of the markets and the organisation emerging from the analysis?

6. Looking beyond
Use creativity techniques to think about the following questions: Which further developments are conceivable but not predictable at the moment? And what conclusions can be drawn from this for one's core strategy?

7. Perspective of implementation:
Implement your strategy. In the process, you can and may have to revise or adapt the strategy. You never finish a network or project strategy - it is a dynamic process! All the experiences you make in the process are valuable, and you may incorporate them into future tactics.

7. Literature

For further information, we recommend the following literature:

Mintzberg, H. (1995). Strategic Thinking as Seeing, in B. Garratt (Ed.) Developing Strategic Thought. McGraw-Hill, 67-70.

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» Checklist

CLICK & LEARN MORE

Project management

TARGET DEVELOP-MENT

Use this tool to define goals that will motivate and help with decisions.

1. Introduction

Use this tool to define goals that will motivate and help with decisions. Goals can initiate strategic action and motivate members by providing direction. Formulate them as precisely as possible, as you usually pursue several goals at once. That makes it easier not to lose the overview. This method helps to formulate targets clearly so that they serve as guidance.

2. Objectives and areas of application

At the end of a target analysis, there should be a target agreement. A target agreement is essential when it comes to complex projects or network strategies. It is crucial to maintain an overview and stay focused.

3. Requirements

No special requirements are necessary for the application.

4. Preparation

The implementation does not require any further preparation.

5. Necessary materials

No materials are required. However, the list of questions might support the development of goals.

6. Implementation

1. Collect various objectives that a project or undertaking should achieve. It does not matter whether this project is short- or long-term in nature. Use our list of questions for specific goals, but do not limit yourself to them, but think them even further.

2.Check your formulated objectives - This means: are they specific, measurable, achievable, relevant, and well-timed?

Specific:
Are the goals unambiguous and clearly defined? The objectives must be concrete and specified so that all those involved know what you expect of them. But a goal that is too specific and narrow may not always be helpful because such objectives may be missed too quickly.

Measurable:
To be able to assess success, objectives should be measurable. It is crucial to ensure that there are enough indicators to measure it and that the target is not too large.

Executable:
Objectives must be executable, realistic, and achievable. The key here is to challenge those involved. What must not happen is that the participants are overtaxed. It makes sense to question whether one's target is mentally manifestable.

Relevant:
It is essential to identify the purpose and meaning of the objective. The target must be in line with the guiding principle or culture of the network. The Network and the environment adopt meaningful and essential objectives much better.

Terminated:
Finally, objectives must have a starting point (which is often ignored) and an endpoint. It is obvious that without deadlines, scheduling and division of labour are not possible. As a result, the setting of priorities in the environment suffers significantly.

3. Set priorities, differentiate the targets into must-, should- and can-objectives. Must-objectives have the highest priority, involve them in your agreement on objectives. Should-objectives are essential if they contribute to achieving the must-objectives. Weigh the benefits and costs here. Can-objectives are desired goals that can represent an additional bonus. However, only if the costs do not exceed the benefits.

4. Now check whether the objectives are "compatible". Do they exclude other targets?

Identical:
If goals are completely congruent, just combine them.

Complementary:
The actions taken to achieve one objective are also conducive to another goal so that the achievement of both is linked and can be managed accordingly.

Neutral:
The targets are independent of each other and do not influence each other.

Competitive:
The measures for one objective harm the achievement of another goal so that a corresponding solution is necessary.

Excluding:
Two targets are mutually exclusive so that either one or the other must be chosen.

5. Hierarchize the objectives according to their maturity. Which objectives are short-term and which are long-term? Find the overall target and rank the goals among each other.

7. Literature

For further information, we recommend the following literature:

Eremit, B. & Weber, K. F. (2015): S.M.A.R.T. Method - Specific Measurable Accepted Realistic Timely, in: Individuelle Persönlichkeitsentwicklung: Growing by Transformation. 93-99, https://doi.org/10.1007/978-3-658-09453-9_16

Tewes, R. (2011): Führungskompetenz ist lernbar: Praxiswissen für Führungskräfte in Gesundheitsfachberufen (2. ed.). Springer Publishing.

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» Question list for the target definition

CLICK & LEARN MORE

Project management

SWOT-ANALYSIS

Use the SWOT analysis to identify your own network position and develop strategies.

1. Introduction

The SWOT analysis makes it possible to initiate strategic planning. A distinction is made between an internal and external analysis. While the internal analysis looks at the strengths and weaknesses of the network, the external analysis takes a closer look at the environment and identifies opportunities and risks.

2. Objectives and areas of application

Through the SWOT analysis, it is possible to define concrete measures to use opportunities and minimise risks. This method allows defining strategies, using resources correctly, and tanking measures.

3. Requirements

No special requirements are necessary for the application.

4. Preparation

No preparation is necessary.

5. Necessary materials

The sample questions, the SWOT matrix and the checklist might help with the implementation.

6. Implementation

1. Analyse trends that are or could be relevant for your network and network model now or in the future. Describe trends that are specifically relevant to your environment and the development of the competitive situation.

2. Now it is time to analyse your network: Where are the strengths and weaknesses? Analyse the network management, the members, and the quality of your network work. Look at other points such as location or the efficiency of the organisation or initiative and the internal processes. Also, look for opportunities and risks. Use the questions provided in the figure for this purpose, but do not limit yourself to them and think about them further.

3. Take a closer look at the trends you identified in step 1 and evaluate them using the strengths and weaknesses profile. Based on this analysis, assign the trends either to opportunities or to risks.

4. In this step, select the 3-5 most essential risks and describe the measures you plan to take to mitigate them as best you can. Also, take the 3-5 most crucial opportunities and consider how you can best use them. You can illustrate this step with the help of the combined SWOT matrix.

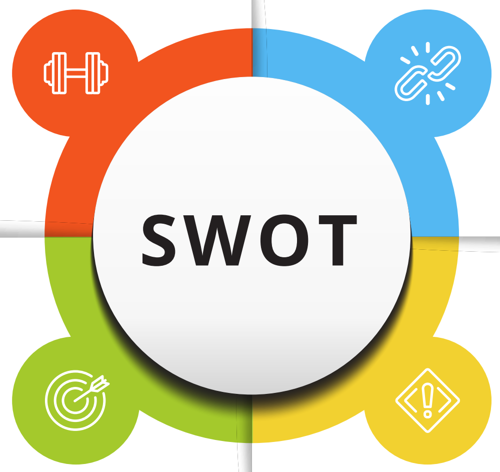
The following questions can help to work out project management relationships between the strengths and weaknesses of the network

STRENGTHS

What went well in the past?
What was decisive for past successes?
What can the network be proud of?

WEAKNESSES

Where does the network have weaknesses?
What has been difficult so far?
What is missing?



What changes in the environment can be beneficial?
What opportunities arise?
What future opportunities are foreseeable?
Which trends are favourable?

Where do dangers lurk for the network model?
What external developments could have an unfavourable impact on network development or competitiveness?
Which activities of competitors can be expected?

OPPORTUNITIES

THREATS

as opportunities and threats in the environment. This way, you can assign the previously found characteristics and influencing factors to the four strategy fields.

Strategy "Expand"
- Which strengths match which opportunities?
- How can strengths help to realise opportunities better?
- Where is there potential to expand the network fields or network offers?

Strategy "Catch up"
- Where can opportunities arise from weaknesses?
- How can weaknesses develop into strengths?
- What weaknesses should be addressed?
- In which network fields is there a need to catch up?

Strategy "Hedging"
- Which risks can the network counter with which strengths?
- How can strengths avert the occurrence of certain risks?
- In which areas does the network need to secure itself?

Strategy "Avoid"
- Where do weaknesses meet risks?
- What dangers can develop in this way?
- How can the network still protect itself from damage?
- Which activities should the network avoid or stop?

7. Literature

For further information, we recommend the following literature:

Riemer, K. (2009). Kommunikation von Non-profit-Organisationen: Grundlagen der Kommunikationspolitik und SWOT-Analyse der UNICEF Deutschland (1. ed.). Akademische Verlagsgemeinschaft München.

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» Sample questions for the analysis

» Combined SWOT matrix

» Checklist for the procedure

CLICK & LEARN MORE

Project management

TREND IMPACT ANALYSIS

Use this tool to analyse the impact of possible events.

1. Introduction

With the trend impact analysis, possible project developments are played out and analysed to develop reaction strategies to these scenarios. Derive the project progressions from scenarios based on influence criteria and their developments.

2. Objectives and areas of application

Such a trend impact analysis aims to identify and map possible disruptive factors and the resulting developments. Based on this, one can initiate measures and make decisions. The tool is helpful in decision-making and in designing and reviewing strategies. It enables the network to prepare for all possible future scenarios and react flexibly to changes.

3. Requirements

The method is about considering how the network will react to future developments. There can be no right or wrong. Therefore, it is essential to create an atmosphere of trust and openness for implementing this method.

4. Preparation

First of all, the purpose of this method has to be clarified. You may develop a scenario for everything imaginable. You may examine, for example, individual projects, the whole organisation, or a single decision. It makes sense to limit the field of investigation only to the part for which a strategy should be developed. In addition, determine a reasonable time horizon (days, weeks, years, etc.) that fits the chosen object of investigation.
You may consider any number of scenarios, whereby the effort of the analysis increases with the number of possibilities. However, at least three scenarios are needed, a best case, a worst-case, and a middle ground between the two.

5. Necessary materials

No materials are required, but the checklist and the scenario funnel (see complementary resources) can be helpful for illustration.

6. Implementation

1. Recording the spheres and factors of influence
More than two influence spheres characterise a scenario. Areas of influence in a network can be, for example, the members, the offer, framework conditions, the social climate, etc. If you break down the spheres of influence further, you get individual factors that influence the network or the project. Influencing factors for the sphere of influence "framework conditions" are, for example, travel restrictions or political circumstances that can affect the work. Determining factors for the sphere of influence "social climate" are, for example, acute demands and currents in society. Consider the following questions consider the following questions:

- What are important influencing factors for the subject of the study?
- Are these influencing factors already fixed for the future or still open?

These influencing factors must influence the object of the study directly. In the team, work out approx. 10-20 critical influencing factors through discussion or rankings.

2. Scenario options
Now describe each influencing factor by at least one measurand or key figure. These do not have to be precise, but the rough alternatives should be clear. For example, funding for projects may be eliminated (negative) or increased (positive). Travel restrictions could also be imposed (negative) or lifted (positive). Look at the influencing factors and their development possibilities.

3. Development of the future pathways
At this point, at least three plausible scenario options, so-called future paths, must be formulated. This can be done in a group or alone. The following questions could be helpful: What could a future development look like? Are my future paths logical? What would be the optimal development? What would be the worst development? Be creative, but also honest and consistent.
In these developed scenarios, linkages within all relevant areas should become clear. It can become dystopian or utopian if the period under consideration and the field of investigation allow it. Under certain circumstances, an idea for a scenario can be conveyed more impressively in this way (and after all, the COVID crisis showed us what can happen!).

4. Discussion and development of strategies for action
Discuss in the group whether the future paths seem plausible. If you have already worked out the paths in the group, you can skip this step. After you have agreed on at least three future scenarios, you can now develop strategies for action in the team. How will you react if one of these scenarios occurs? The aim of the technique is to prepare you for all scenarios.

7. Literature

For further information, we recommend the following literature:

Mietzner, D. & Reger, D. G. (2009). Strategische Vorausschau und Szenarioanalysen: Methodenevaluation und neue Ansätze (Innovation und Technologie im modernen Management) (2009 ed.). Gabler Verlag.

Romeike, F. (2018). Risikomanagement. Springer Publishing.

Welge, M. K. & Eulerich, M. (2007). Die Szenario-Technik als Planungsinstrument in der strategischen Unternehmenssteuerung. In: Controlling, 19(2). 69–74, https://doi.org/10.15358/0935-0381-2007-2-69.

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» Scenario funnel

» Checklist

CLICK & LEARN MORE

Project management

ZERO BASE BUDGETING

Use this method to identify and restructure unnecessary cost factors.

1. Introduction

The basic idea of zero base budgeting is to justify any planned steps with the help of cost-benefit analyses from zero ("From Zero Base"), as would be usual for newly founded networks. That helps to identify unnecessary cost factors and then spend the money in better places.

2. Objectives and areas of application

Zero base budgeting helps you save the costs of ownership in the network. It originated in public administration.

3. Requirements

There must be a measurable cost/benefit ratio. It must be possible to determine the marginal benefit. Comparable, alternative services should be available.

4. Preparation

Form a project team for the analysis, and comprehensive knowledge of internal processes is essential. The possible relocation of historically grown network structures that goes hand in hand with the analysis must be made possible from the outset through acceptance.

5. Necessary materials

A zero base budgeting project form (see complementary resources) facilitates the implementation.

6. Implementation

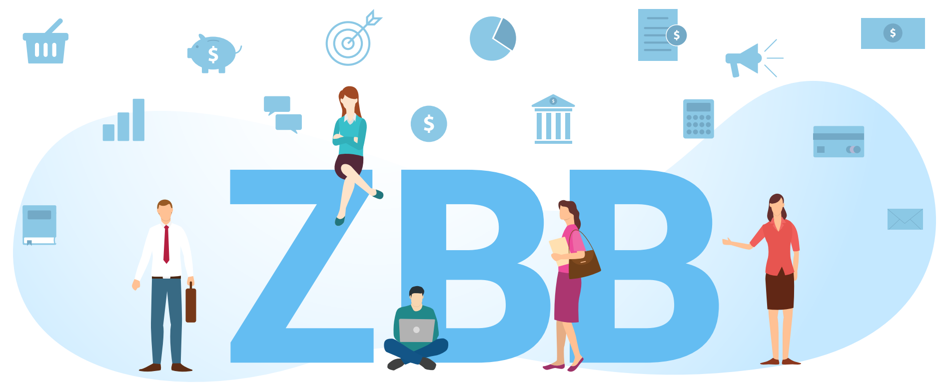
1. The network leadership determines the investigated areas and the resources available.

2. Divide the network into decision-making units. A decision-making unit is an activity defined by its tasks, costs, and performance. (Find an explanation of the terms and illustrative examples in the complementary resources).

3. Divide the units into so-called performance levels.

- Performance level 1 describes the services that must be provided to maintain the network.
- Performance level 2 describes the actual processes regulated by work instructions.
- Performance level 3 is about desired benefits that are required with regard to securing the future in the short, medium and long term.

4. At this point, determine the cost reduction potentials for all three performance levels. This requires the identification of inappropriate work processes, systems, and tools. It is helpful here to detach all network members



from previous processes with the help of creativity techniques.

5. The information of the decision-making unit compiled so far is now condensed and summarised in decision packages for each performance level. You may use the form for this purpose. This results in decision templates for the network organisation. Here, you conduct an internal ranking of the decision packages and performance levels.

6. Now weigh up the costs and benefits of the packages across departments concerning the network goals so that a ranking of the decision packages induced by discussions emerges.

7. The network management then determines the order of priority and approves the necessary resources. Here, with the help of the budget cut, it becomes clear which decision packages will receive resources and which will be dropped in the future.

8. Plan measures for the targets resulting from the budget cut.

9. Monitor the taken measures and the compliance with the budget on an ongoing basis. This control - in conjunction with a regular exchange of experience – serves as a basis for the follow-up planning.

7. Literature

For further information, we recommend the following literature:

Meyer-Piening, A. (1982). Zero-Base-Budgeting: Gemeinkosten-Planung und Controlling. Fortschrittliche Betriebsführung und Industrial engineering. FB IE 31(6).

Meyer-Piening, A. (1994). Zero Base Planning als analytische Personalplanungsmethode im Gemeinkostenbereich: Einsatzbedingungen und Grenzen der Methodenanwendung, Schäffer-Poeschel.

Stibbe, R. (2009). Kostenmanagement. Methoden und Instrumente. In: Managementwissen für Studium und Praxis. Oldenbourg Wissenschaftsverlag.

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» Mapping of the three performance levels of a decision-making unit

» Illustration of a sample form

» Checklist

CLICK & LEARN MORE

TEAM DEVELOPMENT

THIS SECTION PRESENTS METHODS AND TOOLS THAT CAN BE USED IN THE CONTEXT OF TEAM DEVELOPMENT.

01 ORGANISATIONAL CULTURE
02 VALUE TARGET
03 WATER LILY MODEL
04 PACK YOUR PROBLEMS
05 OFFICE VIBE

Team development

ORGANISATIONAL CULTURE

Use this method to describe your organisational culture.

1. Introduction

The organisational culture model makes it possible to describe different network or organisational cultures. It was developed by Terrence E. Deal and Allan A. Kennedy. A network is described by two factors to understand the organisational structure.

2.Objectives and areas of application

The method is a basis for managing the network culture. It provides starting points for better understanding, analysing, shaping, and changing a culture in a network. This method can be applied to existing networks, but you could also use it to plan projects or strategies. The aim is to assign the network culture or its different parts to four different types.

3. Requirements

The tool does not require any preconditions for implementation.

4. Preparation

The tool does not require any special preparation for implementation.

5. Necessary materials

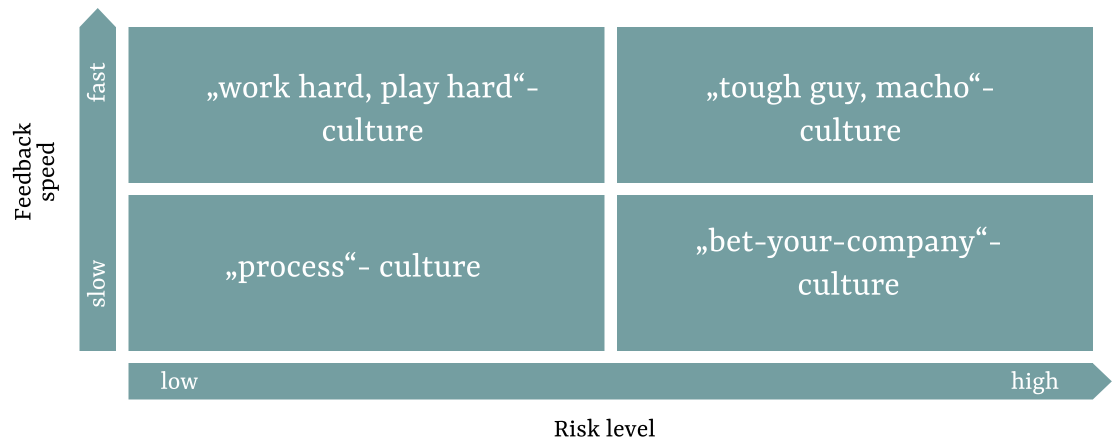
The attached map according to Deal and Kennedy visualises the idea. But it is not necessary.

6. Implementation

1. Decide if you analyse the whole network or individual teams. Formulate this clearly and delineate which components you want to look at However, do not be too specific.

2. Based on the descriptions, assign the network or the team to the different types.

"Work hard, play hard culture"
This type orientates towards the external environment, the willingness to take risks is low, but the feedback is quick. Such networks usually focus on the target group, such as participants in an event or donors to an organisation. The focus is on the requirements and needs of these groups. As a result, a central component is the promotion and motivation of the members; this is done through conferences, competitions, and meetings. In addition, they emphasise promoting the initiative. However, the disadvantage of this culture is the lack of long-term planning, as such networks tend to pursue short-term goals.



"Tough-guy, macho culture"
In this culture, members take high risks, but information about success or failure is also quickly available. Those networks focus on speed and innovation. They concentrate on Short-term periods, so these organisations are successful in fast-moving initiatives. The pressure on the members is high, as they act according to the principle of "all or nothing". The result is, for example, a high turnover of members.

"Process culture"
In the process culture, the network and its members receive little or no feedback from the environment. However, the focus is not on the result but each process. One may describe the network's attitude as bureaucratic with little or no risk. Mistakes are not allowed to happen, so every step is planned very correctly and oriented towards formalities. Members are oriented towards the goals' achievement and not towards the goal itself, as they do not receive any feedback from outside. Problems can arise when one has to make a decision quickly. The fixed procedures and the strongly hierarchical network culture may prevent rapid adjustments.

"Bet-your-company culture"
The organisation takes a high risk but gets feedback and response relatively late. This form is also called competition culture. Thus, the bet-your-company culture is an analytical project culture. Decisions are therefore well thought out and made prudently, as a wrong decision can lead to financial or structural difficulties. Conclusions are prepared well in advance, involving a large number of members. It becomes challenging when environmental and general conditions change, as there is a lack of responsiveness and flexibility.

3. If you are dissatisfied with (parts of) the network culture after the analysis, further steps for optimisation could follow.

7. Literature

For further information, we recommend the following literature:

Deal, T. E. & Kennedy, A. A. (1984). Corporate Cultures. Adfo Books.

Deal, T. E. & Kennedy, A. A. (2000). The New Corporate Cultures. Revitalizing The Workplace After Downsizing, Mergers, And Reengineering. Basic Books.

Nagel, R. (2017). Organisationsdesign (2. updated and expanded edition). Schäffer-Poeschel Publisher.

VALUE TARGET

Use the value target to define and concretise central values.

1. Introduction

The value target is applicable at all levels of your network communication, both internally and externally. It is a holistic value space that you can use to illuminate the organisational, member, and target group levels. It helps to get a clear view of the whole spectrum of network communication.

2. Objectives and areas of application

The value target system supports organisations and networks in defining and concretising their values understandably and descriptively. During the elaboration of the value target, the team deals, among other things, with the questions of how cooperation takes place and what the team stands for. This will not only contribute to the team's cohesion, but also strengthen the team.

3. Requirements

The application does not require any prerequisites. You will need enough time to think through the process and may consider the complementary resources.

4. Preparation

The tool does not require any special preparation for implementation.

5. Necessary materials

You will need lists to complete and develop during the exercise. The provided material under "Complementary Resources" might help.

6. Implementation

1. Think about which values have a special meaning for your network. Group similar values and reduce the selection to about 10 - 20 individual terms or short statements that characterise your network particularly well.

2. Assign the identified values from step 1. to Tony Robbins' six areas of need (see attached material). At the end of the exercise, all values should be assigned to one of the six areas. If an area remains empty, that is not a big deal.

3. Look at the list of your values and put them in order. Those values that describe the functional side of your network go in the first column. These include the values that everyone else claims for themselves, such as trust, quality, reliability, etc. Put emotional values which inspire members and the target group in the second column. Usually, these are already fewer terms. Think of the values you share with your target group, those values that show up in crises or complaints.
In the right-hand column, write the most important value you do not want to give up under any circumstances: Your basic motive. Sometimes this is in the founding story. The value should help you to better recognise your WHY. Also, think about which values might be missing and which you want to develop in the future, and write them in a different colour. The main benefit of knowing your values is that you gain clarity and become more efficient.

4. Please now enter your values in the value target provided in the materials. Functional values are in the inner circle, emotional values in the middle circle, and core values in the outer circle. Then add the values you want to develop and strengthen in the future.

7. Literature

For further information, we recommend the following literature:

Permantier, M. (2016): Wertekommunikation und Gesundheit am Beispiel der Berliner Agentur SHORT CUTS, Fehlzeiten-Report 2016. 203-213, doi:10.1007/978-3-662-49413-4_18.

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

- Value list
- Table for ordering according to areas of need
- Table for classifying the values
- Value diagram

CLICK & LEARN MORE

Team development

WATER LILY MODEL

Use the water lily model to analyse organisational culture.

1. Introduction

Edgar H. Schein's water lily model makes it possible to divide the human personality into three different levels and thus depict its structure. You may apply the model also to organisations and networks. Here we analyse how the organisation acts, but also the motivation and vision behind it.

2. Objectives and areas of application

With help of the model, you can analyse the personality of a person but also the essence of an organisation or a network. In this way, it becomes clear whether something needs to be changed. In addition, one learns at which level you should strive for change.

3. Requirements

The water lily model does not require any significant prerequisites for implementation. However, it is recommended to apply the method in a small team. The people involved should know the network very well from the ground up.

4. Preparation

The tool does not require any special preparation for implementation.

5. Necessary materials

You will need a flipchart or whiteboard and pens, as it is advisable to make a sketch of a lily (including lily leaves, stems, and roots) and record the information and findings next to it. In this way, you can illustrate the levels.

6. Implementation

1. Sketch a water lily with leaves, stems, and roots on a flipchart or whiteboard.

2. First, analyse the lily pads of the network. Here you look at the "visible", i.e., the observed behaviour. Visible is, for example, the communication behaviour between the members, the target group, stakeholders, but also the logo, rituals, and traditions of the network.

3. Now look at the stem of the sea sea. This symbolises norms and values. Here you need to consider guiding principles, unspoken rules and taboos, informal roles, but also filter out and work on attitudes that determine the behaviour of members.

4. Finally, look at the things that are taken for granted. This level is represented in the model by the roots. An example is self-motivation, early imprints and hidden basic assumptions (selflessness, appreciation, fear of intransparency or rivalry, reliability). The roots of an organisation or a network are very difficult to change.

5. If you now want to make organisational changes, you should develop them closely with the levels of the water lily model.

7. Literature

For further information, we recommend the following literature:

Edgar H. Schein (1985). Organizational Culture and Leadership. San Francisco (Jossey-Bass).

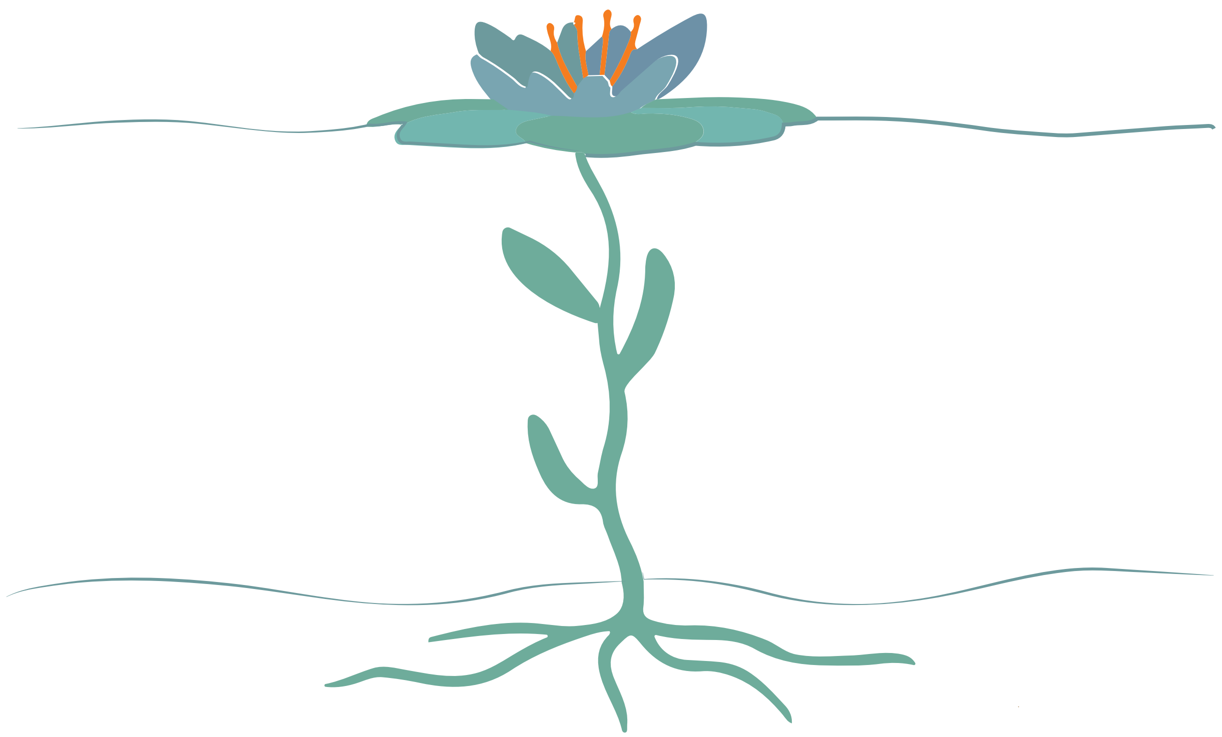
Thonet, C. (2020). Der agile Vertrieb: Transformation in Sales und Service erfolgreich gestalten (Edition Sales Excellence) (1. ed.). Springer Gabler.

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» Water lily model with potential values to edit and complete

CLICK & LEARN MORE



Team development

PACK YOUR PROBLEMS

Use this meeting opener to develop creative approaches to solutions.

1. Introduction

This approach is very suitable for achieving a constructive basis in teams that meet. The aim is to create understanding for difficulties and initial approaches to solutions.

2. Objectives and areas of application

The purpose of this activity is to 'let go' of persistent, disturbing concerns or problems and provide a means for other team members to suggest solutions to these problems.

3. Requirements

Use this activity anytime during regular team meetings or any other type of meeting. Since it is ideal forming groups of three during implementation as part of the problem-solving process, the application only makes sense if the team is big enough.

4. Preparation

The tool does not require any special preparation for implementation.

5. Necessary materials

Hardly any materials are needed for this method: In addition to pens and paper, provide empty and clean paper baskets or similar containers.

6. Implementation

1. Introduce the exercise by acknowledging that most of us tend to have work problems or concerns that won't go away. Tell your team that now is the time to "pack up" these problems and throw them away for a while.

2. Ask person to reflect on such a problem: either on a topic discussed or a work-related concern that is bothering them. Beware of interpersonal issues, e.g. frustration with network leadership, disagreement with a member, etc.

3. Each person then writes their problem on a piece of paper. Then the problems are "wrapped"; i.e., they are crumpled up and thrown into the wastepaper basket.

4. After all the papers are in containers, form groups of three and have one person from each group take out a crumpled sheet from the basket.

5. The trio now "owns" this problem and has three minutes to write down and discuss as many possible solutions as possible in this time frame.

6. Each group then reads the problem to the whole team and reports on their solutions. Ask the other members of the team for additional suggestions.

7. Repeat this process as often as time permits or until you have addressed all problems.

7. Literature

As this is an interactive way to open or break up a meeting, no literary recommendation follows at this point.

Team development

OFFICE-VIBE

Use Officevibe to collect feedback through regular short surveys.

1. Introduction

Officevibe is an online platform that makes it possible to design so-called pulse surveys for employees or members of a network and let them answer them. It promotes the engagement of members in the organisation. Once a week, members receive a question. With the help of the answers, you can address their mood. In this way, you may find out whether members are stressed or satisfied, for example, or how they assess the network culture. The platform collects feedback anonymously. The platform aggregates and analyses the responses automatically. In this way, the network management receives real-time data on member engagement and suggestions for improving the organisation.

2. Objectives and areas of application

Officevibe and the pulse surveys make it possible to understand teams. Weekly surveys create an opportunity for anonymous and written feedback. It creates a safe space to share thoughts and views that one might not share in a face-to-face conversation due to inhibitions or lack of opportunity. This interaction creates a structure of personal exchange that can enhance performance and align members towards goals. Officevibe compiles its comprehensive survey reports and identifies areas for improvement in member engagement. It also provides actionable advice on team management challenges.

3. Requirements

An account is required to use Officevibe. There is a free version with the basic functions. Team members also need profiles.

4. Preparation

Take the time to sit down with your team and discuss what using Officevibe means.

Here are some important talking points to guide you:

- Share the intention behind using Officevibe. Your organisation wants members to be involved in building a relationship that is people-centred.
- Define what participation in Officevibe implies (weekly surveys, exchange of written feedback, etc.) and what the added value is.

5. Necessary materials

There is no need for separate materials, except for the Officevibe access.

6. Implementation

1. Set up a training session internally with all responsible persons.

2. Invite your members and assign the responsible persons to their teams.

3. Monitor the results and act on the feedback.

4. Without extensive and reflective evaluation, the entire process serves no purpose: the real work begins after the feedback. Take appropriate measures to improve the cooperation in your network sustainably. For example, you can use the tools Pack your Problems or Fishbowl to discuss and solve problems.

7. Literature

For further information, we recommend the following literature:

Goetz, D. & Reinhardt, E. (2017). Führung: Feedback auf Augenhöhe: Wie Sie Ihre Mitarbeiter erreichen und klare Ansagen mit Wertschätzung verbinden (1. ed.). Springer Gabler.

Cole, G. (2015). Why a feedback culture will transform your business. Development and Learning in Organizations: An International Journal 29(6). 10–12, https://doi.org/10.1108/dlo-03-2015-0023.

Click here to get directly to the tool:

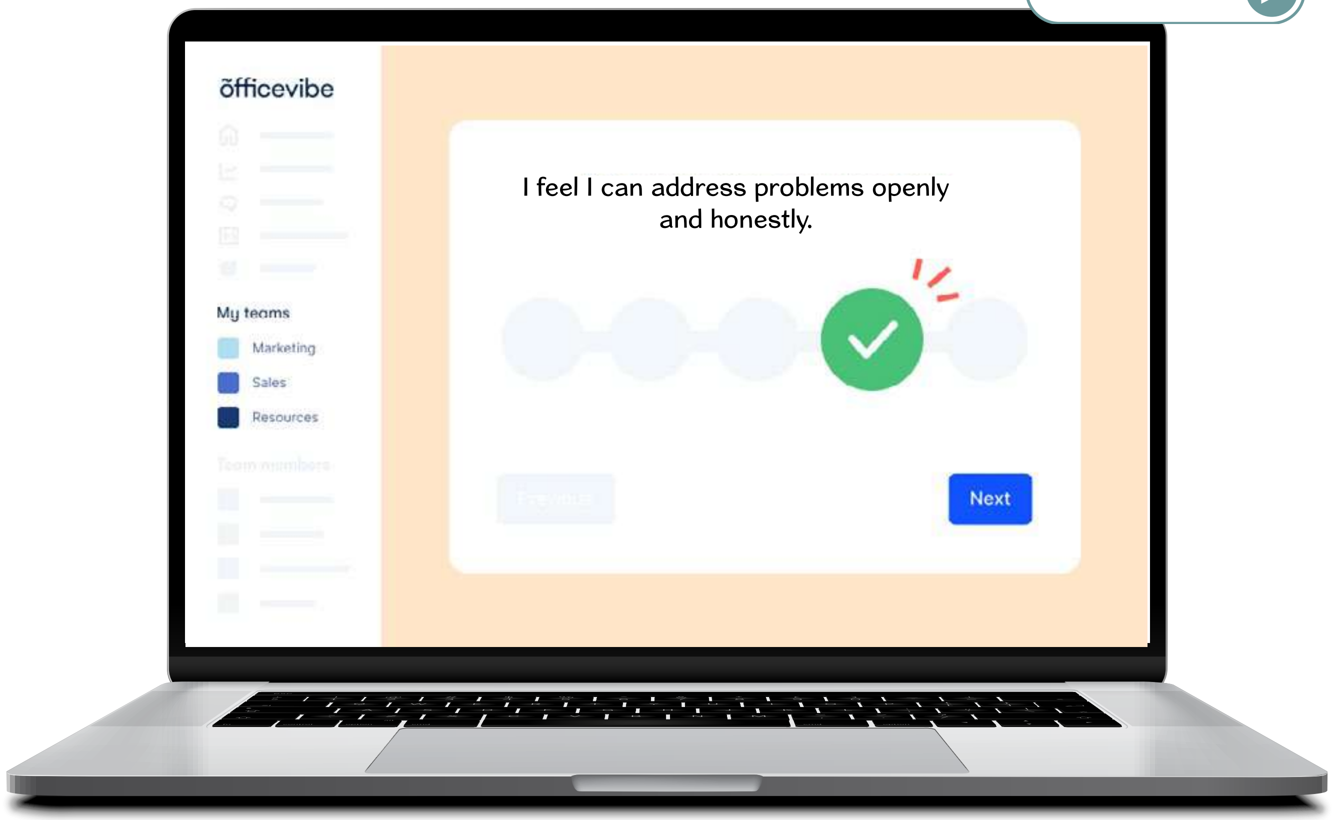
www.officevibe.com

8. Complementary resources

We provide the following materials on our website to make it easier to use the tool:

» Sample questions

CLICK & LEARN MORE



ANNEX

ON THE FOLLOWING PAGES YOU CAN FIND EXTRA MATERIAL FOR THE TOOLS.

STANDUP

Helpful materials for illustration and guidance

Here you will find typical mistakes that should be avoided during a standup:

Standup takes too long time
The purpose of a standup is to get a brief and concise overview. The time should be kept in mind, otherwise the short standup will turn into a normal meeting. This not only affects the participants, but also the quality of the meeting.

Wrong time
The standup should not be inconveniently timed; it should not disturb members in the middle of their working hours, but complement their work in a meaningful way. Find a time of day when this is guaranteed.

Lack of attention
The members should listen attentively to the presenter. This is the only way to identify and link issues. If everyone is thinking about their next word contribution instead of listening, the standup makes no sense.

Not addressing errors or obstacles
Members may be uncomfortable admitting to mistakes or obstacles. Care should be taken to explain the importance of standup and to create an appropriately open culture of error. See mistakes as learning opportunities!

Wrong focus
In a standup, there are no discussions to be held or topics to be addressed that only concern individuals. This leads to the others becoming inattentive and the goal of the standup is jeopardised. It's always about the project goal.

BACK TO THE TOOLKIT

BIG ROOM PLANNING

Helpful materials for illustration and guidance

Sample timetable illustration for a two-day Big Room Planning Event

Day 1		Day 2	
9:00 – 9:30	Welcome Introduction to the event	9:00 - 9:10	Welcome and short introduction to the programme
9:30 - 9:50	Presentation of the vision of the network or the project	9:20 - 12:00	Exchange with other teams (3rd round)
9:50 - 10:10	Presentation of the status of the work, if necessary overview of the work assignment	12:00 - 13:00	Lunch
10:10 - 10:30	Presentation of the Master Plan	13:00 – 14:00	Record the results of the exchange
10:30 - 10:40	Explanation of the group division and the individual work assignments	14:00 – 15:00	Presentation and discussion in the large group
10:50 - 12:00	Meeting in working groups and working phase	15:00 - 15:30	Leader of the group designs the master plan
12:00 - 13:00	Lunch	15:30 – 16:00	Teams clarify tasks and responsibilities and document who is responsible for what
13:10 - 14:20	Short presentation of the plans /exchange with other teams (1st round)	Ab 16 Uhr	Optional: Discussion and feedback Otherwise: End of the event
14:30 - 15:40	Exchange with other teams (2nd round)		
Bis 16 Uhr	End of the exchange; Summary and closure by moderator		

BACK TO THE TOOLKIT

Planning Card Game

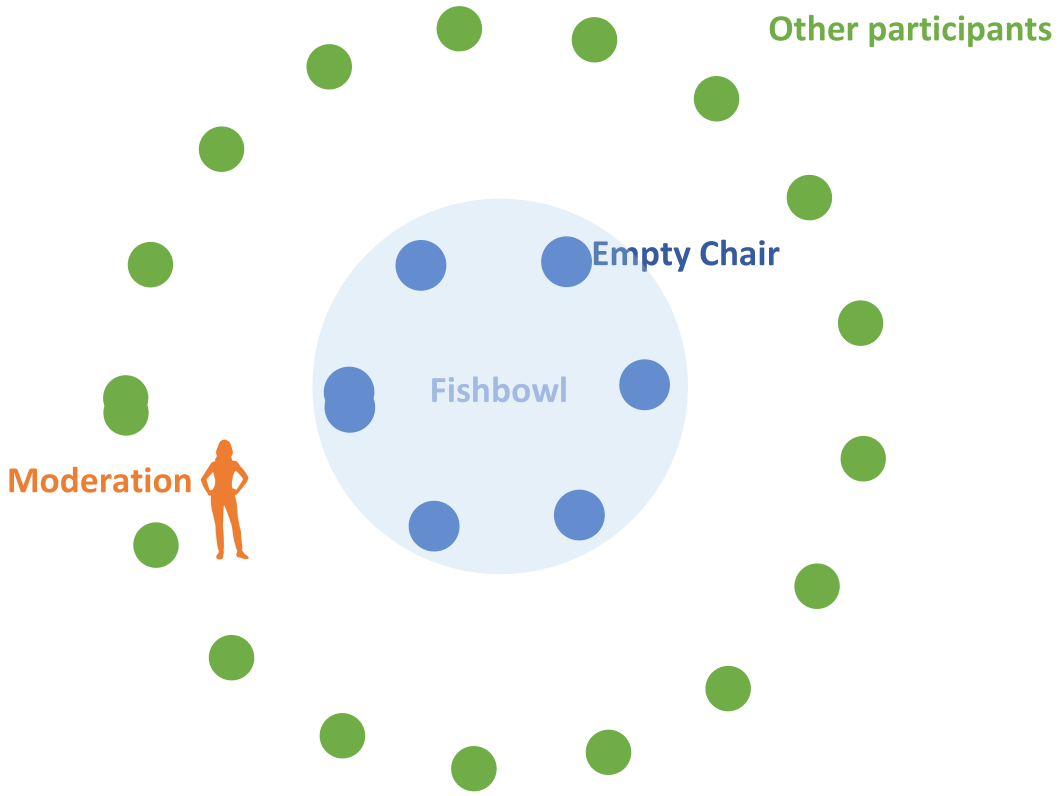
0	0.5	1	2	3
5	8	13	20	40
100	?		(X)*	(Y)*

*(X) and (Y) can be added individually as required

Fishbowl Method

Helpful materials for illustration and guidance

1. Overview of the structure of a fishbowl



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World Café

Helpful materials for illustration and guidance

Checklist

Checklist	Required number	Done?
Small tables in the number of small groups. (Alternatively, seat cushions for the floor)		
Enough chairs (or seat cushions) for all participants		
Snacks and drinks (biscuits, pastries, fruits, water, coffee, tea, milk, sugar) to create a café-house atmosphere		
Enough cups / mugs (and plates if necessary)		
Optionally tablecloths to create a café-house atmosphere		
A selection of soft background music		
Flipchart paper or writable paper tablecloths or pieces of wallpaper (white, approx. 2 - 3 per table)		
Enough pens in different colours and thicknesses		
Optional microphones for hosts and moderators (usually not necessary)		

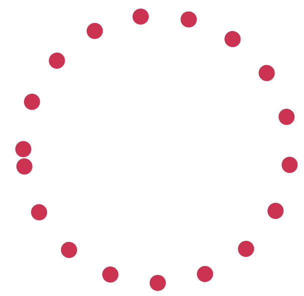
BACK TO THE TOOLKIT

Open Space

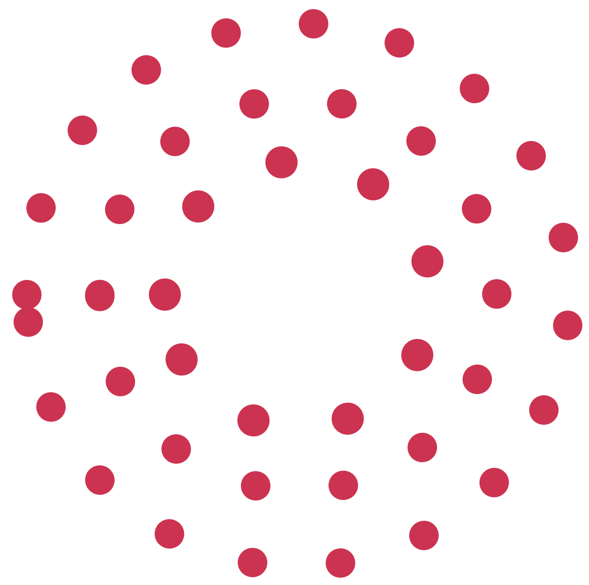
Helpful materials for illustration and guidance

1. Example of arrangement of the chairs

Smaller group: Common chair circle



Larger group: Several rows



2. Checklist: Materials

Checklist	+ / -
Paper	
Pinboards	
Pinboard pins in adequate quantity or adhesive tape	
Thick highlighters	
Pens for writing in adequate quantity (at least one pen per person)	
Possibly different coloured paper, coloured cards or something similar	
Chairs (according to number of participants)	

3. Template for a project sheet:

Project:

Participants:
First and last names

Our next steps:
What / Who / When / Where / How

Contact person(s):

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FLINGA

Checklist / Materials

Task	Check
Create a Flinga account.	
Create a collaboration environment. Decide between the whiteboard and the brainstorming environment.	
Identify a facilitator, the participants and the venue.	
Invite all participants to the created collaboration environment.	

BACK TO THE TOOLKIT

DE BONO THINKING HATS

Helpful materials for illustration and guidance

1. De Bono Thinking Hats - Explanation

1. White hat - "What do we know and what does it mean?"
People who wear the white hat think very analytically. They deal with facts and figures, but look at them neutrally and soberly. Subjective opinions do not play a role, only information is collected and an overview of the facts is obtained again and again.

2. Red hat - "How does it make me feel?"
When wearing the red hat, one adopts an emotional and intuitive perspective. Facts are assessed subjectively, feelings, fears, likes and dislikes can be shared.

3. Black hat - "What could go wrong?"
The black hat symbolises critical thinking. Objective risks and objections are presented as to why something might not work. Difficulties or dangers can be recognised through pessimistic thinking. Nevertheless, the hat should not be overused, otherwise conflicts could arise in the network.

4. Yellow hat - " What works? What are the advantages?"
The yellow hat is the opposite of the black hat. This role thinks optimistically and collects positive arguments and ideas. One has the best possible outcome in mind and always sees the opportunities. However, one should remain realistic.

5. Green hat - "What are the alternatives? What can be renewed?"
The green hat stands for creative thinking. New, creative ideas are formulated and thus bring the other participants to previously unconsidered approaches to solutions. These ideas do not have to be thought through and can also be crazy, every idea is appreciated.

6. Blue hat- "How do we tackle this problem? What are the basic rules?"
The role with the blue hat is responsible for keeping the overview and steering the group. It classifies the ideas of the participants, agrees on measures and draws conclusions.

2. De Bono Thinking Hats - Overview

Red Emotions, subjective	White Analysis, objective	Yellow Opportunities, optimistic
Black Risks, pessimistic	Green Ideas, creative	Blue Structure, neat

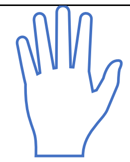
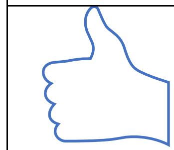
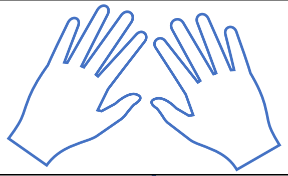
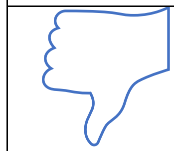
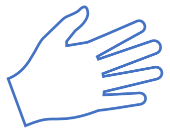
BACK TO THE TOOLKIT

Group Agreements

Helpful materials for illustration and guidance

1. Example: Hand signs

For example, the following hand signs can be made as a group agreement:

	**Raised hand:** "I have a request to speak" or "I have a question".
	**Thumbs up:** „I agree"
	**Both hands raised:** "I can directly answer the question that was just asked"
	**Thumbs down:** "I do not agree" or "I am against it“
	**Hand swivel downwards:** "Calmer, slower, more relaxed".
	**Hand swivel upwards:** "Louder please"

2. Example: Possible group agreements (can be supplemented individually)

- Punctuality to meetings
- Letting others speak
- Respectful behaviour
    - Addressing conflicts openly
    - Putting mobile phones on silent during meetings

BACK TO THE TOOLKIT

Stakeholder Identification

Helpful materials for illustration and guidance

1. Examples of stakeholder groups for step 1:

Owners, project managers, investors and donors

Direct customers (such as association members) and indirect customers (the public, interest groups)

Suppliers, other organisations (also competitors!)

Volunteers

The community, including residents and special interest groups

Governmental and regulatory authorities

2. Questions to be considered:

Will the stakeholder be affected by this project?

Can they influence the project?

Do they control or have influence over necessary resources?

Do they have any special skills or abilities that you need?

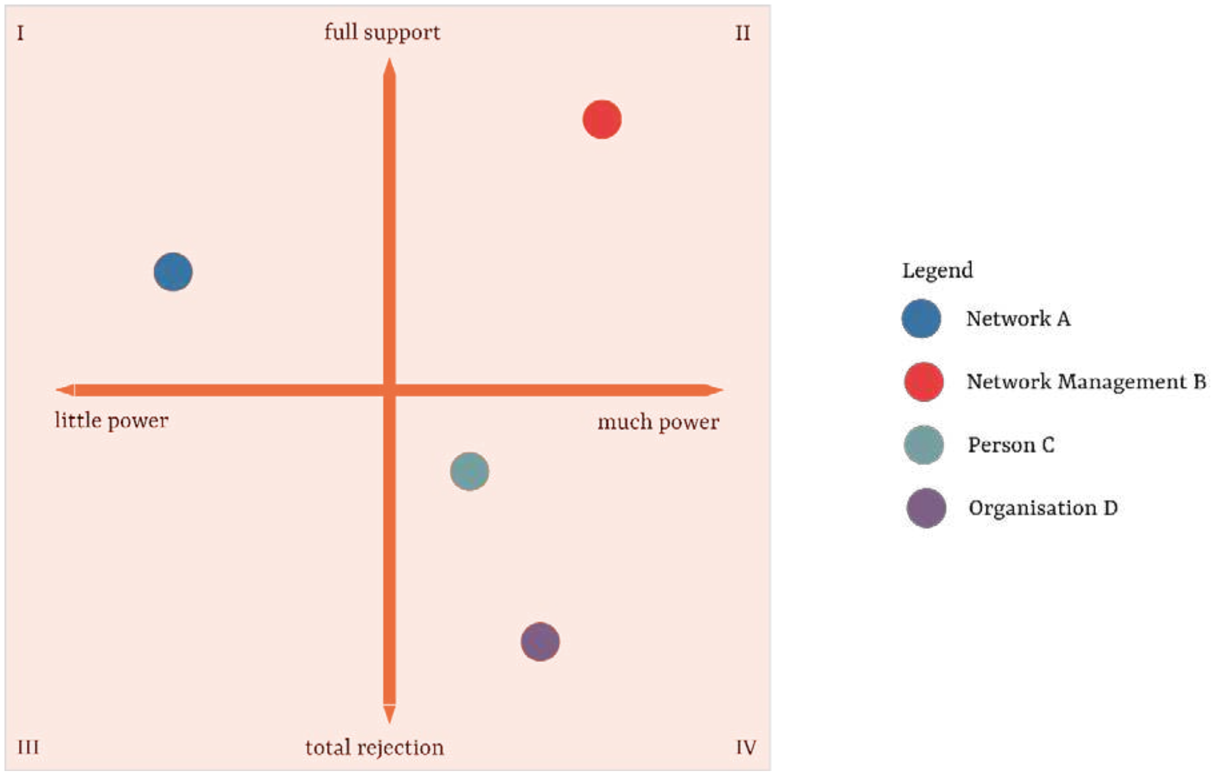
At what stage does this stakeholder have the most influence?

BACK TO THE TOOLKIT

Force field analysis

Helpful materials for illustration and guidance

1. Illustration of a force field analysis



2. Action guide

Quadrant I	Here are supporters with little power and influence. These people are important for the project as they are likely to be operational.	Establish or maintain good framework conditions. Provide them with relevant information from the project on time.
Quadrant II	This is where the parties who are sympathetic to the project are located. In addition, these people have influence and power. Here you can gain support and stimulation.	Involve this group as intensively and proactively as possible in the project. This group drives the project forward with all they have.
Quadrant III	This is where the people are who tend to have a negative attitude, but can hardly exert any influence due to lack of power.	Pay attention to who could be influenced by a person from quadrant III and thereby build up opposition. There may also be more powerful parties in their network who could also take a critical stance as a result.
Quadrant IV	Here are the voices, stakeholders, and leaders who are dissatisfied with the project and the situation. They can use their considerable power to exert negative influence and damage the project.	Do not get involved in confrontations! Instead, consider how you could mediate from a possibly neutral position. For example, you can ask for support from people in the 2nd quadrant. At least you can achieve a balance of power this way. The aim is to neutralise the negative influence. However, if there is a power majority in the 4th quadrant, this must be discussed with the person responsible for the project. In the worst case, it should be critically questioned whether the project should be continued.

3. Four-field matrix

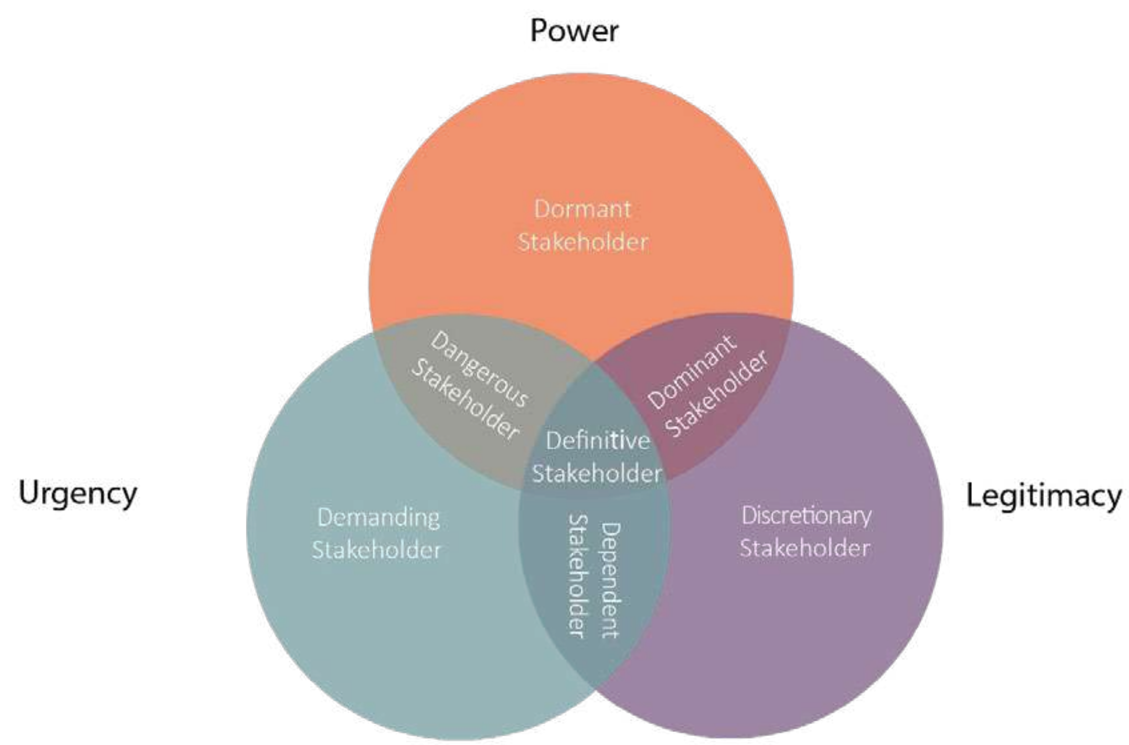
Excel for download under Materials

BACK TO THE TOOLKIT

URGENCY LEGITIMATION POWER

Helpful materials for illustration and guidance

1. Overview illustration



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Action guide

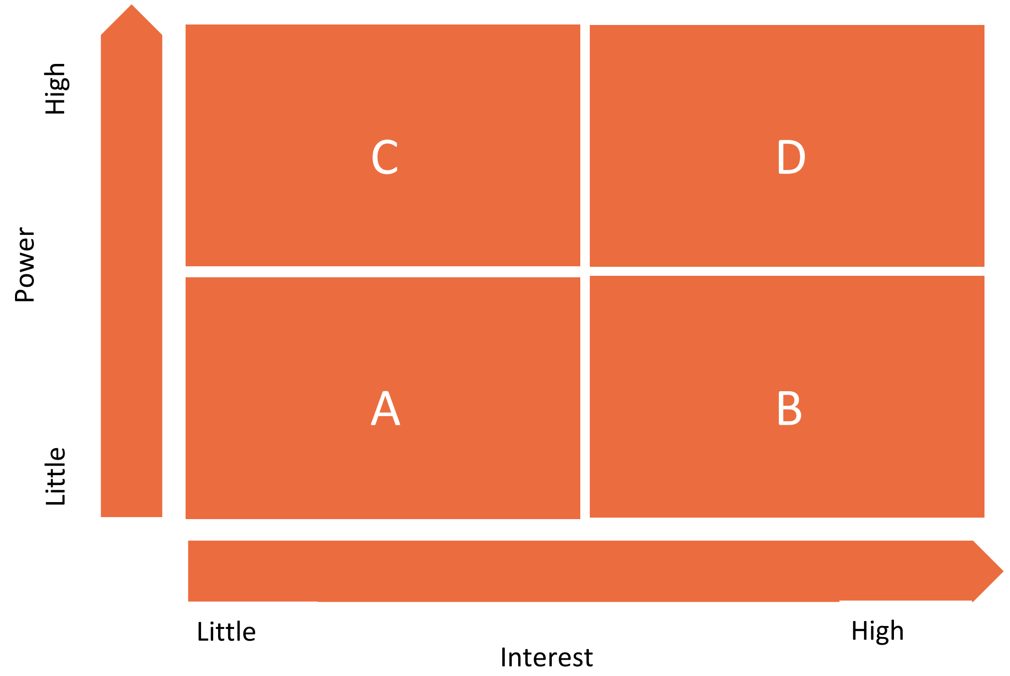
Dimensions fulfilled	Definition	Possible measures
Power - Legitimacy - Urgency	The most important stakeholders are those who fulfil all three characteristics. These are "definitive stakeholders".	One should prioritise the demands of the "definitive stakeholders".
Power - Legitimacy	Next in importance are those who fulfil two of the three characteristics: There are "dominant stakeholders".	These stakeholders are important and it is important to maintain good relations with them (for example: members, suppliers).
Legitimacy - Urgency	Two out of three characteristics are also fulfilled by "the dependent stakeholder". These stakeholders are called dependent because they have no power. They thus depend on others to help them assert their interests.	In socially engaged networks, this could be the clients. You should keep their concerns in mind.
Power - Urgency	The "dangerous stakeholder" has power and urgency. Stakeholders who lack legitimacy often resort to coercion, which makes them dangerous.	These could be competitors, for example, or people who build up pressure through negative publicity. It is important to keep an overview of these.
Power or legitimacy or urgency	Latent stakeholders fulfil one of the characteristics. These do not have priority. The characteristic Power characterises "Dormant Stakeholders". Legitimacy characterises "Reliable Stakeholders". Urgency characterises "Demanding Stakeholders."	Whether or not these stakeholders are considered depends on the time and energy available. They are often worth keeping an eye on in case they develop a second characteristic over time.

BACK TO THE TOOLKIT

Power Interest Grid

Helpful materials for illustration and guidance

1. Illustration of a Power Interest Grid



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2. Action guide

Group A	Little power and little interest	Keep an eye on these people, but since there is little interest, there is no need to communicate much here.
Group B	Little power and high interest	Inform these people appropriately and talk to them to ensure that no major problems arise. These people can often be helpful with the details of your project.
Group C	High power and little interest	These are stakeholders who need to be kept informed. They should always be satisfied because they are powerful. Handle them carefully so that they do not exert unwanted influence.
Group D	High power and interest	These are the stakeholders who are the decision-makers and have the greatest influence on the success of the project. Therefore, it is essential to design the project in a way that meets their expectations.

Power Interest Grid

Excel for download under Materials

BACK TO THE TOOLKIT

MINTZBERG'S STRATEGY BRIDGE

Helpful materials for illustration and guidance

Checklist

Steps	**Space for notes**	**Done?**
Looking back at past strategies: What has been done so far?		
Looking beside - benchmarking: Where are the other networks (or competitors)? What do they do better?		
View from above: What's the environment? Are there trends? Has anything changed around the network? (e.g. new requirements)		
View from below: What are the costs? What are the benefits? Are the costs and benefits reasonable? (e.g. costs for promotions, room rental, etc.) What is your network good at? What could you all do better? What do you already have for it? What do you need for it and where do you get it?		
Looking ahead: Based on the analysis so far: Which scenarios and developments are likely?		
Looking beyond: Get creative! What would be possible in the best case? What in the worst case? (How could the worst case be averted?) Develop a strategy!		
Overall view: Now you can revise your current strategy. Keep the lessons learned in mind - they will help you to sustainably pursue your goals.		

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TARGET DEVELOPMENT

Helpful materials for illustration and guidance

Questions for target tracking:

What do we want to achieve?

How do we pursue the goal? With whom does it make sense to agree on a goal?

What do we have and what do we need?

How do we prioritise different goals?

What conflicts do we see in the environment?

What is our motivation?

How do we deal with goals once they have been set? When do we need to let go of some of them?

How do we know if we have reached our goal?

BACK TO THE TOOLKIT

SWOT ANALYSIS

Helpful materials for illustration and guidance

SWOT Matrix

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

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1. Sample questions for analysis

Strenghts:

What went well in the past?

What was decisive for past successes?

What can the network be proud of?

What can the network do better than its competitors?

Weaknesses:

What weaknesses does the network have?

What has been difficult so far?

What is missing?

Why are assignments lost to the competitor?

Opportunities:

What opportunities are there?

What future opportunities are foreseeable?

What trends are favourable for the network?

What changes in the environment can be beneficial?

Risks:

Where do dangers lurk for the previous network model?

What external developments could have an unfavourable impact on network development or competitiveness?

What activities of competitors can be expected?

2. Combined SWOT matrix

		Internal analysis	
		Strengths	Weaknesses
External analysis	Opportunities	Expand	Secure
	Risks	Catch up	Avoid

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3. Example questions for creating the combined SWOT matrix

Strategy „Expand“:

Which strengths match which opportunities?

How can strengths help to better realise the opportunities?

Where is there potential to expand the network fields or product areas of the network?

Strategy „Catch up“:

Where can opportunities arise from weaknesses?

How can weaknesses develop into strengths?

Which weaknesses should be improved?

In which network fields or markets is there a need to catch up?

Strategy „Secure“:

Which risks can the network counter with which strengths?

How can strengths avert the occurrence of certain risks?

In which areas does the network need to protect itself?

Strategy „Avoid“:

Where do weaknesses meet risks?

What threats can develop in this way?

How can the network still protect itself from harm?

Which activities should the network avoid or stop?

4. Guidance on the combined SWOT matrix:

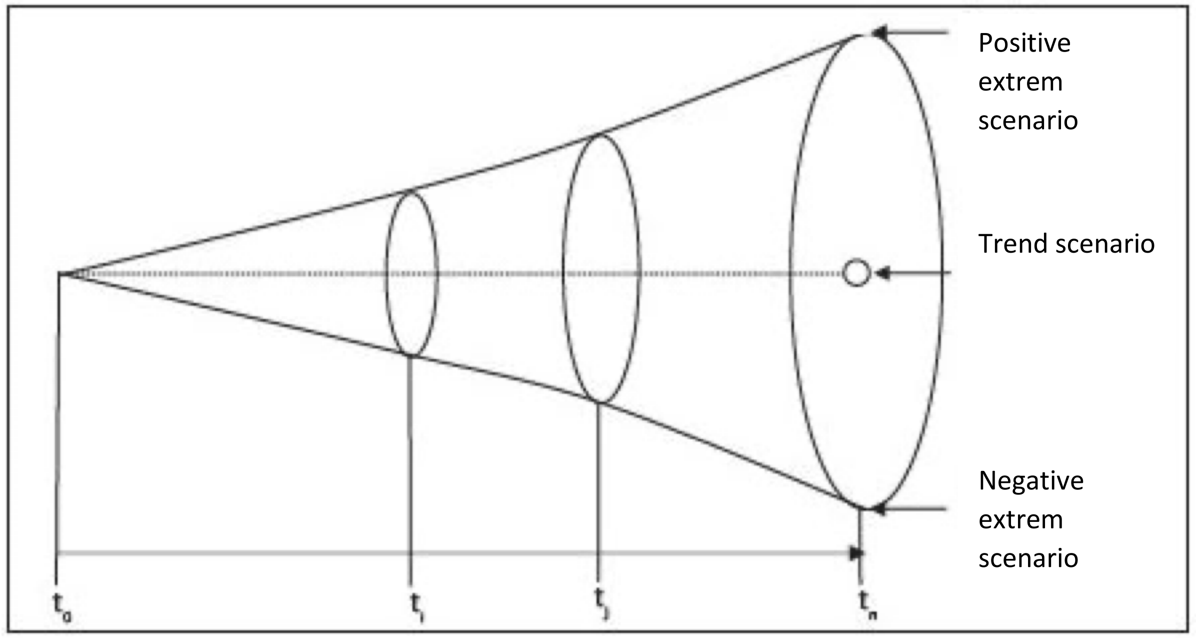
Steps	Notes	Done?
Describe relevant trends for your network		
Analyse the strengths, weaknesses, opportunities and threats for their network.	Use the questions provided for this purpose.	
Assign the trends elaborated in step 1 to opportunities or risks		
Use the combined SWOT matrix to find the strategy you should pursue and gain insight into the strategies you should avoid.	Use the matrix and the questions provided for this purpose.	

BACK TO THE TOOLKIT

Trend-Impact-Analysis

Helpful materials for illustration and guidance

1. Scenario funnel



Source: Mietzner, D. (2009). Strategische Vorausschau und Szenarioanalysen. Methodenevaluation und neue Ansätze. Wiesbaden: Gabler / GWV Fachverlage GmbH, p. 119.

Scenarios are often presented in the form of a scenario funnel. This is mapped on a time axis. The time axis begins at the current starting point t_0 and extends to a point in the future, t_n. A trend scenario is plotted on this time axis at the end. This trend scenario corresponds to the future development of a project under the assumption of stable environmental developments and is in the middle of the funnel. It therefore shows how a project would develop in the absence of influences.

However, since unstable environmental conditions must usually be assumed, both positive and negative development possibilities are considered in the analysis. Negative examples would be the loss of network members, cancellation of events or the COVID-19 pandemic. Positive examples would be new technologies that enable better communication and new cooperation partners. The further away the trend scenario is from the present, the broader the possible future scenarios - because one can make increasingly imprecise statements. This is symbolized by the ever-widening funnel.

The positive extreme scenario, which is plotted on the upper end of the funnel, shows the best possible development, the "best-case". It symbolizes the best result of the project.
The negative extreme scenario ("worst-case") represents the worst possible development of the project and is plotted at the bottom.

Checklist

Steps	Done?
Definition of the field of research: What do you want to examine? (Examples: network focus, an imminent decision, individual projects, individual events).	
Recording the areas of influence and factors (If conducted in the group: brainstorming and ranking the factors according to importance)	
Scenario options: Assignment of measured variables and potential outcomes (e.g. positive / neutral / negative)	
Development of future paths: What could happen?	
Optional: Group discussion: Are the future paths plausible?	
Agree on at least 3 future scenarios (see scenario funnel: trend scenario, positive extreme scenario, negative extreme scenario).	
Developing strategies for action: How do you react when which scenario occurs?	

BACK TO THE TOOLKIT

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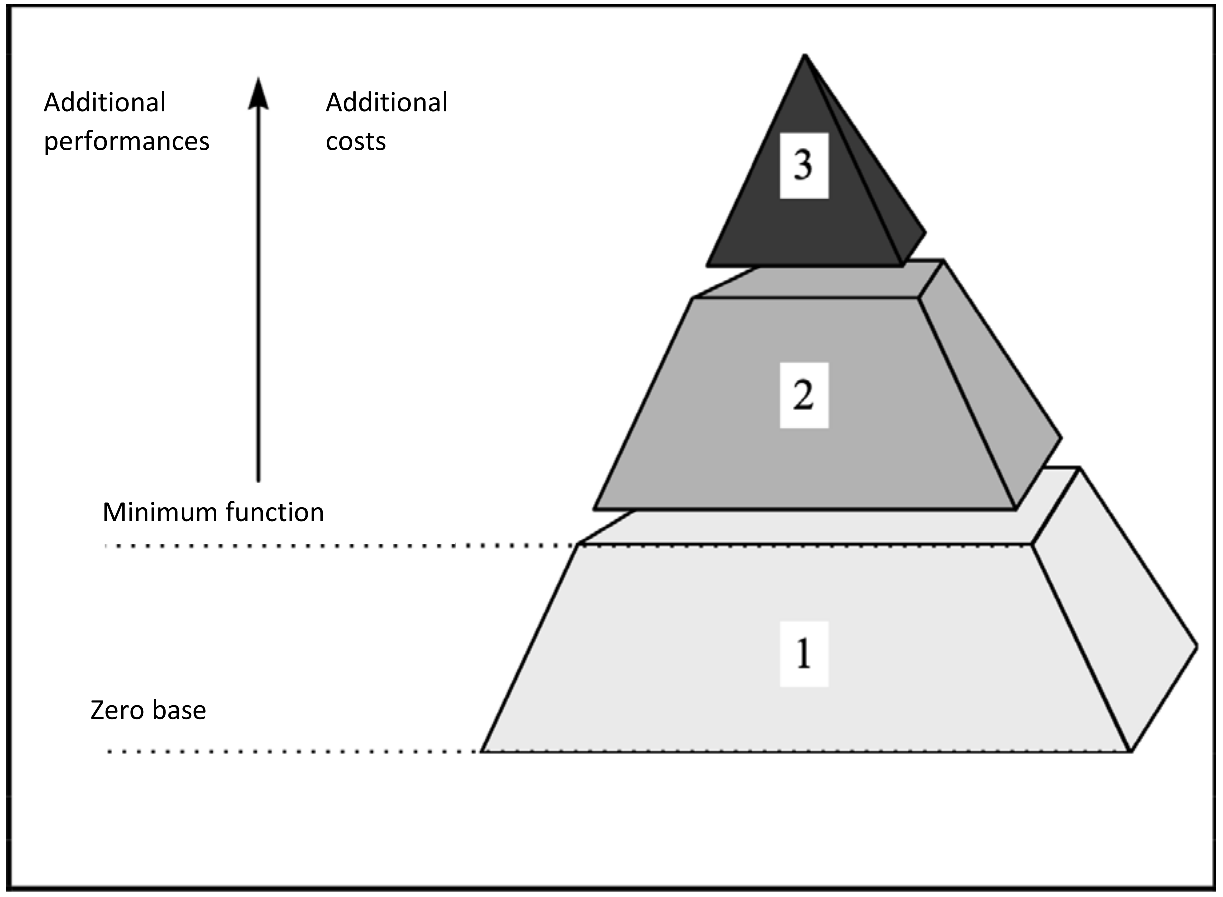
ZERO BASE BUDGETING

Helpful materials for illustration and guidance

Three levels of performance of a decision unit



Source: Meyer-Piening, A. (1994). *Zero Base Planning als analytische Personalplanungsmethode im Gemeinkostenbereich.* Stuttgart, Deutschland: Schäffer-Poeschel Verlag.

Sample form

Excel for download under Materials.

Checklist

Steps	Notes	Done?
Define the areas to be investigated and the available (financial) resources of the network	Example: The network examines its expenses for regular meetings. The network has 1000 euros per quarter at its disposal for this purpose. The network does not have its own meeting rooms and therefore rents some in a hotel.	
Divide the network areas into decision-making units	A decision-making unit is an activity that can be defined in terms of tasks, costs, and performance. In the example, the relevant decision-making unit would be the unit responsible for the organisation of the network.	
Divide the units into performance levels	Use the illustration and the corresponding explanation from the toolkit.	
Determine the cost reduction potentials per performance level	Example: What rental costs for premises can be saved? Can the duration/frequency of meetings and associated costs be reduced?	

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Creation of decision packages	See Excel form for support: Here, the most cost-reducing methods must be determined for all three performance levels. Example: In principle, digital meetings would also suffice. (Minimum level for performance level 1) However, it is useful for productive work over a longer period of time if personal exchange also takes place. For this, however, it is not necessary to rent an expensive meeting room in a hotel, a community hall is also sufficient (minimum level for performance level 2). If larger networking events are to take place with external people, for example, to attract sponsors, a location must be chosen that offers good transport connections, parking spaces, and catering. However, hot (more expensive) food does not have to be ordered. (Minimum level for performance level 3)	
Cost-benefit considerations of the decision packages and creation of a ranking order	At this point, a priority decision package per level of service shall be identified by the decision unit(s). Example: It may not be necessary to order hot food when organising a donor event. However, there may then be less donor willingness. But as this may be more important for the network than meeting regularly, more than the minimum may be desired at performance level 3. In return, face-to-face meetings would have to be minimised as performance level 2. The ranking is up to the individual assessment and consideration of the decision-making unit(s).	
Determination and approval of the order of priority, including the necessary resources, by the network management.	Sequencing and balancing like before are now done beyond the decision-making unit(s) by the network management.	
Action planning for the new targets	Example: The organising team should hold digital meetings instead of the two regular meetings per month.	
Continuous control of measures and costs	Example: Each quarter, it can be compared whether the saved costs of the cancelled regular meetings lead to more events at which more donations are made. This can be done by a simple target/actual comparison.	

BACK TO THE TOOLKIT

VALUETARGET

Helpful materials for illustration and guidance

This exemplary collection of values can be used for support:

Ability
Abundance
Acceptance
Accessibility
Accuracy
Achievement
Activity
Adaptability
Adventure
Affability
Affection
Affirmation
Aggressiveness
Agility
Ambition
Applicability
Appropriateness
Assertiveness
Assiduity
Assurance
Attention
Audacity
Balance
Beauty
Being the best
Belonging
Binding
Boldness
Camaraderie
Care
Celebrity
Certainty
Challenge
Charity
Charm
Cheerfulness
Clarity
Cleanliness

Cleverness
Comfort
Compassion
Confidence
Connection
Constraint
Contemplativeness
Continuity
Contribution
Control
Cooperation
Cordiality
Correctness
Courage
Courtesy
Creativity
Credibility
Curiosity
Decency
Demureness
Desire
Determination
Devotion
Diligence
Discipline
Discovery
Discretion
Diversity
Dominance
Drive
Duty
Dynamism
Ecstasy
Education
Effectiveness
Efficiency
Elation
Elegance

Empathy
Encouragement
Energy
Enthusiasm
Excellence
Excitement
Expertise
Expressiveness
Extravagance
Extraversion
Exuberance
Fairness
Family
Fascination
Fashion
Fearlessness
Flexibility
Focus
Fortune
Freedom
Freedom of movement
Frugality
Fun
Generosity
Giving
Glory
Goodness
Gratitude
Growth
Guidance
Harmony
Heart
Helpfulness
Heroism
Honesty
Honour
Hope
Hospitality

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Humility
Humour
Hygiene
Imagination
Impartiality
Independence
Influence
Insight
Inspiration
Integrity
Intensity
Intuition
Inventiveness
Joint use
Joy
Justice
Kindness
Knowledge
Leadership
Learning
Longevity
Love
Loyalty
Maturity
Meaning
Meticulousness
Mildness
Moderation
Modesty
Motivation
Obedience
Open-mindedness
Openness
Optimism
Order
Orderliness
Organisation
Origin
Originality
Participation
Passion
Peace
Perceptiveness
Perfection
Perseverance
Persistence
Piety
Playfulness

Pleasure
Popularity
Potency
Power
Pragmatism
Precision
Presence
Privacy
Proactivity
Proximity
Punctuality
Purity
Realism
Reason
Recognition
Refinement
Relaxation
Reliability
Resourcefulness
Respect
Revolution
Richness
Sacrifice
Satisfaction
Security
Self-confidence
Self-control
Selflessness
Sensitivity
Sensuality
Serenity
Seriousness
Service
Significance
Simplicity
Sincerity
Skill
Sociability
Solidarity
Speed
Spontaneity
Stability
Strength
Structure
Success
Superiority
Surprise
Sympathy

Teamwork
Thirst for knowledge
Thoroughness
Thoughtfulness
Traditionalism
Trust
Trustworthiness
Understanding
Uniqueness
Usefulness
Variety
Victory
Vision
Vitality
Vivacity
Warmth
Wildness
Willingness
Winning
Wisdom
Wittiness
Youthfulness
Zeal

You can sort the values in this list:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________

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Now assign the values to the individual areas of need:

SECURITY Thoughtfulness » Contemplation » Commitment » Simplicity » Family » Peace » Piety » Cosiness » Certainty » Credibility » Origin » Comfort » Continuity » Longevity » Organisation » Privacy » Realism » Tranquillity » Stability » Structure » Traditionalism » Reason » Assurance » Trust » Trustworthiness » Satisfaction	**INSECURITY/DIVERSITY** Adventure » Variety » Excitement » Exuberance » Courage » Dynamism » Discovery » Fascination » Freedom » Speed » Inspiration » Intensity » Boldness » Courage » Originality » Proactivity » Revolution » Spontaneity » Surprise » Independence » Playfulness » Audacity » Wildness
GROWTH Activity » Drive » Open-mindedness » Attention » Training » Expressiveness » Eagerness » Independence » Resourcefulness » Ecstasy » Energy » Enthusiasm » Inventiveness » Insight » Encouragement » Extravagance » Extraversion » Resourcefulness » Permissiveness » Fearlessness » Skillfulness » Agility » Generosity » Serenity » Hope » Humour » Intuition » Youthfulness » Clarity » Prudence » Ability » Creativity » Vitality » Vivacity » Passion » Learning » Fashion » Motivation » Maturity » Curiosity » Optimism » Imagination » Presence » Refinement » Youthfulness » Clarity » Cleverness » Ability » Creativity » Liveliness » Vitality » Vivacity » Passion » Learning » Fashion » Motivation » Maturity » Curiosity » Optimism » Imagination » Presence » Sophistication » Richness » Cleverness » Beauty » Self-confidence » Fun » Abundance » Pleasure » Diversity » Vision » Vitality » Growth » Perceptiveness » Knowledge » Thirst for knowledge » Wittiness	**AFFILIATION/CONNECTEDNESS** Acceptance » Balance » Popularity » Charm » Honesty » Empathy » Relaxation » Fairness » Flexibility » Joy » Kindness » Cheerfulness » Hospitality » Serenity » Justice » Conviviality » Goodness » Good-naturedness » Harmony » Heart » Cordiality » Politeness » Comradeship » Cooperation » Love » Gentleness » Sharing » Compassion » Cooperation » Charity » Closeness » Openness » Respect » Sensitivity » Sensuality » Solidarity » Sympathy » Teamwork » Affability » Impartiality » Connection » Understanding » Warmth » Accessibility » Affection
MEANING Detachment » Aggressiveness » Recognition » Domination » Celebrity » Affirmation » Being the best » Dominance » Assertiveness » Effectiveness » Efficiency » Honour » Ambition » Making a difference » Influence » Uniqueness » Elegance » Determination » Success » Seriousness » Achievement » Expertise » Excellence » Focus » Leadership » Winning » Persistence » Heroism » Heroism influence » Uniqueness » Elegance » Determination » Success » Seriousness » Achievement » Expertise » Excellence » Focus » Leadership » Winning » Persistence » Heroism » Challenge » Elation » Control » Achievement » Leadership » Power » Leadership of Employees » Potency » Precision » Wealth » Fame » Self-control » Self-confidence » Victory » Significance » Strength » Superiority » Reverence » Fortune	CONTRIBUTION Meticulousness » Adequacy » Adaptability » Decency » Applicability » Self-sacrifice » Sincerity » Perseverance » Conscientiousness » Persistence » Willingness » Modesty » Restriction » Usefulness » Gratitude » Humility » Service » Discretion » Discipline » Diligence » Giving » Obedience » Accuracy » Frugality » Thoroughness » Helpfulness » Devotion » Hygiene » Integrity » Correctness » Loyalty » Moderation » Utility » Orderliness » Tidiness » Perfection » Duty » Pragmatism » Punctuality » Purity » Cleanliness » Unselfishness » Demureness » Diligence » Frugality » Guidance » Reliability

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Use this table to prioritise the values:

WHAT? Functional values	HOW? Emotional values	WHY? Basic motive/core values

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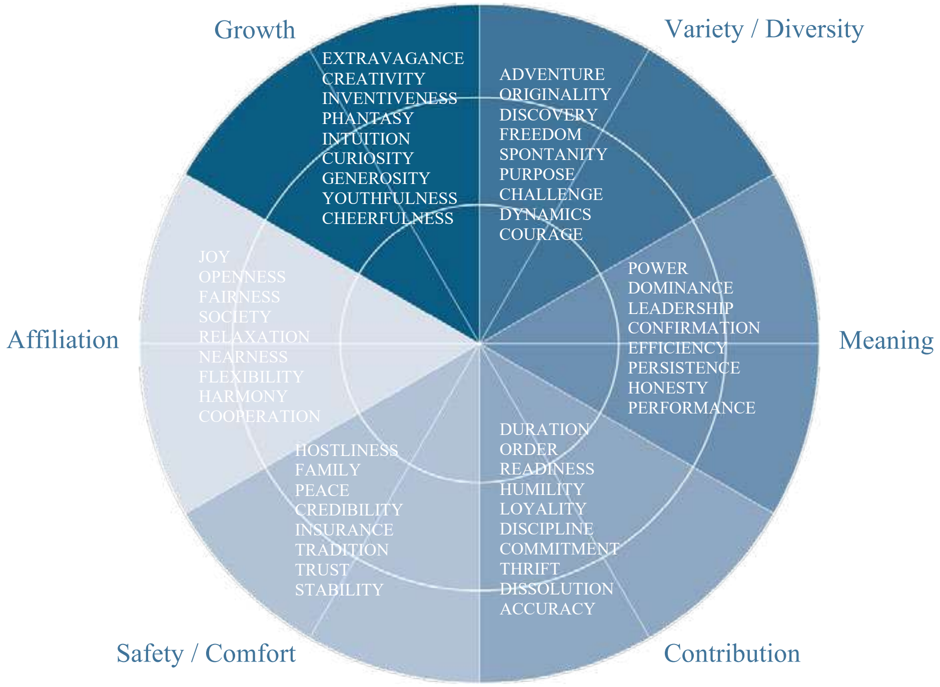
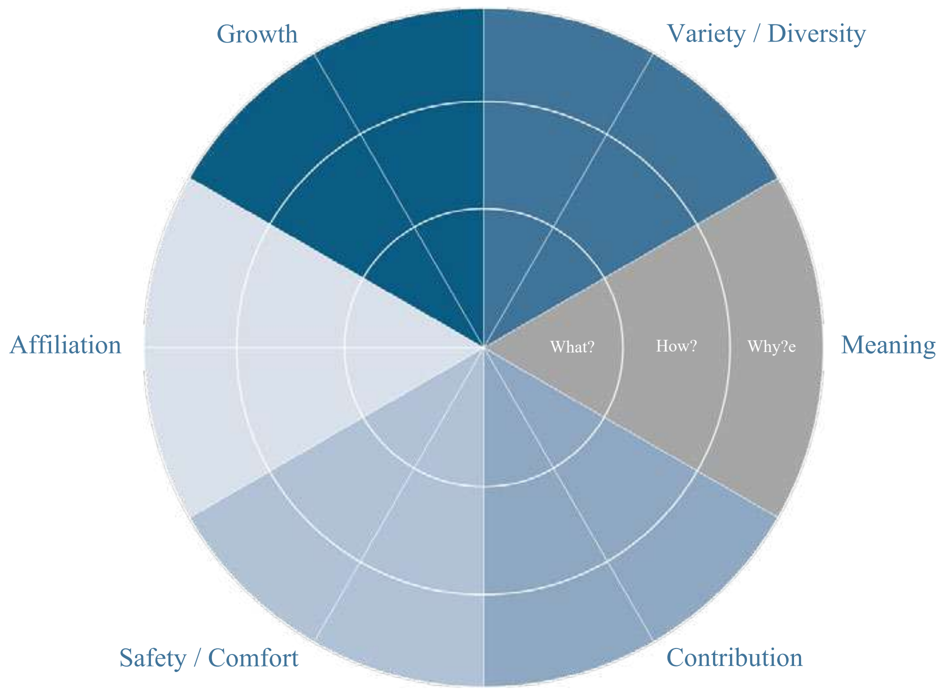
Arrange the values similarly to this value target





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WATER LILY MODEL

Helpful materials for illustration and guidance

1. Illustration of the levels for completion (with examples for marking and crossing out)

You can mark the given values, cross them out or carry them out further. In addition, you can find and add further values.

Level	Notes
Lily pad (Visible behaviour)	Organisational or network structure Press releases Logo and other visual things, also network premises Form of address Rituals of the network (like having lunch together) Others:
Stem (Values and norms)	Mission statement How members treat each other (trust, respect, transparency) Unspoken rules and taboos Informal roles, but also attitudes (who is responsible for what?) Behaviour of network partners Network orientation, visions, strategies Further:
Roots (Basic assumptions and beliefs)	What motivates the members? How should we act in certain situations? What are the members' values? What do time, performance, truth, etc. mean to us? More:

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OFFICEVIBE

Helpful materials for illustration and guidance

1. The following are some sample questions or statements on implementation:

1. Workplace and work situation

I am satisfied with my career and promotion opportunities.

I have the room to manoeuvre that I need for my daily work.

I can balance my job and my free time well.

In our network, performance is rewarded.

2. What do you not like?

It is too much work.

The expectations are unclear.

The decision-making paths are too long.

The technical equipment is insufficient.

We are too few members for the workload.

I have to work too much overtime.

Work scheduling (holidays, time off, etc.) is unsatisfactory.

The payment is unfair.

3. Communication

The exchange of information between members works well.

The flow of information between members and network leadership works well.

4. Working atmosphere

I feel I can address problems openly and honestly.

We deal with others' mistakes productively and fairly.

We treat all members fairly and do not discriminate against anyone.

5. Network leadership

Our network leadership is credible.

Our network leadership is open to criticism.

Our network leadership promotes cohesion.

Our network leadership shows its appreciation.

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