

**Brno.
For you.**

First steps of a young leader

Handbook created with the support of
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Partners

Poland: Fundacja EduMentor

Czechia: Brno for you

Slovakia: SYTEV

Hungary: Creative Youth Academy Hungary

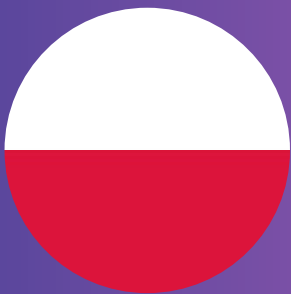


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Introduction

Application of the 4C competency model in the growth of young leaders

The project is a direct response to the diagnosed problems related to the competence gap of young people in the labor market. The systems education in V4 countries does not effectively prepare young people in terms of key competences important for their future personal and professional development as initiators of positive changes. Our goal is to create local youth leaders as initiators of positive changes, having a significant impact on the local community. The labor market is constantly transforming and the development of technology poses new challenges. Transferable soft skills will be important in determining the effectiveness of action in various professions that change over the course of life. Soft skills (such as flexibility, teamwork, communication, and critical thinking) are more important than other skills (digital, hard, green) for most SMEs (European Year of Skills, Flash Eurobarometr 529 Report, 2023,p.10) In our project, we want to shape young leaders by equipping them with the competences mentioned above and providing appropriate mentoring support so that they can continue growing their competences and apply them in various aspects of their lives.

Based on the latest labor market reports, we have identified 4 key competences essential for the personal and professional development of young people in our countries. The project activities are centered around the 4C competency model: communication, collaboration, critical thinking, creativity.

We included the development of these competencies in the context of fulfilling the role of a young leader and project work.

Assumptions

The handbook results from the work of experts from 4 partner countries as part of the "First steps of a young leader" project ID 22410274 .

The educational materials have been created to work with youth and shape young leaders toward making positive changes in local communities.

The main result of implementing the educational program was the creation of the V4 Young Leaders Club and the development of its concept

Participant profile:

- young people aged 15-19
- involved in the local environment
- having leadership predispositions
- motivated to make changes in their community

Optimal number of workshop participants: 12 – 20

	Topic	Main result	Author	Country
Workshop 1	Effective team communication	Developed the Vision and Mission of the Visegrad Young Leader Club Project	Agata Wiatr	Poland
Workshop 2	Teambuilding - development of cooperation and leadership competences	Established rules for good cooperation in the Visegrad Young Leader Club	Anna Benišová	Czech Republic
Workshop 3	Critical thinking in project work	Definition of the Club's activities and implementation time Election of the Board of the Visegrad Young Leader Club	Lukáš Hrošovský	Slovak Republic
Workshop 4	Developing the creativity of young leaders	Development and presentation of the Project Concept	Heemanshu Gupta	Hungary

Objectives and learning outcomes

MAIN OBJECTIVE OF THE PROJECT: to create local youth leaders as initiators of positive changes in the local communities of the Visegrad countries

MAIN RESULT OF THE PROJECT: establishment of the Visegrad Young Leader Club (development of its concept as a youth project)

OBJECTIVE OF WORKSHOPS: shaping the key competences of young leaders in the context of team and project work based on the 4Cmodel (communication, cooperation, critical thinking, creativity) and preparing them to implement community changes more effectively

SPECIFIC OBJECTIVES:

- Developing communication skills in a safe, training environment
- Enhancing communication skills while working on key elements of the project
- Creating principles of valuable communication
- Fostering creative problem-solving and adaptability
- Understanding the importance of roles and responsibilities in a team
- Equipping participants with conflict management skills through interactive simulations and games
- Developing the ability to name some problems in their community and evaluate their solvability on their own or with help
- Developing planning skills when creating a project schedule
- Strengthening cooperation and coordination within the team
- Engaging participants in hands-on activities to stimulate creative thinking
- Translating creative ideas into a well-structured project concept
- Developing a compelling presentation that clearly communicates the project vision

EXPECTED LEARNING OUTCOMES:

Participants:

- are able to construct effective messages
- are familiar with good practices in communication
- are able to communicate their thoughts clearly to other
- have insight into different approaches to problem-solving
- understand conflict dynamics
- develop conflict resolution skills
- strengthen teamwork and collaboration
- increase self-awareness and empathy
- are able to plan, implement and evaluate the progress of individual steps within their project and according to the project logic.
- have experience in planning resources (human and financial) within their project
- are able to divide tasks according to their attitudes and interests
- accept the sequence of project logic steps as a suitable model for the successful implementation of their project
- have a deep understanding of creativity's role in leadership
- are able to identify and utilize different creative techniques
- develop and present multiple innovative solutions to given challenges
- are able to produce a fully developed project concept that reflects creative thinking

TEACHING PLAN

	Leading topic of the workshop	Session topic	Session duration
Workshop 1	Effective team communication	Session 1 - Communication-introduction	2 hours
		Session 2 - Communication in practice – Tower of Amura	2 hours
		Session 3 - Vision and Mission of the project	2 hours
Workshop 2	Teambuilding - development of cooperation and leadership competences	Session 1 - Teambuilding activities	2 hours
		Session 2 - Conflict Management	2 hours
		Session 3 - Problem-solving	2 hours
Workshop 3	Critical thinking in project work	Session 1 - Activities of projects	2 hours
		Session 2 - Project timeline	2 hours
		Session 3 - Project resources and distribution of tasks	2 hours
Workshop 4	Developing the creativity of young leaders	Session 1 - Introduction to Creativity	90 min
		Session 2 - Creative Problem-Solving Workshop	2 hours
		Session 3 - Project Concept Development	2 hours
		Summary and Reflection	30 min
Total number of hours			24 hours

WORKSHOP 1

EFFECTIVE TEAM COMMUNICATION

MAIN RESULT: Developed the Vision and Mission of the Visegrad Young Leader Club Project

DURATION: 6 hours

Scenario 1 - Communication - introduction

Scenario 2 - Communication in practice–Tower of Amura

Scenario 3 - Vision and Mission of the project

Scenario 1 Communication - introduction

1.Topic	Communication - introduction
2.Duration of the session	120min
3.Objectives	<ul style="list-style-type: none">• Enabling participants to get to know each other• To commonality of knowledge in the field of communication theory• Creating principles of valuable communication
4.Expected results	<p>Participants:</p> <ul style="list-style-type: none">• know the basics of communication theory• are able to construct effective messages• are familiar with good practices in communication• are able to respond to communication errors
5.Materials needed	<ul style="list-style-type: none">• flipcharts and markers• Shannon - Weaver Model of Communication

Scenario 1 Communication - introduction

Introductory

Duration: 10 min

Activity description:

- Presentation of the objectives of the workshop
- A brief introduction to the key points of the workshop

Activity No.1

Get to know each other: Quick! Introduce yourself!

Duration: 20 min

Activity description:

- Ask participants to sit in the circle
- Invite participants to say their name, what they do in their free time
- Each person will have only 7 seconds to speak. Count the elapsed time with a stopwatch.

Activity No.2

Brainstorming: What do we know about communication?

Duration: 30 min

Activity description:

- Invite the whole group to the discussion about associations and knowledge about the word “communication”
- Write down all associations on the flipchart. Pay attention to whether words such as receiver, sender, and information appear
- Explain Shannon-Weaver communication scheme
- Divide participants into small groups
- Groups are asked to define characteristics and good practices of 4 areas: sender, recipient, message construction, giving feedback

Activity No.3

Manifesto for valuable communication

Duration: 20 min

Activity description:

- Divide the group into smaller teams
- based on previous findings, ask the group to create 2-3 most important rules in valuable communication, which you will follow during the workshop and as a youth leader
- Discuss proposed rules with the whole group
- Write down the results on flipchart and hang it in a visible place

6.The course of the session

Scenario 1 Communication - introduction

6.The course of the session

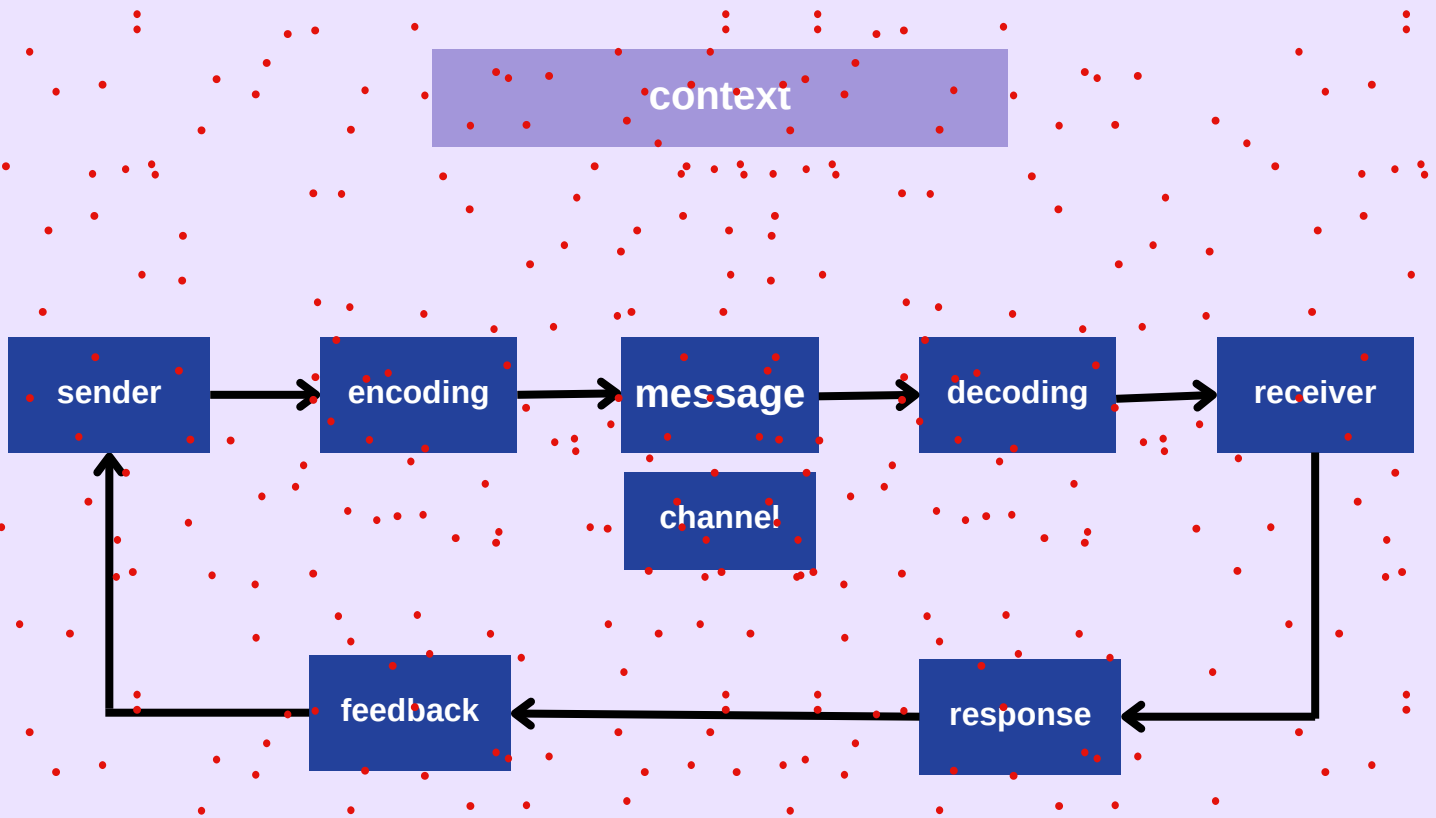
Summary and discussion

Duration: 10 min

Activity description:

- Invite the group into a circle
- Briefly summarize the knowledge gained during the lesson, highlight key moments
- Ask the group to summarize the knowledge gained in the following way...
- The task of the group is to create a joint statement. Each person can only say one word, so each successive word must allow the sentence to be developed. E.g. I, believe, that, this, lesson...

Shannon - Weaver Model of Communication



sender - a person who starts communication and wants to convey information

encoding - the way in which information will be transmitted (e.g. choice of language)

message - coded information sent through a channel appropriate to the context

decoding - understanding the received information by the receiver

receiver - the person who receives the message

response - information that the receiver wants to convey in response to the received message

feedback - reversal of roles in communication (recipient becomes sender)

context - the situation in which communication takes place

red spots - noise and interference affecting communication

Scenario 2 Communication in practice – Tower of Amura

1.Topic	Communication in practice – Tower of Amura
2.Duration of the session	120min
3.Objectives	<ul style="list-style-type: none">• Checking communication competence in practice• Enabling to see communication problems in practice• Developing communication skills in a safe, training environment
4.Expected results	<p>Participants:</p> <ul style="list-style-type: none">• are able to spot communication noises• are able to respond and resolve conflicts• are able to communicate their thoughts clearly to others
5.Materials needed	<ul style="list-style-type: none">• instructions for Residents• instructions for the Builders• instructions for the Observers (if needed)• space to build the tower• two rooms (possibly a corridor)• a bundle of A4 sheets of paper (including white, yellow, red and green)• skewer sticks and straws• marker/marker green and red• yellow scissors• scissors in a different colour than yellow• wide adhesive tape (preferably transparent)

Tower of Amura

Instructions for residents:

You are residents of a remote village in the Amura jungle. Your village lies in the heart of a dense forest and access to other settlements is limited. In order to keep in touch with other communities, to warn each other of danger and to be able to trade, you need to build a signal tower that can be seen from a distance. You have invited builders to your village to teach you how to build such a tower. Under their supervision, you will build the first tower in Amura, and then more towers in other parts of the jungle. You are very keen on this cooperation, but only on the condition that the builders respect your traditions. If they exclude you from the construction process, you may even destroy the tower. Your traditions are very important to you.

- Amurians greet each other by nodding their heads.
- Speaking loudly is considered offensive. You communicate among yourselves in whispers and expect the same from the builders.
- They express affection by touching your arm. From time to time, you pat each other on the back. In the same way, you can express appreciation to the builders.
- Men are not allowed to touch tools made of metal - for them it is a sign of weakness.
- Women must not use the tape - it can bring an attachment curse on them.
- Amurians do not know the concept of 'rope/tape', 'wood/straw/stick' or 'paper'. Builders must teach you how to use them.
- Your leader (choose him) must not move in the presence of strangers. If one of the builders addresses him, the leader responds by merely raising his finger up and shouting "Ha!", after which you all stop your work and kneel down, turning your back on the leader for 15 seconds.
- The colour yellow in your culture signifies danger. When you see it, freeze in stillness and cover your face with your hands, shouting "oho!".
- The Amurians are very religious. Every four minutes they perform a purification ritual - they stand in a circle around the leader and clasp their hands over their heads. The ritual lasts about 20 seconds.
- Amurians have a very limited vocabulary. They use verbal language only when answering questions:
 - For closed questions: the answer 'YES' means 'YES'.
 - For closed questions: the answer 'YES' with a simultaneous tilt of the head to the left means 'NO'.
 - To every open-ended question from foreigners, you respond with "IT IS OBVIOUS". In all other cases, the Amurians remain silent.

Instructions for builders:

You are a group of expert architects who have won a contract to build a signal tower in the unknown and unexplored country of Amura. As Amura has dense forests and inaccessible terrain, your task is to teach the locals how to build the towers - so that, thanks to your teaching, they can build the first tower by themselves and then more towers throughout the country. You have at your disposal: paper, sticks, straws, tape and scissors, and about 10 minutes to develop a strategy for building a tower with a signal flag at the top (you have to make one too). The tower must be built in about 20 minutes (about 1.5 m high).

Remember: The tower must have a solid structure and its walls must be covered by colourful papers. The fragments of the walls made of cards of the same colour must not touch each other.

Instructions for observers:

Your task is to observe events. You are not allowed to suggest or intervene. You may take notes describing the behaviour and the quotes you have heard. Your observations will be used to discuss the whole exercise."

Scenario 3 Vision and Mission of the project

1.Topic	Vision and Mission of the project
2.Duration of the session	120min
3.Objectives	<ul style="list-style-type: none">• Developing the ability to jointly define the objectives and values of a project• Developing soft communication skills while working on key elements of the project
4.Expected results	<p>Participants:</p> <ul style="list-style-type: none">• know the difference between vision and mission• know how to define effective project objectives• discover common values• enhance the ability to communicate effectively when working on a joint project
5.Materials needed	<ul style="list-style-type: none">• flipcharts and markers• SMART goals scheme
6. The course of the lesson	<p>Introductory Duration: 10 min Activity description:</p> <ul style="list-style-type: none">• Presentation of the objectives of the workshop• Brief introduction to the importance of creating a project vision and mission in the context of a given competence

Scenario 3 Vision and Mission of the project

6.The
course of
the session

Activity No. 1

Brainstorming: Project vision

Duration: 30 min

Activity description:

- Divide participants into small groups
- Each group brainstorms a vision for the project
- Presentation of brainstorming results by each group and discussion in the forum
- The groups then choose one common vision for the whole project

Activity No. 2

Creating a project mission

Duration: 30 min

Activity description:

- Groups work on defining the project's mission, defining what values and objectives will be pursued.
- Presentation of the mission by each group and discussion of differences and similarities.
- The groups then choose one common mission for the whole project - The Club

Activity No. 3

Defining the project objectives

Duration: 40 min

Activity description:

- Brief discussion of the SMART principle (Specific, Measurable, Achievable, Realistic, Time-bound) and how these criteria help to formulate effective objectives.
- Divide participants into small groups
- Groups are asked to define objectives for their project using the SMART principles.
- Each group presents the results of their work.
- They then collectively select the objectives to be pursued through the project.

Summary and discussion

Duration: 10 min

Activity description:

- Discussion on what competencies influenced the creation of the vision and mission.
- Discussion on how goals help to plan, motivate and evaluate the success of a project.
- Discussion on the challenges and benefits of teamwork
- Writing down key findings on a flipchart

SMART goals

S

M

A

R

T

SPECIFIC

MEASURABLE

ACHIEVABLE

REALISTIC

TIME-BOUND

What do you want to achieve?

How will you know that you've reached it?

Is it in your power to accomplish it?

Can you realistically achieve it?

When exactly do you want to accomplish it?

WORKSHOP 2

TEAMBUILDING - DEVELOPMENT OF COOPERATION AND LEADERSHIP COMPETENCES

MAIN RESULT: Established rules for good cooperation in the Visegrad Young LeaderClub

DURATION: 6 hours

Scenario 1 - Teambuilding activities

Scenario 2 - Conflict Management

Scenario 3 - Problem-solving

Scenario 1 Teambuilding activities

1.Topic	Teambuilding activities
2.Duration of the session	120min
3.Objectives	<ul style="list-style-type: none">• To enhance team collaboration and communication• To foster creative problem-solving and adaptability• To understand the importance of roles and responsibilities in a team• To experience working under constraints and handling frustration
4.Expected results	Participants: <ul style="list-style-type: none">• improve teamwork and communication skills• have insight into different approaches to problem-solving• understand how limitations can influence team dynamics• increase awareness of how diverse perspectives can contribute to achieving goals
5.Materials needed	<ul style="list-style-type: none">• skewers• scissors• tape• papers

Scenario 1 Teambuilding activities

6.The
course of
the session

Introduction

Duration: 20 min

Description:

- Welcome and Icebreaker
- Objectives of the workshop
- Overview of the agenda

Activity No. 1

Tower Construction Challenge

Duration: +- 1 hour

Time Framework:

1. Introduction & Group Formation

Duration: 10 min

- Introduce the activity, explain the rules, and form groups.

Instructions:

- Brief participants on the activity's purpose.
- Divide them into small groups of 5-6 members.
- Hand out the instruction cards detailing the specific limitations for each group.

2. Explanation of Constraints & Distribution of Materials

Duration: 5 minutes

- Describe each limitation

Limitations:

- No Verbal Communication: The team must build the tower without speaking to each other.
 - Only One Person Can Use Their Hands: Only one team member is allowed to physically touch the materials, while others give instructions.
 - Use Non-Dominant Hands Only: All members must use their non dominant hand to build.
 - Language Barrier: Team members can only communicate in their native language, even if others don't understand.
 - Only one person can touch the construction a tone time.
- Distribute building materials evenly among groups.

3. Planning Phase

Duration: 5 minutes

Instructions:

- Give teams 5 minutes to plan how they will approach the challenge within their constraints.
- Remind them of the time limit for the building phase.

Scenario 1 Teambuilding activities

6. The course of the session

4. Tower Construction

Duration: 20 minutes)

- Objective: Build the tallest tower within the time limit.

Instructions:

- Start the timer and let participants begin building their towers.
- Monitor groups, ensuring they follow their assigned limitations.
- Provide time updates (e.g., at 10, 5, and 1 minute remaining)

5. Tower Measurement & Evaluation

Duration: 5 minutes

- Use a measuring tape to measure the height of each tower.
- Announce the winner based on the tallest tower.

6. Debriefing & Reflection

Duration: 15 minutes

Discussion questions:

- How did your team handle the limitations?
- What strategies did you use to overcome challenges?
- How did communication and roles influence your success or difficulties?
- What would you do differently in a similar task?

Activity No 2

Crocodile River Challenge

Activity Overview:

Participants must work as a team to cross a dangerous crocodile river, marked by two ropes. The team can only use "floating platforms" (cardboard squares) to stay above the water. The catch is that each platform must remain in contact with a team member at all times, or the platform will be lost to the crocodile (facilitator). If any team member steps into the river, the entire team must start over. The team has 5 minutes to strategize and estimate the time needed to complete the task.

Time Framework

Duration: 45 minutes total

Scenario 1 Teambuilding activities

6. The course of the session

1. Introduction & Instructions

Duration: 5 minutes

- Describe the task: the team must cross the river using the platforms without touching the ground.
- Explain the limitations (e.g., platforms must remain in contact with a body part).

2. Strategy Planning

Duration: 5 minutes

- Give the team 5 minutes to plan how they will approach the challenge.
- Encourage them to consider both teamwork and timing in their strategy.

3. Crossing the River

Duration: 20 minutes

- Start the timer and let the team begin.
- If any member loses contact with a platform or steps into the river, the team must start over.
- Encourage them to adapt their strategy if needed.

4. Reflection & Discussion

Duration: 15 minutes

Discussion Questions:

- How did your team communicate and collaborate during the task?
- What challenges did you face, and how did you overcome them?
- Did your strategy work as planned, or did you need to adjust it?
- What did you learn about teamwork through this activity?

Scenario 2 Conflict Management

1.Topic	Conflict Management
2.Duration of the session	120/180 min
3.Objectives	<ul style="list-style-type: none">• To equip participants with conflict management skills through interactive simulations and games• Promoting understanding, cooperation, and effective resolution strategies
4.Expected results	<p>Participants:</p> <ul style="list-style-type: none">• leave the workshop with a better understanding of conflict dynamics, practical conflict resolution skills, and improved negotiation and communication abilities, which they can apply in their daily reality <p>Learning outcomes:</p> <ul style="list-style-type: none">• understand conflict dynamics• develop conflict resolution skills• enhance communication abilities• strengthen teamwork and collaboration• increase self-awareness and empathy
5.Materials needed	<ul style="list-style-type: none">• scenario brief for each group• resource cards (representing budget, time, and other resources) - optional• flip charts or whiteboards• markers and pens• handouts on conflict management strategies

Introduction

Duration: 20 minutes

- Welcome and Icebreaker
- Objectives of the workshop
- Overview of the agenda

Theoretical Framework

Duration: 30 minutes

- Brief introduction to conflict management: types of conflict, stages of conflict, and resolution strategies
- Importance of conflict management

Activity No. 1

Conflict Management Simulation Game

Duration: +- 2 hours total

- Scenario: "Youth Group Project Planning Conflict"
- Participants are divided into 5 groups, each representing different stakeholder groups in a youth group (e.g., environmental group, sports group, cultural group, academic group, and community service group).
- Each group has different priorities and limited resources to allocate for their preferred projects.

Activity Phases:

1. Role Assignment and Preparation - 20 minutes

- Each group receives a brief with their objectives, resources, and constraints.
- Groups discuss their strategy and elect a spokesperson.

2. Negotiation Round 1 - 20 minutes

- Groups present their projects and negotiate with others to form alliances or trade resources.

3. Conflict Escalation

- Introduce a twist: unexpected budget cuts or new urgent project requirements.

4. Negotiation Round 2 - 20 minutes

- Groups renegotiate and attempt to resolve the conflicts heightened by the twist.

5. Resolution and Agreement - 20 minutes

- Groups work towards a final agreement that maximizes overall benefit within the new constraints.

6. Debrief and Discussion - 30 minutes

- Each group presents their final decision and reflects on their negotiation process.

6.The
course of
the session

Scenario 2 Conflict Management

6.The
course of
the session

Reflection and Discussion

Duration: 30 minutes

• Reflection Questions:

1. What were the main conflicts that arose during the simulation?
2. How did your group handle these conflicts?
3. What strategies did you find most effective in resolving conflicts?
4. Were there any moments where the conflict escalated? How was it de-escalated?
5. What role did communication play in managing the conflicts?
6. How did you balance the interests of your group with the needs of others?
7. What would you do differently if you were to go through this simulation again?

Practical Application

Duration: 20 minutes

- Discuss real-life conflict situations participants have faced in their youth organisations.
- Brainstorm solutions and strategies using the skills learned in the workshop.

Conclusion and Feedback

Duration: 20 minutes

- Summarize key takeaways from the workshop.
- Gather feedback from participants on the workshop's effectiveness.
- Provide resources for further learning and development in conflict management.

Scenario Briefs for Conflict Management Simulation

Overview:

Each group represents a different stakeholder within the youth council. They all have their own priorities and limited resources. The goal is to negotiate and come to an agreement on how to allocate the available resources effectively.

Scenario:

The youth group has received a grant of €1,000 to be distributed among five different projects. Each group has its own project proposal and specific needs. However, an unexpected budget cut reduces the grant to €800 partway through the negotiations.

Group 1: Environmental Group

Project: Community Garden

Objectives:

- Create a sustainable community garden.
- Educate the community about environmental conservation.

Resources Needed:

- Initial setup costs: €400 (Non-negotiable)
- Monthly maintenance: €50

Negotiation Points: Willing to reduce monthly maintenance if volunteers help.

Group 2: Sports Group

Project: Youth Sports Program

Objectives:

- Establish a sports program for (underprivileged) youth.
- Promote physical health and teamwork.

Resources Needed:

- Equipment: €300
- Venue rental: €200

Non-negotiables: Need full amount for equipment to ensure safety.

Negotiation Points: Flexible on venue rental; can explore cheaper options.

Group 3: Cultural Group

Project: Arts and Culture Festival

Objectives:

- Organize a local arts and culture festival.
- Showcase talents from the community.

Resources Needed:

- Performers and artists: €350
- Marketing and promotion: €150

Non-negotiables: Must fund performers to ensure a high-quality event.

Negotiation Points: Open to reducing marketing budget through partnerships.

Scenario Briefs for Conflict Management Simulation

Group 4: Academic Group

Project: Tutoring and Mentoring Program

Objectives:

- Provide tutoring and mentoring for students.
- Improve academic performance and provide career guidance.

Resources Needed:

- Tutors' stipends: €250
- Educational materials: €150

Non-negotiables: Need funds for tutors to attract qualified individuals.

Negotiation Points: Can seek donations for educational materials.

Group 5: Community Service Group

Project: Neighborhood Clean-Up and Improvement

Objectives:

- Organize regular neighborhood clean-ups.
- Improve local infrastructure (benches, trash cans, etc.).

Resources Needed:

- Clean-up supplies: €150
- Infrastructure improvements: €250

Non-negotiables: Essential to fund infrastructure to motivate volunteers.

Negotiation Points: Can reduce clean-up supply costs through in-kind donations.

Unexpected Twist: Budget Cut

After the first round of negotiations, an announcement is made that the grant has been reduced from €1,000 to €800. Groups must now renegotiate their plans and find ways to accommodate the reduced funding while still achieving their primary objectives.

Resource Cards Template:

1. Budget Cards (Total of €1,000 initially, reduced to €800 after the twist)

- 20 cards of €50 each (Each group will receive 4 cards)
 - Use these cards to represent the initial and revised budget allocation.

2. Specific Resource Cards

• Environmental Group:

- Initial Setup Costs: 1 card of €400
- Monthly Maintenance: 2 cards of €50 each

• Sports Group:

- Equipment: 1 card of €300
- Venue Rental: 1 card of €200

• Cultural Group:

- Performers and Artists: 1 card of €350
- Marketing and Promotion: 1 card of €150

• Academic Group:

- Tutors' Stipends: 1 card of €250
- Educational Materials: 1 card of €150

• Community Service Group:

- Clean-Up Supplies: 1 card of €150
- Infrastructure Improvements: 1 card of €250

Conflict Management Strategies

1: Understanding Conflict

What is Conflict? 🧡

Conflict is a disagreement or clash between ideas, principles, or people. It can arise from differences in opinions, values, needs, or interests.

Types of Conflict:

- Intrapersonal Conflict: Occurs within an individual.
- Interpersonal Conflict: Between individuals.
- Intragroup Conflict: Within a group.
- Intergroup Conflict: Between different groups.

Stages of Conflict:

- Latent Conflict: Underlying tensions.
- Perceived Conflict: Awareness of the conflict.
- Felt Conflict: Emotional involvement.
- Manifest Conflict: Open expression of conflict.
- Conflict Aftermath: Outcome and resolution.

2: Conflict Management Styles

a) Avoiding 🙊:

- Low assertiveness, low cooperativeness.
- Useful when the conflict is trivial or when more time is needed to think.

b) Accommodating 🧡:

- Low assertiveness, high cooperativeness.
- Useful when maintaining harmony is more important than winning.

c) Competing 🏆:

- High assertiveness, low cooperativeness.
- Useful when a quick, decisive action is needed.

d) Compromising 🧡🧡:

- Moderate assertiveness, moderate cooperativeness.
- Useful when both parties are equally powerful and want a temporary solution.

e) Collaborating 🧡🧡🧡:

- High assertiveness, high cooperativeness.
- Useful when the goal is to find a win-win solution.

Conflict Management Strategies

3: Conflict Resolution Strategies

a) Active Listening 🧐

- Pay full attention to the speaker.
- Reflect back what you hear to ensure understanding.

b) Effective Communication 💬

- Use “I” statements to express your feelings.
- Be clear and specific about your concerns.

c) Empathy ❤️

- Try to understand the other person’s perspective.
- Acknowledge their feelings and viewpoints.

d) Finding Common Ground 🌟

- Identify shared goals or interests.
- Focus on these areas to build a basis for agreement.

e) Brainstorming Solutions 💡

- Generate multiple options for resolving the conflict.
- Evaluate pros and cons together.

f) Negotiation 🤝🤝

- Be prepared to give and take.
- Aim for a solution that satisfies both parties’ needs.

g) Mediation 🤝🤝🤝

- Involve a neutral third party to facilitate resolution.
- The mediator helps clarify issues and explore solutions.

4: Steps to Resolve Conflict

1. Identify the Problem 🎯
2. Understand Interests 🗣️ (Discover the underlying needs and interests of each party.)
3. Generate Options 🌐 (Brainstorm possible solutions.)
4. Evaluate Options 📊 (Discuss pros and cons of each option.)
5. Choose a Solution ✅ (Select the most acceptable option for all parties involved.)
6. Implement the Solution 🛠️ (Develop a plan to put the chosen solution into action.)
7. Follow Up 📅 (Check in to ensure the solution is working. Make adjustments if necessary.)

Scenario 3 Problem-solving

1.Topic	Problem-solving
2.Duration of the session	120 min
3.Objectives	<ul style="list-style-type: none">• Developing collaborative problem-solving skills as a team• Learning to work together in crisis situations
4.Expected results	Participants: <ul style="list-style-type: none">• learn about different approaches to problem solving• improve key skills for teamwork
5.Materials needed	flipcharts and markers
6 The course of the session	<p>Introductory Duration: 10 min Description:</p> <ul style="list-style-type: none">• A brief introduction to the subject of problem solving• Introduction to the concept of project stakeholders and their role

Scenario 3 Problem-solving

6.The
course of
the session

Activity No. 1

Simulation of problems

Duration: 30 min

Activity description:

- Divide participants into small groups.
- Each group receives a description of the problem they may encounter
- Groups have 20 minutes to discuss the problem and find potential solutions.
- Each group writes down the solutions

Activity No. 2

Presentation of solutions to problems

Duration: 30 min

Activity description:

- Each group presents their solutions and how they worked together and communicated to find them.
- Discussion on the presentation by the whole group, with emphasis on different approaches to problem-solving.

Activity No. 3

Principles of good cooperation

Duration: 30 min

Activity description:

- Divide participants into small groups.
- Each group creates a list of group rules taking into account reflections from previous exercises (15 min)
- Each group presents its proposals
- All participants then agree on a common list of rules that can be accepted by all

Summary and discussion

Duration: 20 min

Activity description:

Group discussion

Questions for discussion:

- Which methods were most effective?
- What were the biggest challenges during problem-solving?
- What is the importance of soft skills in problem-solving?
- What new skills have you gained from these exercises?

WORKSHOP 3

CRITICAL THINKING IN PROJECT WORK

MAIN RESULTS:

- Definition of the Club's activities and implementation time
- Election of the Board of the Visegrad Young Leader Club

DURATION: 6 hours

Scenario 1 - Activities of projects

Scenario 2 - Project timeline

Scenario 3 - Project resources and distribution of tasks

Scenario 1 Activities of projects

1.Topic	Activities of projects
2.Duration of the session	120min
3.Objectives	<ul style="list-style-type: none">• Developing the ability to name some problems in their community and evaluate their solvability on their own or with help• Developing the ability to plan the progress of individual steps within their project based on project logic
4.Expected results	Participants are able to plan, implement and evaluate the progress of individual steps within their project and according to the project logic.
5.Materials needed	<ul style="list-style-type: none">• printed heroic deed/project assignment, for each team in a different colour• printed and cut pieces of paper with activities for each team on different coloured paper (approx. 30 for each team)• papers where the activity teams will stick and divide into two categories• Numbers to mark the places where the heroic deed activities are saved - the number of numbers depends on the number of places where the activities will be saved• euro packs, clothes pins - the number depends on the amount of hanging items

Scenario 1 Activities of projects

5. Materials needed

The facilitator divides the cut-up activities on coloured paper into euro packs so that each pack contains the same activity in each team's colour. The lecturer will spread Euro packs with activities and numbers to mark the places around the area so that the numbers are sufficiently visible from the positions of the individual teams.

6. The course of the session

Introductory

Duration: 10 min

Activity description:

- Discussing the aim of the workshops.
- Introduction: Dividing participants into 5 teams

The division into teams takes place randomly - the participants draw a coloured piece of paper in the colour of the team. Each team is assigned a heroic deed. Everyone has the same assignment, each team in a different colour.

The assignment for participants includes the name of the heroic deed/project, a description of the problem to which the project responds and the goal of the project.

Activity No. 1

Title: Let's Save the Training School

Problem:

The Hero Training School is having financial problems. It is attended by few male and female students who cannot afford to pay more for school fees than before. The school is therefore in danger of being closed from the next school year.

Goal: To propose a method that will allow the school to be open for another year and end up financially positive.

Duration: 45 min

Activity description:

However, the heroic deed/project from the assignment activities are missing. The task of each team is therefore to collect as quickly as possible all pieces of paper with activities in the color of their team. Collecting activities is set up as a competition.

Papers with activities are distributed in the space and hung on places (e.g. trees) which are marked with a number. Each team can only take papers in the color of their team from the marked place.

All team members can collect papers at the same time. There are about 30 sheets of paper with activities for each team (the activities are the same for all teams).

Scenario 1 Activities of projects

At the beginning, the participants are started from one starting line. The line is near the team stations. The participants put the collected pieces of paper at their team station, from which they can freely run out for other pieces of paper. During each run, one participant can bring back to the team station only one piece of activity paper.

After collecting all the activities, the competition is evaluated.

The lecturer then assigns the teams the task of classifying the activities they have collected into realistic and unrealistic/related and unrelated to the goal/resp. to activities that do or do not fulfil the goal. After the team work on sorting the activities, there will be a joint discussion about ten activities and their suitability for the goal.

Activity No. 2

THEORETICAL PART

Duration: 15 min

Activity description:

In this part, the lecturer will present the project activities to the participants as part of the preparation and implementation of the project, which is closely connected to the goal and supports its fulfilment. In this short theoretical block, the lecturer will emphasize that activities must be considered in terms of how they support the fulfilment of the goal and how realistic they are - from the point of view of time, place, people, finances or other resources.

Activity No. 3

WORK ON THE PROJECT

Duration: 35 min

Activity description:

The participants subsequently work in their project teams. They have about 30 minutes to write down their own activities for their project so that the activities fulfil the goal. They are already working on this assignment in their project teams according to the assignment from the project intention form with the help and consultation of the lecturer.

Summary and discussion

Duration: 15 min

Activity description:

- Discussion about importance of goal and right activities to fulfil the goal.
- Summary of key findings and writing them on a flipchart.

6.The course of the session

Activity No. 1 Let's save the training school

Title: Let's save the training school

Problem:

The Hero Training School is in financial trouble. It is attended by few pupils who cannot afford to pay more for school fees than it is now. The school is therefore in danger of being closed from the next school year.

Goal:

To propose a method that will allow the school to be open for another year and end up financially positive.

Activities:

Reach out to all the people in the world and ask them for help and support.

Talk to the management of the training school about the problems the school has.

Find other heroes who also want to save the training school.

Organize a competition for the best pupil of the training school.

Find out the income and expenses of the school.

Find out how many students attend the school.

To find out how satisfied the students are with the training school.

To propose how the school will be financed.

Learn to play the guitar.

Write about the problems of the training school in the local newspaper.

Find out how other schools work - what helps them, what doesn't work.

Ask the Pupil School Council if they are interested in getting involved in creating a plan to save the school.

Find out the possibilities for sponsorship donations, long-term financing of the training school.

Educational materials for Scenario 1 Activities of projects

Activity No. 1 Let's save the training school

Repaint the walls in the classrooms green - so that the space has a positive effect.

Change the menu of the school canteen and offer a larger selection of food.

Suggest how the school could save money on maintaining order.

Give a speech at a senior meeting to get new sponsors for the school.

Prepare a time plan - think about whether it is realistic to make a proposal before the end of the year.

After using the plan during the school year, evaluate whether the school was in the red with finances.

Have a speech at the parents' association. Expect the school to get more sponsors from the speech.

Allow pets in every classroom.

Buy a new car with school funds.

Increase the salary of teachers at the school.

Fire all kitchen and maintenance staff.

Call for help from experts in financing organizations and institutions.

Scenario 2 Project timeline

1.Topic	Project timeline
2.Duration of the session	120min
3.Objectives	Developing the ability to plan the progress of individual steps within their project based on project logic
4.Expected results	Participants are able to plan, implement and evaluate the progress of individual steps within their project and according to the project logic.
5.Materials needed	<ul style="list-style-type: none">• sample timetable of the model project – print for each team and cut into individual activities• blank timetable - print for each team• thumbtacks or strings for placing activities• pencils or crayons for each team• boards for each team
6.The course of the session	<p>Introductory Duration: 10 min Activity description: „At this point, it's up to you to meet someone who can be your friend or foe in the project, depending on how you can tame him. You can find out who it is from the following riddle: You can't see it, you can't feel it, it doesn't have wings and yet it flies. (time) Now I will offer you the reins to help you tame the flying time. They are the timeline of the project.”</p>

Scenario 2 Project timeline

6.The
course of
the session

Activity No. 1

TASK TIMELINE

Duration: 30 min

Activity description:

Each participant (or pair, if there is more than one at the station) will receive one of the activities of the sample project. After that, the whole group has the task of lining up in a crowd as the individual activities go one after the other. When they do, one point is determined to mark the beginning of the month and another point to mark the end of the month. In the group, they should then divide themselves in such a way that they can complete the activity in a month - they are always moving at their level in the crowd so that some activities can run in parallel. If the activity lasts one day, the person stands with their hands folded, if the activity is longer, they open their arms to indicate that it takes a longer period. If he takes more time than he can show with his hands, someone else will help him.

Activity No. 2

Reflection of activity

Duration: 15 min

Activity description:

In reflection, the lecturer discusses the following questions with the group:

Does the plan you created seem realistic?

What was easy for you to incorporate into the plan and what was difficult?

How did you deal with activities that were difficult to include?

Which activities did you put in parallel and why?

What does this mean for task staffing?

Where might there be bottlenecks (what might be delayed, etc.) and how would you respond by adjusting the plan?

Activity No. 3

THEORY

Duration: 15 min

Activity description:

Together with the group, the lecturer summarizes the principles for creating a time plan that were heard in the reflection, and possibly adds tips that were not heard.

Scenario 2 Project timeline

6.The
course of
the session

Activity No. 4

WORK ON THE PROJECT

Duration: 35 min

Activity description:

Subsequently, the group is divided into project teams and in them they propose a timeline of their project (approx. 30 minutes).

Summary and discussion

Duration: 15 min

Activity description:

- Discussion on what influences effective scheduling and task allocation
- Summary of key findings and writing them on a flipchart.

Educational materials for Scenario 2 Project timeline

Activity No. 1 - Activities of the sample project

Activities of the sample project

Coordination meeting of the team with the planning of the procedure.

Prepare a presentation of the project for the school management.

Meet with the school management and present your project.

Provide 2 boxes for each class.

"Beautify" the boxes.

Prepare a mini-lecture on waste sorting for students.

Realization of mini-lectures in classes.

Checking the sorting and status of boxes.

Planning other activities to support triage.

Evaluation of the project.

Educational materials for Scenario 2 Project timeline

Activity No. 1 - Sample timetable of the model project

ACTIVITIES	12.2.	13.2.	14.2.	15.2.	16.2.	17.2.	18.2.	19.2.	20.2.	21.2.	22.2.	23.2.	24.2.	25.2.	26.2.	27.2.	28.2.	1.3.	2.3.	3.3.	3.3.	4.3.	5.3.	6.3.	7.3.	
Activity 1																										
Activity 2																										
Activity 3																										
Activity 4																										
Activity 5																										
Karel																										
Jana																										
Anna																										

Educational materials for Scenario 2 Project timeline

Activity No. 1 - Blank timetable

AKTIVITY	7.2.	8.2.	9.2.	10.2.	11.2.	12.2.	13.2.	14.2.	15.2.	16.2.

AKTIVITY	17.2.	18.2.	19.2.	20.2.	21.2.	22.2.	23.2.	24.2.	25.2.	

AKTIVITY	26.2.	27.2.	28.2.	1.3.	2.3.	3.3.	4.3.	5.3.	6.3.	7.3.

AKTIVITY	8.3.	9.3.	10.3.	11.3.	12.3.	13.3.	14.3.	15.3.	16.3.	17.3.

Scenario 3 Project resources and distribution of tasks

1.Topic	Project resources and distribution of tasks
2.Duration of the session	120min
3.Objectives	<ul style="list-style-type: none">• Developing planning skills when creating a project schedule• Strengthening cooperation and coordination within the team• Developing the ability to identify roles in teams
4.Expected results	<p>Participants:</p> <ul style="list-style-type: none">• have experience in planning resources (human and financial) within their project• are able to divide tasks according to their aptitudes and interests• accept the sequence of project logic steps as a suitable model for the successful implementation of their project.
5.Materials needed	<ul style="list-style-type: none">• scissors• crepe adhesive tape• paper for each project team• pens• images to resources (need to be created) <p>Print illustrative images for the budget with € so that the images are understandable for all participants. Hide/stick the illustrative pictures around the room.</p>
6.The course of the session	<p>Introductory Duration: 10 min Activity description: The lecturer introduces this block with a short narration: „A hero should not give up easily. He should be able to face problems and find solutions, he should also have a sharp mind and some logical thinking.</p> <p>Even though it doesn't look like it, heroes also need some resources for a heroic deed. It doesn't have to be just finances. It can be their time, the energy they put into the project, or the material they manage to get through sponsorship."</p>

Scenario 3 Project resources and distribution of tasks

6.The course of the session

Activity No. 1

Search resources

Duration: 20 min

Activity description:

The lecturer will then introduce the activity: There are illustrative pictures hidden around the room, including an amount or calculated time data (minimum 15 pictures), which are linked to the project's resources, e.g. pictures of young people (symbolizing project leader, photographer and other positions...), room (symbolizing room rental), office supplies, food (symbolizing snacks) and so on. The task of the participants is to sort the illustrative images into individual categories and then count all the items and indicate the resulting amount or the time required for the project.

Examples of categories:

- human resources, i.e. the team that will implement the project
- snacks
- services
- material

Subsequently, the lecturer will check the result, how many people worked on the project, how much material needed to be secured, and how much was needed to make the purchase.

The result can be, for example:

1. human resources/team: 3 people will implement the project for 8 weeks and 1 day
2. material: €11
3. refreshments: €9.50
4. services as sponsorship gifts

Funding of €20.5 is required for the project.

Activity No. 2

THEORETICAL PART

Duration: 15 min

Activity description:

The lecturer will explain to the participants that there are other categories of resources than the ones they worked with during the activity. Not all categories may be listed in all participant projects either. The lecturer will also specify what is meant by human resources – in this case, it is the implementation team, which is made up of the participants themselves. However, they can also invite other friends and classmates to join the team.

It is also necessary for the lecturer to clearly explain the difference between the target group of the project (it does not belong to the category of human resources) and the implementation team. The target group of the project represents the people for whom the participants are doing the project.

In the next step, the task of the participants will be to specify what resources they will need for the implementation of their project.

The lecturer may recommend that they define the resources within the categories mentioned above (but not every project must have resources in every category, e.g. they may not need any resources for refreshments). It is important that the participants realize what they will need for the project, and the categories mentioned above can only serve as a guide or a checklist so that they do not forget anything necessary.

The lecturer will then check whether the participants have understood what is included in the project's resources and will answer any questions.

Activity No. 3

PRACTICAL PART

Duration: 30 min

Activity description:

The lecturer assigns the participants, or to individual project teams, the task to first define through brainstorming what they need for the activities they want to implement within the project. Then they have to quantify the material and services or think about which of their friends they could involve in the project. They should also describe what they can get without using financial resources and calculate the final amount of the budget they need to implement the activities.

The lecturer then goes over their resource plan with the individual project teams and checks whether their project is not too financially demanding.

If there is enough time, the lecturer can open the topic of finding sources/sponsors at the end.

Activity No. 4

Division and analysis of roles within the team(s)

Duration: 30 min

Activity description:

- Groups analyse the distribution of tasks and roles in teams
- Election of the Club Council
- Discussion on the communication strategy between the teams and the Club Council.

The lecturer will explain the theory of team cooperation and basic 30 team roles and functions. Team, in English, means that together we achieve more - "together everyone achieves more". And although each member of the team does something different, the important thing is that they are pursuing the same goal together. Working in different teams can change depending on the number of people, the nature of the members or the duration of the membership. Within the team, usually, everyone has their own role and function. It is good to agree together in the group who prefers to do what (what will be their function) and why, but also take into account what is natural for people (role).

The lecturer will explain the difference between a role and a function:

Role - a usual way of behaving

Function - an accepted "role" that can change

The role can be:

- ambulance – smooths the edges of conflicts in the team, takes care of the participants, is empathetic, avoids conflicts. The most important thing for her is to keep the team cool.
- bulldozer – he has his idea and tries to implement it, he does not avoid conflicts, he is full of energy, enthusiastic, active, pushes things forward. The most important thing for him is the achievement of the goal.
- submarine - tries to grasp the essence, speaks only if he wants to say something fundamental. It is mostly inconspicuous person in the background.

A function within the team can be:

- coordinator – a person who redistributes tasks and coordinates the entire project;
- promoter – a person in charge of project promotion and marketing;
- materialist – a person who is in charge of material;
- financier – a person in charge of finances;
- documentarian – a person in charge of project documentation – photos, videos;
- health worker – a person who is in charge of safety during the project;
- time coordinator – a person who ensures that deadlines are met, etc.

Scenario 3 Project resources and distribution of tasks

Features may vary depending on the project, the above features may serve as examples.

It is good to explain the following:

Ideally, the representation in the team should be as diverse as possible, because it can happen that if they only have submarines in the team, the team will lack the spark and the ability to take initiative. If they only have bulldozers, it is possible that there will be more significant clashes in the team.

The lecturer will mention that all roles are important and necessary and have their own advantages and disadvantages, none are clearly positive or negative. At the same time, these roles do not apply once and for all. On the contrary, they are dynamic depending on personal development or the team you work in and how you adapt to the team.

It is also good to remember the equal representation of men and women in the team.

The lecturer will mention to the participants a few tips and tricks for team functioning, for example:

- try to be constructive, that is, do not allow the problem to divide you;
- everyone has the right to express their opinion;
- inform each other (save information about the project, arrange further meetings...);
- take care of yourself;
- respect each other;
- ask questions if you do not understand something;
- compliment each other.

Summary and discussion

Duration: 15 min

Activity description:

- Discussion on what influences effective scheduling and task allocation
- Summary of key findings and writing them on a flipchart.

6.The
course of
the session

Activity No. 1



Eva helped for 7 hours in the implementation of one-day activity and was in charge of the material



Erika photographed for 5 hours during the entire project



Karol helped with communication and promotion for 2 weeks

Martin was part of the coordination team for 3 weeks and helped from beginning to end



Activity No. 1



Klara devoted 8 hours to the budget and finances



Juraj was also part of the coordination team for 3 weeks



Andrea helped clean up after the activity for 4 hours



Renting the gym was free with the permission of the school principal

Activity No. 1

They received office papers and drawings as a sponsorship gift from a local stationery shop



The water cost nothing, they borrowed jugs and glasses from the school canteen



We bought tea for € 1.50 and got hot water in a kettle from the canteen



We collected old sheets as canvas together with our classmates by announcing a neighborhood fundraiser

Activity No. 1

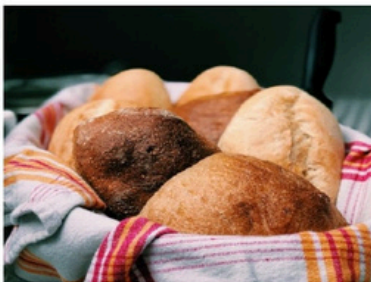
Pens were lent to them by other classmates



They bought the candles for € 5



They bought brushes and paints for € 5



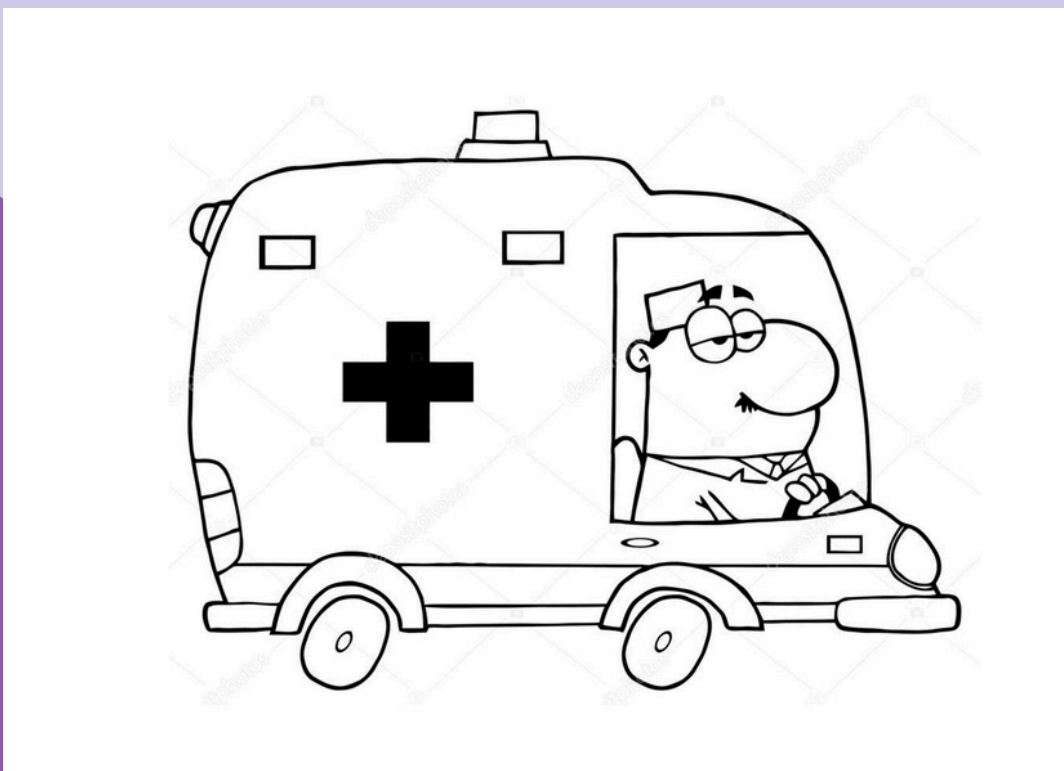
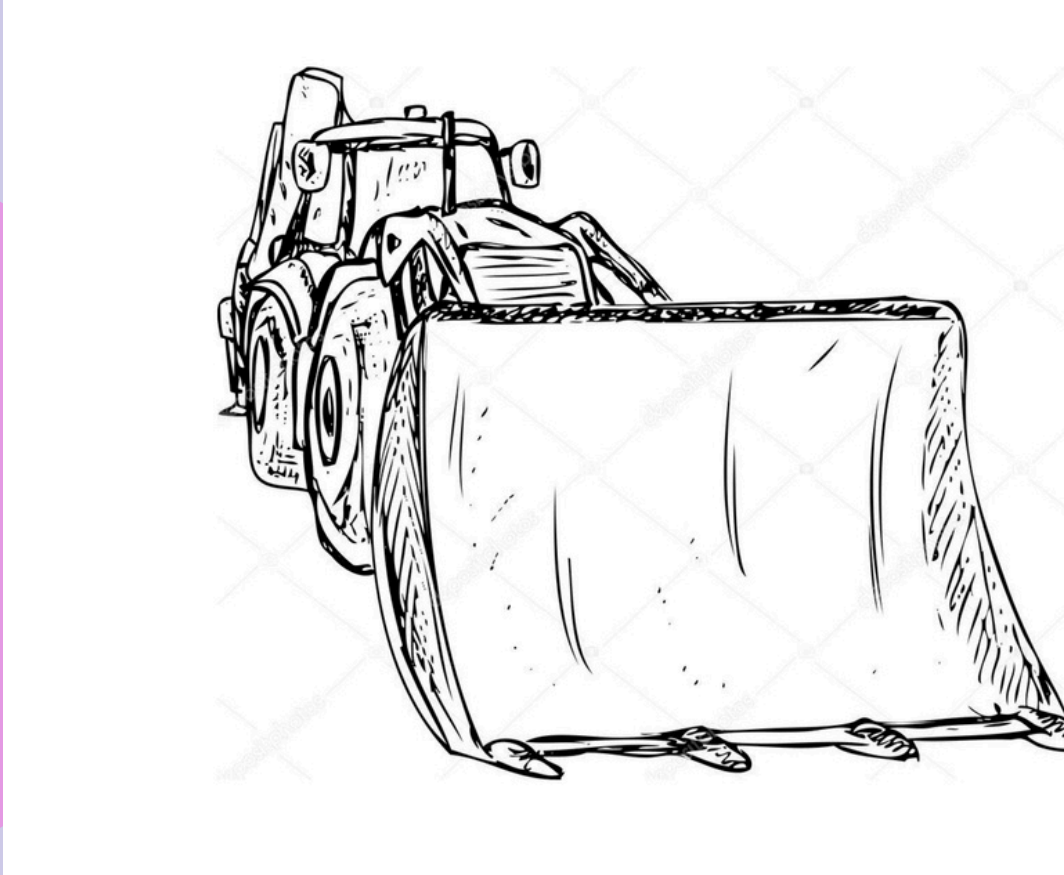
They bought bread for € 5

With mom's permission, they took the jam from the pantry

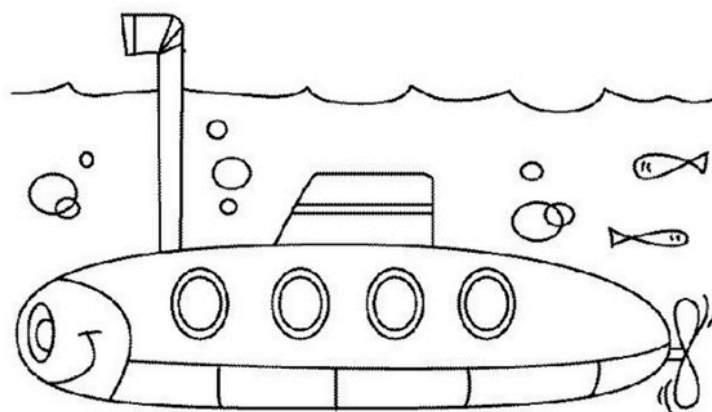


They had 2 kg of apples from their grandmother's garden

Activity No. 4



Activity No. 4



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WORKSHOP 4

DEVELOPING THE CREATIVITY OF YOUNG LEADERS

MAIN RESULTS: Development and presentation of the Project Concept

DURATION: 6 hours

Scenario 1 - Introduction to Creativity

Scenario 2 - Creative Problem-Solving Workshop

Scenario 3 - Project Concept Development

Scenario 1 Introduction to Creativity

1.Topic	Understanding Creativity in Leadership
2.Duration of the session	90 min
3.Objectives	<ul style="list-style-type: none">• to introduce participants to the concept of creativity within a leadership context• to explore how creativity drives innovation and problem solving in leadership• to engage participants in hands-on activities to stimulate creative thinking
4.Expected results	<ul style="list-style-type: none">• Participants will have a deep understanding of creativity's role in leadership• They will be able to identify and utilize different creative techniques• Participants will feel energized and prepared for the subsequent sessions
5.Materials needed	<ul style="list-style-type: none">• Flipcharts, markers, and sticky notes• A multimedia projector for showing videos and slides• Handouts on creativity techniques• Creative prompt cards for group activities

A. Introduction and Setting the Tone

Duration: 15 minutes

- **Welcome and Overview:** Beginning with a warm welcome and an introduction to the day's theme: creativity in leadership. Why creativity is essential for leaders, particularly in solving problems and inspiring innovation?
- **Objective Setting:** Clearly outlining what participants are expecting to learn and accomplish during this session. Discussing how the activities will help them develop creative skills that can be applied in their leadership roles.

B. Creativity Warm-Up Activities

Duration: 25 minutes

- **Activity 1: Random Word Association**
- **Instructions:** Dividing participants into small groups of 4- 5. Providing each group with a set of random word cards (Creative prompt cards). The task will be to create a short story using these words in just 10 minutes.
- **Purpose:** This exercise will help participants think on their feet and encourage spontaneous creativity, breaking the ice and setting a creative atmosphere.
- **Discussion:** After the activity, each group will be asked to share their story with the larger group. Discussing how quickly they were able to form connections between unrelated ideas, a key component of creative thinking.
- **Activity 2: 30 Circles Exercise**
- **Instructions:** Giving each participant a sheet of paper with 30 blank circles on it. The task will be to turn as many circles as possible into recognizable objects within 5 minutes (e.g., a circle could become a clock, a face, etc.).
- **Purpose:** This exercise will encourage divergent thinking and show how constraints can fuel creativity.
- **Debrief:** Discussing the different strategies participants used. Highlighting that creativity often involves seeing opportunities within constraints.

C. Deep Dive into Creativity in Leadership

Duration: 30 minutes

- **Presentation:** Using slides and a short video clip to introduce key concepts of creativity in leadership. Discussing how creativity can solve complex problems, inspire teams, and drive change.
- **Video Example:** Showing a TED talk video: "Do Schools Kill Creativity?" by Sir Ken Robinson (TED.com) showcasing creativity to overcome a significant challenge.
- **Group Discussion:** Breaking the participants into pairs and have them discuss how they have seen creativity applied in leadership (either in their experience or in famous examples). After 10 minutes, bringing the group back together to share insights.

Scenario 1 Introduction to Creativity

6. The course of the session

D. Group Brainstorming: Defining Creativity in Leadership

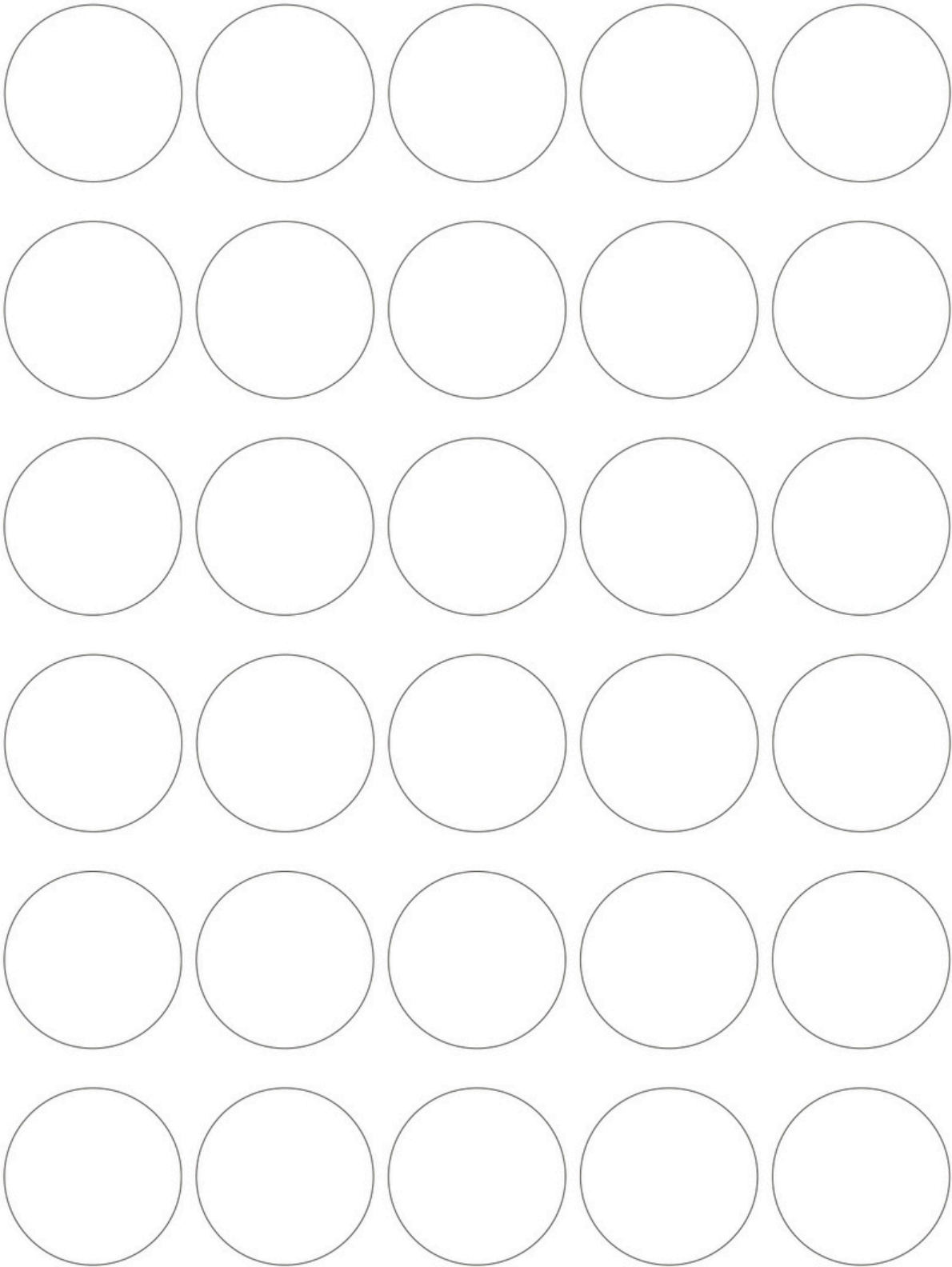
Duration: 20 minutes

- **Instructions:** Dividing participants into small groups again. Each group will brainstorm what creativity means in leadership, specifically focusing on traits and behaviours that make a leader creative.
- **Output:** Each group will write down their ideas on flipcharts and presents them to the larger group.
- **Discussion:** Facilitating a group discussion to synthesize the ideas into a shared understanding of creative leadership. Writing down key points on a master flipchart, which will be kept visible throughout the day.

Activity No. 1 - Creative prompt cards

Innovation	Collaboration	Challenge
Growth	Vision	Strategy
Inspiration	Leadership	Creativity
Change	Problem - solving	Motivation
Teamwork	Empowerment	Adapatbility

Activity No. 2 - Blank circles



Scenario 2 Creative Problem-Solving Workshop

1.Topic	Hands-On Creative Problem Solving
2.Duration of the session	120 min
3.Objectives	<ul style="list-style-type: none">• to equip participants with practical creative problem-solving techniques• to foster collaboration and innovative thinking in solving leadership challenges• to prepare participants to apply these techniques to real-world scenarios
4.Expected results	<ul style="list-style-type: none">• Participants will effectively apply creative problem-solving methods• Teams will develop and present multiple innovative solutions to given challenges• Enhanced teamwork and the ability to think creatively within a group setting
5.Materials needed	<ul style="list-style-type: none">• Scenario cards outlining multiple leadership challenges• Handouts on Creativity Techniques• Flipcharts and markers for group presentations
6.The course of the session	<p>Introduction to Creative Problem-Solving Techniques Duration: 20 minutes</p> <ul style="list-style-type: none">• Overview of Techniques: Introducing participants to several creative problem-solving methods such as brainstorming, mind mapping, and SCAMPER.• Quick Demonstration: Using a simple problem to demonstrate how mind mapping can be applied. Showing how ideas can be expanded and connected through this method.

Scenario 2 Creative Problem-Solving Workshop

6. The course of the session

Group Activity No. 1

Solving Leadership Challenges Creatively

Duration: 80 minutes

- **Group Formation:** Dividing participants into small teams (7 members each). Providing each team with a scenario card that presents a leadership challenge requiring a creative solution.
- **Problem-Solving Process:** Teams will work together using the creative techniques discussed. They should aim to develop at least three different solutions to the problem, considering the feasibility and impact of each.
- **Facilitator's Role:** Moving around the room, offering guidance and answering questions. Encouraging teams to think beyond the obvious and to challenge conventional approaches.

Activity No. 2

Presentation and Feedback

Duration: 20 minutes

- **Team Presentations:** Each team will present their top solutions to the rest of the group.
- **Group Feedback:** After each presentation, the other participants will provide constructive feedback, discussing the strengths and potential areas for improvement in the proposed solutions.
- **Reflection:** Concluding the activity by reflecting on the diverse approaches taken by different teams. Emphasizing the value of creative thinking in generating varied and innovative solutions.

Handouts on creativity techniques

Creativity Techniques for Leadership

1. Brainstorming:

- Gather ideas spontaneously from all group members.
- Aim for quantity over quality initially.
- Encourage wild ideas - no judgment allowed during brainstorming.
- After generating ideas, review and refine them.

2. Mind Mapping:

- Start with a central idea in the middle of the page.
- Branch out with related ideas, connecting them visually.
- Use colours and images to stimulate creative thinking.

3. SCAMPER Technique:

- Substitute: What can you substitute in your process/product?
- Combine: What ideas, services, or processes can you combine?
- Adapt: How can you adapt something to fit your needs?
- Modify: What can you modify or change?
- Put to another use: Can you use it for something else?
- Eliminate: What can you remove?
- Reverse: What can you rearrange or reverse?

4. Random Word Association:

- Take a random word and connect it to your problem or project.
- Explore how this new perspective can lead to innovative solutions.

5. 30 Circles Exercise:

- Turn 30 blank circles into recognizable objects within 5 minutes.
- This exercise encourages quick thinking and creativity within constraints.

Activity No. 1 - Scenario cards outlining multiple leadership challenges

Card 1: Community Engagement Challenge

Scenario:

Your team is tasked with increasing youth engagement in local community activities. Traditional methods aren't working, and attendance is low. Use creative techniques to devise a new strategy to attract more young people to participate in community events.

Considerations:

- What are the current barriers to engagement?
- How can you rebrand community activities to make them more appealing?
- What innovative platforms (e.g., social media, interactive events) can you use to reach your target audience?

Card 2: Environmental Awareness Initiative

Scenario:

Your community is facing environmental challenges, but public awareness is minimal. Your team must create an engaging campaign to raise awareness and encourage eco-friendly practices.

Considerations:

- What creative methods can you use to educate the public?
- How can you involve local businesses and schools in your initiative?
- What memorable visual or interactive elements can you incorporate?

Card 3: Leadership Training Program

Scenario:

As a young leader, you need to develop a training program to mentor future leaders in your community. The challenge is to make the program both educational and inspiring.

Considerations:

- How can you make leadership training more interactive and engaging?
- What creative approaches can you use to teach essential leadership skills?
- How can you incorporate real-world leadership challenges into the training?

Scenario 3 Project Concept Development

1.Topic	From Ideas to Action - Crafting a Project Concept
2.Duration of the session	120 min
3.Objectives	<ul style="list-style-type: none">• to translate creative ideas into a well-structured project concept• to develop a compelling presentation that clearly communicates the project vision• to integrate learning from earlier sessions to create a cohesive, innovative project plan
4.Expected results	<ul style="list-style-type: none">• Participants will produce a fully developed project concept that reflects creative thinking• Teams will prepare a polished and persuasive presentation for their project concept• Increased confidence in presenting and defending innovative ideas
5.Materials needed	<ul style="list-style-type: none">• Project concept development templates• Feedback forms for peer and facilitator reviews
6.The course of the session	<p>Activity No. 1 Group Work: Developing the Project Concept Duration: 90 minutes</p> <ul style="list-style-type: none">• Instructions: Each team will take the creative solutions they developed earlier and refine them into a concrete project concept. The concept should include clear objectives, a strategy for implementation, expected outcomes, and a plan for measuring success.• Use of Templates: Providing teams with structured templates to help organize their ideas. These templates will include sections for problem statement, project goals, key activities, timeline, and resources needed.• Facilitator Guidance: Walking around the room to offer support, answering questions, and ensuring teams stay on track. Encouraging them to think creatively about how they present their ideas—considering visuals, storytelling, and innovative presentation techniques.

Scenario 3 Project Concept Development

6. The course of the session

Activity No. 2

Mock Presentations and Peer Feedback

Duration: 30 minutes

- **Presentations:** Each team will present their project concept as if they were pitching it to a panel of stakeholders. Emphasising the importance of clarity, creativity, and persuasion in their presentations.
- **Peer Review:** Following each presentation, other teams will provide feedback using a structured feedback form. This will include assessing the creativity, feasibility, and clarity of the project concept.
- **Facilitator Feedback:** Offering constructive feedback on both the content of the projects and the presentation skills demonstrated.

Summary and Reflection

Duration of the session

30 min

- **Group Reflection:** Gathering participants in a circle to reflect on the day's activities. Encouraging each participant to share one key insight they gained about creativity in leadership.
- **Connecting the Dots:** Facilitating a discussion on how the creative techniques learned today can be applied to their future leadership roles. Discussing real-world applications and how creativity can lead to meaningful change.
- **Motivational Close:** Ending with a motivational talk emphasizing the importance of creativity in leadership and the impact it can have on their communities. Encouraging participants to continue developing their creative skills beyond the workshop.

Activity No. 1 - Project concept development template

Project Concept Template

1. Project Title:

2. Project Goal:

What is the main objective of your project?

3. Target Audience:

Who will benefit from this project?

4. Key Activities:

What are the main actions you will take to achieve your goal?

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5. Expected Outcomes:

What results do you expect to achieve?

6. Resources Needed:

What resources (e.g., time, money, people) will you need?

7. Creative Elements:

How will you incorporate creativity into this project?

8. Presentation Strategy:

How will you present your project concept to stakeholders?

Activity No. 2 - Feedback forms for peer and facilitator reviews

Presentation Feedback Form

1. Creativity:

How innovative was the project concept?

Excellent Good Fair Needs Improvement

2. Clarity:

Was the project concept presented clearly and effectively?

Excellent Good Fair Needs Improvement

3. Feasibility:

How practical and feasible is the project concept?

Excellent Good Fair Needs Improvement

4. Overall Impression:

How would you rate the overall quality of the presentation?

Excellent Good Fair Needs Improvement

Comments/Suggestions:

Possibilities of using the teaching materials

Using educational materials to develop 4C competencies (Communication, Collaboration, Critical Thinking, Creativity) among young leaders aged 15-19 is a great way to prepare them for their future roles as leaders and professionals. The possibilities of their use are wide and can be implemented in a wide range, from school classes to after-school programs, workshops and international projects. It is crucial to present young people with challenges that require cooperation, a creative approach and critical analysis of problems, which will strengthen their leadership skills for the future.

One of the possibilities is to create a Young Leaders Club as an excellent initiative to develop 4C competences (Communication, Collaboration, Critical Thinking, Creativity) in young people aged 15-19. Such a club can become a space for developing leadership skills, creative problem-solving, and creating and implementing projects for the local community.

Other application examples:

1. Thematic clubs and extracurricular programs

- Thematic clubs: Interest groups may focus on the development of 4C competences by organizing projects in teams that require communication and cooperation. Youth can develop joint social campaigns, create innovative technological projects or ecological programs.
- Workshops for youth leaders: youth organizations, scouting, Youth City Councils, and school clubs can use materials that teach young people how to cooperate, solve problems and build teams. This can be done through local, national or international projects that aim to solve real social problems.

2. Mentoring and tutoring programs

- Meetings with mentors: mentoring programs in which older students or adult leaders share their knowledge and experience are an excellent opportunity to develop 4C skills. Young people learn not only from their mentors but also interact with other program participants, developing communication and cooperation skills.
- Group projects with a tutor: young people can work in small groups under the supervision of tutors to complete long-term educational or social projects. This type of work strengthens responsibility, develops critical thinking and leadership skills.

3. Practical applications in everyday school life

- Student Council: Involving students in student council activities allows them to develop communication and collaboration skills and make critical decisions about the school. They learn leadership by doing, managing projects, organizing events and resolving conflicts.
- Organizing school events: students may be responsible for planning and implementing events such as theme days, festivals, or competitions. Working on such events develops all elements of the 4C model.
- Entrepreneurship classes: youth entrepreneurship programs teach both creative thinking and a critical approach to problem solving. Creating your own projects develops the skills of leaders, teaching responsibility and management.

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