

## SME network facilitator

### Module 4: Project and quality management



Time	What for (Learning aims)	What (Learning content)	How (Methods)	How (Instruments, materials)	Who (Actors, partners)
<b>Date</b>	<b>to be specified</b>		<b>Duration</b>	<b>12-16 hours</b>	
60 min	Problems are projects - What is a project?  Co-ordinating - leading equals	Defining basic characteristics of project work as compared to "normal" work  Leadership without hierarchy - the challenges of being a co-ordinator	Plenary session  Brainstorming and debate  Moderation and final comments	Moderation material, flip charts  <i>Message 14:</i> <i>Basic concepts of project work</i>  <i>Message 7:</i> <i>Basic concepts of management and leadership</i>	Trainer/s  All participants
45-90 min	How to plan a project	<b>SMART</b> - Five basic rules of planning a feasible project  Planning a project (grassroots)  If wanted: Planning a large project in detail using an advanced tool	Plenary session  Presentation of tools and debate  If wanted: Planning a large project in detail using STEPP, an advanced tool of project planning (EXCEL-based), with laptop and projector  If several trainers are available, the participants could be split up in groups with different scopes of expertise, some working with the grassroots instruments, others with the advanced instrument.	Moderation material, flip charts  <i>Tool 3:</i> <i>To-do form</i>  <i>Tool 17:</i> <i>SMART - Five basic rules of planning a feasible project</i>  If wanted: <i>Tool 18:</i> <i>STEPP Specific Tool for EXCEL-based Project Planning</i>	All participants  Trainer/s
15 min	Break				
30-45 min	How to start a project	Starting projects is easy ....!  Issues of <ul style="list-style-type: none"> <li>• division of tasks</li> <li>• project communication internal (transparency above all),</li> <li>• corporate identity, project communication external</li> <li>• time economy,</li> <li>• reliability and fairness</li> </ul>	Plenary session  Brainstorming and debate  Moderation and final comments	Moderation material, flip charts  <i>Tool 3:</i> <i>To-do form</i>	Trainer/s  All participants

Time	What for (Learning aims)	What (Learning content)	How (Methods)	How (Instruments, materials)	Who (Actors, partners)
30-45 min	How to run projects	Easing the running of projects ...  Current problems and issues of conflict? How to tackle them?	Plenary session with brief work in groups  Brainstorming and debate  Moderation and final comments	Moderation material, flip charts	Trainer/s  All participants  Groups of participants, each with participants as moderator, time controller and reporter/presenter
30-45 min	How to finish projects	Finishing projects is not easy ...?  Current problems and issues of conflict? How to tackle them?	Plenary session with brief work in groups  Brainstorming and debate  Moderation and final comments	Moderation material, flip charts	Trainer/s  All participants  Groups of participants, each with participants as moderator, time controller and reporter/presenter
30-45 min	How to use a standard project tool like GOPP (Goal-Oriented Project Planning)	The project world according to GOPP  Can GOPP, originally a USAID and World Bank tool (Logical Framework Approach) for international development projects, serve as a pattern for regional or cluster development?	Plenary session  Presentation of GOPP  Brainstorming and debate  Moderation and final comments	PowerPoint, laptop and projector  Moderation material, flip charts  <i>Tool 19:</i> <i>GOPP Goal-oriented Project Planning</i>	Trainer/s  All participants
30-120 min	Large break (if during the day)	(90-120 min if meal included)			
120-180 min	Understanding the nature of quality: continuous improvement, continuous learning	Development (of regions, of clusters, of networks, of projects, etc.) as an incremental improvement and learning process  Issues of: <ul style="list-style-type: none"> <li>• evaluation and monitoring,</li> <li>• quality management and management quality</li> <li>• building up social capital</li> </ul>	Plenary session  Presentation (PowerPoint or developed step by step guided by contributions of participants)  and debate with reference to experiences reported by the participants	PowerPoint, laptop and projector and/or  Moderation material, flip charts  <i>Message 15:</i> <i>The nature of quality: continuous improvement, continuous learning</i>  <i>Message 16:</i> <i>Learning networks - constructing social capital</i>	Trainer/s  All participants

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15 min	Break				
120-180 min	How to develop a learning laboratory	Participants develop a learning laboratory template and or several learning laboratories with relation to their specific backgrounds and development necessities. For learning labs all methods and techniques learned so far can be used depending on the needs of the specific case.	Starting with a plenary session Agreement on development steps to be taken Splitting up into groups according to number of labs to be planned Trainer/s walking from group to group supporting them	Very large room or several not too small rooms MindManager, laptops and projectors and/or sufficient moderation material, flip charts  <i>Tools 23: Learning laboratory</i>	Trainer/s All participants  Groups of participants, each with participants as moderator, time controller and reporter/presenter
15 min	Break				
120-180 min	Learning lab planning continued	Learning lab planning continued	Work in groups according to number of labs to be planned Trainer/s walking from group to group supporting them  Closing with plenary session where all work results are presented regardless of their maturity, and discussed among all participants	Very large room or several not too small rooms MindManager, laptops and projectors and/or sufficient moderation material, flip charts	Trainer/s All participants  Groups of participants, each with participants as moderator, time controller and reporter/presenter
30-45 min	Learning about personal shortcomings or practice which need change or improvement (own judgement)	During the common learning process, participants take note of perceived personal improvement possibilities and decide on which to tackle first.  In this session, they also briefly present experiences made with different ways of tackling problems or situations.	Plenary session Contract with myself	          <i>Tool 2: Form "Contract with myself"</i>	All participants
30-120 min	Large break (if during the day)				
		(90-120 min if meal included)			

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# SME ACTor

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60-120 min <i>depending on number of participants</i>	Learning from own projects which allow to practice things learned in the SME ACTor training	Participants present and discuss progress reports on own projects in their organisations of origin (running or to be initialised) which can constitute a meaningful and useful context for applying things learned.	Plenary session or first small groups and then plenary session  Participants present projects (one per participant) that are noted in a poster (matrix) which stays on a wall of the plenary room for the time of the training.  Presentations are discussed in terms of content and modes of presentation.	PowerPoint presentations, laptop, projector  Moderation tools and flip charts  <i>Tool3:</i> <i>To-do form</i>	Participants  Trainer
30 min	How to reflect on successful learning	Analysing and learning how to analyse learning processes	Plenary session  Satisfaction analysis using a scale of smileys  Critical analysis (and self-evaluation) of all structural aspects of the learning arrangement (context conditions, aims, contents, methods, instruments, materials, roles) and its implementation	Moderation material, flip charts	Trainer/s