**PRE IP CREATIVITY**

*I find out what the world needs.*

*Then I go ahead and try to invent it.*

**Thomas Edison**

“High creativity is responding to situations without critical thought … If you want creative workers, give them enough time to play “

John Cleese





“Creativity is the power to connect the seemingly unconnected”

*William Plomer*

*“Ideas are like rabbits. You get a couple and learn how to handle them and pretty soon you have a dozen.”*

*John Steinbeck*



*“Where do you get your best ideas? I don’t, they get me.“*

Alan Fletcher

“Good ideas are not adopted automatically. They must be driven into practice with courageous patience.”

*Hyman Rickover*







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| **Goal of the exercise**The document that you have here is to prepare you for the IP in the spring. You will go through a series of exercises in order to prepare you for the IP. People are generally very creative in childhood but then some loose (forget) this ability when they grow up. We are stimulating to rediscover this in assignment 1 and 2 (part 1) and also providing you with tools to remember your ideas or to register ideas for the future. In part 2 of assignment 2 you will explore business ideas with your team.The final output of the Pre-IP will be:* + Collective video: where this is me and these are my skills (position themselves in the Belbin framework) this must only take 1 minute team + context video: local national background 5 minutes.
	+ 3 posters A2 format with the ideas

This document consists of two chapters: creativity and innovation is the first chapter. The second chapter 2 is about project management since your individual work comes together with the work of your colleagues and is to be presented as a whole. This second chapter is very useful, as from our experience we know that a good organisation of the tasks and milestones is a weakness. Simply dividing the work and hoping that it’ll be all right in the end without clear agreements and feedback doesn’t work. |

## Terminology:

It is important to distinguish creativity and innovation from an invention. Most students think about inventions as creativity.

**Creativity**: is the process of having original ideas, which have value. Or Creativity is a mental characteristic that allows a person to think outside of the box, which results in innovative or different approaches to a particular task.

**Innovation:** Technical innovation, industrial and commercial changes that lead to the marketing and use of new products or services or technical processes. E-Commerce is a good example. The company is on top of the market.

It is often confused with the term invention.

An **invention** is a creative discovery. This often brings an enrichment in the human knowledge (the compass, paper, refrigerator, microwave oven). Some of these inventions are commercially successful other inventions have turned out not to be useful and have fallen into oblivion.

## Learning outcomes:

The aim of the IP is to promote entrepreneurship by going through all the phases of transforming a business idea into a business model in a multicultural context.

The course will take an experiential approach, which is a project-based learning methodology with coaches from an academic and entrepreneurial eco-system.

Students learn to generate innovative/creative ideas in a national/international team.

During the pre-IP sessions, the team is being coached in creativity techniques so as to be able to generate even more ideas than they had found each of them individually. They also gain information about converging/selecting good ideas and implementing them into a good Business Model Canvas model and an even more elaborate business plan.

Finally the national group will decide on **3 ideas to present in the market place concept during the 10-day exercise Roanne.**

Understanding the strengths and weaknesses of the other countries will contribute to finding opportunities for new products/services that may have a chance of succeeding in a home country of at least one of the group members.

# CHAPTER 1 CREATIVITY

**Methodology**

## Assignment 1: to be performed individually

From the start of the exercise it is important to skill your creative discipline. Artists, writers and creative people in general have a personal methodology.

Many ideas get lost because people have an idea but don’t record it and then they forget.

So as of today you develop your strategy: buy a “moleskine” notebook, which you always carry with you or any other small notebook. Another way is to register your ideas on your smartphone notes. This depends on what works best for you. When you see something interesting take a picture with your smartphone.

## Assignment 2:

## Part 1 to be performed individually

1. Each student describes the strengths and weaknesses of his/her **home country**
* On the **economic level**

For example:

Weaknesses:

* Lack of self-employed people (hard to find a plumber… )
* Labour costs are too high
* …

Strengths:

* Efficient workers
* Highly skilled labour force
* Typical **cultural** features

For example: Food specialties, typical buildings, specific way of living, social contacts, typical products and services.

1. What are the most remarkable differences between the home country and neighbouring countries (pick one or two)?

For example: Eating, housing, way of living, social contacts, products, services.

1. Name (and if necessary explain) the most well-known export products or services of the home country?
2. Name (and if necessary explain) the most famous local products or services?
3. Which products or services do you only find in your home country (the products or services that you have not yet encountered abroad)?
4. Have you ever been abroad?
5. If so, try to remember what surprised you or what was new to you concerning the lifestyle, products and services.
* Describe at least one recent innovation in your country (for example concerning food, travelling, way of doing business, new kind of product or service or a new combination of existing products/services) that was a failure. Why do you think it failed?
* Describe "Entrepreneurial ideas for urban (or rural) environments" - that were a success and mention the reason why it succeeded.

For example: on festivals containers with lockers are a success because you want your belongings to be in a safe place and not in your tent while you are partying.

**TASK INTERIM OUTPUT FOR the Belgian Team** each team member will send us a written report for the assignment 1 creative discipline and for assignment 2 those 7 items mentioned above mail to: ron.beirens@vives.be delphine.vaniseghem@vives.be ann.vandenbroucke@vives.be

1. Group role. What is your role in a group according to Belbin. Find the text in appendix to this document. Take the test.

<https://www.123test.com/team-roles-test/>

## Part 2 to be performed in the national teams

Students develop 3 ideas in their national team: "Entrepreneurial ideas for a business think about a **personal problem you have or about ideas that foster sustainability, inclusion of people with difficulties of access (immigrants…) to the labour market, social entrepreneurship (people with disabilities)** ". These ideas are sufficiently developed so that the teams are able to present them on the first day of the lP in a "market" format, this means the teams have created three A2 posters and can talk about their ideas. There are no PowerPoint presentations and no plenary sessions. Practically this means that you will propose your ideas as it would be a market place and all other teams will be there with their posters and you are there to explain and to look at the ideas of others and decide which group you will join. There will always be someone on the stand to give explanation while other members of your national team discover the competing ideas. Best to make a best to make a common place to gather all the information concerning:

# Pre-reading Previewing

Selecting ideas (ppt slide show)- to add others:

<http://www.slideshare.net/boardofinnovation/secrets-to-select-evaluate-innovative-ideas-by-nickdemey>

Very helpful Tip: Once you have access to the Claroline platform explore the materials provided in the previous year. This can give you inspiration.

## Pre-readings

Business

Pre-IP framework including the Business canvas model is a compulsory text that is the backbone of your preparation (Stéphane Foliard) first to read and use as a guideline. This is to be found in the appendix of this document. The original PowerPoint will be available later online on our platform called Claroline

The Entrepreneurs Guide to building a succesful business is in appendix of this document.

Funding is a major issue. It is something you have to think of very soon in your start-up. Find in appendix.

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| Task **final output: What do you have to prepare?**Take a look at the business ideas from previous year. They might be inspiring to you and are available on Claroline (you will get instructions how to login there later on).* + Collective video: where this is me and these are my skills (position themselves in the Belbin framework) this must only take 1 minute team + context video: local national background 5 minutes.
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## Appendix Belbin

**Belbin**

**Meredith Belbin** is a British researcher and management theorist best known for his work on management teams.

Belbin's 1981 book *Management Teams* presented conclusions from his work studying how members of teams interacted during business games run at Henley Management College. Amongst his key conclusions was the proposition that an effective team has members that cover eight (later nine) key roles in managing the team and how it carries out its work. This may be separate from the role each team member has in carrying out the work of the team.

* **Plant**: A creative, imaginative, unorthodox team-member who solves difficult problems. Although they sometimes situate themselves far from the other team members, they always come back to present their brilliant idea.
* **Resource Investigator**: The "Resource Investigator" is the networker for the group. Whatever the team needs, the Resource Investigator is likely to have someone in their address book who can either provide it or know someone else who can provide it. This may be physical, financial or human resources, political support, information or ideas. Being highly driven to make connections with people, the Resource Investigator may appear to be flighty and inconstant, but their ability to call on their connections is highly useful to the team. Explores opportunities, make contacts, shares external information; negotiates with outsiders; responds well to challenges
* **Chairman** (1981) / **Co-ordinator** (1988): The "Chairman/Co-ordinator" ensures that all members of the team are able to contribute to discussions and decisions of the team. Their concern is for fairness and equity among team members. Those who want to make decisions quickly, or unilaterally, may feel frustrated by their insistence on consulting with all members, but this can often improve the quality of decisions made by the team. Clarifies goals; helps allocate roles, responsibilities, and duties; articulates group conclusions
* **Shaper**: A dynamic team-member who loves a challenge and thrives on pressure. This member possesses the drive and courage required to overcome obstacles. Seeks patterns in group work; pushes group toward agreement and decisions; challenges others
* **Monitor-Evaluator**: A sober, strategic and discerning member, who tries to see all options and judge accurately. This member contributes a measured and dispassionate analysis and, through objectivity, stops the team committing itself to a misguided task. Analyzes problems and complex issues; monitors progress and prevents mistakes; assesses the contributions of others; sees all options; judges accurately
* **Team Worker**: The "Team Worker" is concerned to ensure that interpersonal relationships within the team are maintained. They are sensitive to atmospheres and may be the first to approach another team member who feels slighted, excluded or otherwise attacked but has not expressed their discomfort. The Team Worker's concern with people factors can frustrate those who are keen to move quickly, but their skills ensure long-term cohesion within the team. Gives personal support and help to others; socially oriented and sensitive to others; resolves conflicts; calms the waters; serves as an in-group diplomat
* **Company Worker** (1981) / **Implementer** (1988): The "Implementer" is the practical thinker who can create systems and processes that will produce what the team wants. Taking a problem and working out how it can be practically addressed is their strength. Being strongly rooted in the real world, they may frustrate other team members by their perceived lack of enthusiasm for inspiring visions and radical thinking, but their ability to turn those radical ideas into workable solutions is important.
* **Completer Finisher**: The "Completer Finisher" is the detail person within the team. They have a great eye for spotting flaws and gaps and for knowing exactly where the team is in relation to its schedule. Team members who have less preference for detail work may be frustrated by their analytical and meticulous approach, but the work of the Completer Finisher ensures the quality and timeliness of the output of the team. Emphasizes the need for meeting schedules, deadlines, and completing tasks; searches out errors
* **Specialist** (1988): Belbin later added a ninth role, the "Specialist", who brings 'specialist' knowledge to the team. Single-minded, self-starting, dedicated; provides unique or rare expertise and skills

## Practical implications

Based on Belbin's model of nine team roles, managers or organisations building working teams would be advised to ensure that each of the roles can be performed by a team member. Some roles are compatible and can be more easily fulfilled by the same person; some are less compatible and are likely to be done well by people with different behavioural clusters. This means that a team need not be as many as nine people, but perhaps should be at least three or four.

While comparisons can be drawn between Belbin's behavioural team roles and personality types, the roles represent tasks and functions in the self-management of the team's activities. Tests exist to identify ideal team roles, but this does not preclude an extravert from being a Completer Finisher, nor an introvert from being a Resource Investigator.

## Criticisms of the model

While Belbin's model has become well known and is taught as a standard part of much management training, there are many criticisms of both the model itself and the way it is sometimes erroneously used.

Some people teach that all eight/nine roles must be present for a team to function well. Belbin himself acknowledges that some teams consisting of one Shaper and a group of "yes" men perform well, especially where predictability was high. His book identifies a number of combinations that performed well in the exercises, especially where the teams were aware of "missing" roles within their ranks.

Some people attempt to match Belbin's roles with Carl Jung's eight personality types, with the nine types of the Enneagram of Personality or another personality type classification. Belbin is at pains to point out that the team roles are not personality types. He regards them as clusters of characteristics, of which psychological preference is but one dimension

Automated Belbin reports, available from some management training companies should not, therefore, be used as the basis for recruitment or promotion decisions. The weakness of the shaper is that they might become bad tempered/bad humored when getting things done. The weakness of an Implementer is that they are sometimes slow to relinquish their plans in positive manner. A finisher can put too much detail into one section and not follow a specified time frame. A Co-ordinator can be considered overly enthusiastic at times. Team worker may find it difficult to make decisions on own. Resource investigator may forget to follow a lead.

The Belbin Team Inventory is a personality test, also called the Belbin Self-Perception Inventory, Belbin Team Role Inventory, SPI or BTRSPI. It was devised by Meredith Belbin to measure preference for nine Team Roles.

## The Inventory assesses how an individual behaves in a team environment.

Belbin himself asserts that the team roles are not equivalent to personality types, and that unlike the Myers-Briggs Type Indicator, which is a psychometric instrument used to sort people into one of 16 personality types, the Belbin Inventory scores people on how strongly they express behavioural traits from nine different team roles. A person may and often does exhibit strong tendencies towards multiple roles.

## Belbin's Team Roles

How Understanding Team Roles Can Improve Team Performance

When a team is performing at its best, you'll usually find that each team member has clear responsibilities. Just as importantly, you'll see that every role needed to achieve the team's goal is being performed fully and well.

But often, despite clear roles and responsibilities, a team will fall short of its full potential.

How often does this happen in the teams you work with? Perhaps some team members don't complete what you expect them to do. Perhaps others are not quite flexible enough, so things "fall between the cracks." Maybe someone who is valued for their expert input fails to see the wider picture, and so misses out tasks or steps that others would expect. Or perhaps one team member becomes frustrated because he or she disagrees with the approach of another team member.

Dr Meredith Belbin studied team-work for many years, and he famously observed that people in teams tend to assume different "team roles." He defined a team role as "a tendency to behave, contribute and interrelate with others in a particular way" and named nine such team roles that underlie team success.

**Creating More Balanced Teams**

Belbin suggests that, by understanding your role within a particular team, you can develop your strengths and manage your weaknesses as a team member, and so improve how you contribute to the team.

Team leaders and team development practitioners often use the Belbin model to help create more balanced teams.

Teams can become unbalanced if all team members have similar styles of behavior or team roles. If team members have similar weakness, the team as a whole may tend to have that weakness. If team members have similar team-work strengths, they may tend to compete (rather than co-operate) for the team tasks and responsibilities that best suit their natural styles.

Knowing this, you can use the model with your team to help ensure that necessary team roles are covered, and that potential behavioral tensions or weaknesses among the team member are addressed.

**Tip:**

Belbin's "team roles" are based on observed behavior and interpersonal styles.

Whilst Belbin suggests that people tend to adopt a particular team-role, bear in mind that your behavior and interpersonal style within a team is to some extent dependent on the situation: it relates not only to your own natural working style, but also to your interrelationships with others, and the work being done.

Be careful: you, and the people you work with, may behave and interact quite differently in different teams or when the membership or work of the team changes.

Also, be aware that there are other approaches in use, some of which complement this model, some of which conflict with it. By all means use this approach as a guide, however do not put too much reliance on it, and temper any conclusions with common sense.

## Understanding Belbin's Team Roles Model

Belbin identified nine team roles and he categorized those roles into three groups: Action Oriented, People Oriented, and Thought Oriented. Each team role is associated with typical behavioral and interpersonal strengths.

Belbin also defined characteristic weaknesses that tend to accompany each team role. He called the characteristic weaknesses of team-roles the "allowable" weaknesses; as for any behavioral weakness, these are areas to be aware of and potentially improve.

**The nine team-roles are:**

**Action Oriented Roles**

Shaper (SH)

Shapers are people who challenge the team to improve. They are dynamic and usually extroverted people who enjoy stimulating others, questioning norms, and finding the best approaches for solving problems. The Shaper is the one who shakes things up to make sure that all possibilities are considered and that the team does not become complacent.

Shapers often see obstacles as exciting challenges and they tend to have the courage to push on when others feel like quitting.

Their potential weaknesses may be that they're argumentative, and that they may offend people's feelings.

Implementer (IMP)

Implementers are the people who get things done. They turn the team's ideas and concepts into practical actions and plans. They are typically conservative, disciplined people who work systematically and efficiently and are very well organized. These are the people who you can count on to get the job done.

On the downside, Implementers may be inflexible and can be somewhat resistant to change.

Completer-Finisher (CF)

Completer-Finishers are the people who see that projects are completed thoroughly. They ensure there have been no errors or omissions and they pay attention to the smallest of details. They are very concerned with deadlines and will push the team to make sure the job is completed on time. They are described as perfectionists who are orderly, conscientious, and anxious.

However, a Completer-Finisher may worry unnecessarily, and may find it hard to delegate.

## People Oriented Roles

Coordinator (CO)

Coordinators are the ones who take on the traditional team-leader role and have also been referred to as the chairmen. They guide the team to what they perceive are the objectives. They are often excellent listeners and they are naturally able to recognize the value that each team members brings to the table. They are calm and good-natured and delegate tasks very effectively.

Their potential weaknesses are that they may delegate away too much personal responsibility, and may tend to be manipulative.

Team Worker (TW)

Team Workers are the people who provide support and make sure that people within the team are working together effectively. These people fill the role of negotiators within the team and they are flexible, diplomatic, and perceptive. These tend to be popular people who are very capable in their own right, but who prioritize team cohesion and helping people getting along.

Their weaknesses may be a tendency to be indecisive, and to maintain uncommitted positions during discussions and decision-making.

Resource Investigator (RI)

Resource Investigators are innovative and curious. They explore available options, develop contacts, and negotiate for resources on behalf of the team. They are enthusiastic team members, who identify and work with external stakeholders to help the team accomplish its objective. They are outgoing and are often extroverted, meaning that others are often receptive to them and their ideas.

On the downside, they may lose enthusiasm quickly, and are often overly optimistic.

## Thought Oriented Roles

Plant (PL)

The Plant is the creative innovator who comes up with new ideas and approaches. They thrive on praise but criticism is especially hard for them to deal with. Plants are often introverted and prefer to work apart from the team. Because their ideas are so novel, they can be impractical at times. They may also be poor communicators and can tend to ignore given parameters and constraints.

Monitor-Evaluator (ME)

Monitor-Evaluators are best at analyzing and evaluating ideas that other people (often Plants) come up with. These people are shrewd and objective and they carefully weigh the pros and cons of all the options before coming to a decision.

Monitor-Evaluators are critical thinkers and very strategic in their approach. They are often perceived as detached or unemotional. Sometimes they are poor motivators who react to events rather than instigating them

Specialist (SP)

Specialists are people who have specialized knowledge that is needed to get the job done. They pride themselves on their skills and abilities, and they work to maintain their professional status. Their job within the team is to be an expert in the area, and they commit themselves fully to their field of expertise.

This may limit their contribution, and lead to a preoccupation with technicalities at the expense of the bigger picture.

## How to Use the Tool

The Belbin Team Roles Model can be used in several ways: you can use it to think about team balance before a project starts, you can use it to highlight and so manage interpersonal differences within an existing team, and you can use it to develop yourself as a team player.

The tool below helps you analyze team membership, using the Belbin team roles as checks for potential strengths and weakness within your team.

Use Belbin's model to analyze your team, and as a guide as you develop your team's strengths, and manage its weaknesses:

Over a period of time, observe the individual members of your team, and see how they behave, contribute and behave within the team.

Now list the members of the team, and for each person write down the key strengths and characteristics you have observed. (You may also want to note down any observed weaknesses).

Compare each person's listed strengths and weakness with the Belbin's descriptions of team-roles, and note the role that most accurately describes that person.

Once you have done this for each team member, consider the following questions:

Which team roles are missing from your team? And from this, ask yourself which strengths are likely to be missing from the team overall?

**Is there are prevalent team role that many of the team members share?**

Tip:

Among teams of people that do the same job, a few team roles often prevail. For example, within a research department, the team roles of Specialist and Plant may prevail. A team of business consultants may mainly comprise Team Workers and Shapers. Such teams may be unbalanced, in that they may be missing key approaches and outlooks.

If the team is unbalanced, first identify any team weakness that is not naturally covered by any of the team members. Then identify any potential areas of conflict. For example, too many Shapers can weaken a team if each Shaper wants to pull the team in a different direction.

Once you have identified potential weakness, areas of conflict and missing strengths, consider the options you have to improve and change this. Consider: whether an existing team member could compensate by purposefully adopting different a team role. With awareness and intention, this is sometimes possible.

Whether one or more team members could improve how they work together and with others to avoid potential conflict of their natural styles.

Whether new skills need to be brought onto the team to cover weaknesses.

Tip:

Remember not to depend too heavily on this idea when structuring your team – this is only one of many, many factors that are important in getting a team to perform at its best.

That said, just knowing about the Belbin Team Roles model can bring more harmony to your team, as team members learn that there are different approaches that are important in different circumstances and that no one approach is best all of the time.

# CHAPTER 2

## The Project plan for the students

*Before you start working on a project involving different resources, you need to set-up a project plan that is described in detail in a project document. A project document should be written for any type of project, involving limited resources or many and complex resources. This will guarantee a good outcome of your project, a perfect teamwork and a maximum usage of the available resources.*

*A project document will be used also to report about the progress of your project to management. A project document is not static but rather dynamic. It will evolve during the continuation of your project. Therefore, you need to track version numbers of your document, and communicate the changes to the complete team.*

## What are your resources?

People

Time

Money (budget)

Your resources can be “in-sourced”, within your company (school) or “outsourced” from agencies or a specialized company. Both types of resources should be described in your plan (e.g. you ask a company to send a report on export of xyz to country abc, you have to add this task into your plan!).

People can be members of your team, but also participants that are just helping out with some tasks. You should make an overview of all participants in this project and define their task(s) or action(s) clearly.

Time is something that you can’t really change, unfortunately. But, you have to plan all resources (people, infrastructure …) on a timeline. Think about how much time is needed to prepare a task, how much time to really implement the task and how much time to finalize the task. Take some realistic margin for mistakes and delay.

## Action/Tasks

Tasks are “small” or “big” parts of the project that have to be done by members of the team or by external participants. Actions are simple/quick/small tasks. Each task is OWNED by one physical person. Different people in a team can implement the task of course. But, only ONE member of the project can be OWNER of a task. The OWNER is responsible for good delivery (deliver action/tasks as described in the project plan, on a timely basis). The OWNER can distribute parts of the tasks or the complete task to other people (internal or external) but keeps the final responsibility.

## Infrastructure

Every task or action will need some infrastructure (and probably budget, in a real situation) to come to a good end. The OWNER of the task will have to define what he/she needs to deliver the task. Infrastructure can be a meeting room, a computer, internet access, transportation, telephone access, copier or printer, parking space for visitors, or any hardware or software needed.

## Milestones

You have to define a timeline including milestones. Milestones are important/major moments during the evolution of your project. If your project takes about 10 days to deliver, you’ll probably have 4 milestones. Examples of milestones are “first final document ready”, “first presentation document ready”, “first rehearsal of the presentation as a team”, “presentation day”.

Planning all the tasks on a timeline can be done by using the **“back planning”** technique. You start planning from P-day (presentation day), back to today. Once every task is planned, it will be clear if you have to speed up the process, involve external resources or simplify the tasks for instance.

## Dependencies

Some tasks can be developed without any dependency from other task(s) or other members of the team. Some other tasks need to rely on the delivery of another task in the process. So, you have a “dependency of tasks” in your project. Defining these dependencies when defining tasks are very important!

*The basic idea of a project plan is also to have a comprehensible document that your manager and the members of your team can understand. This is a document that can be used and updated by one member of the team. If a member gets ill, or leaves unexpectedly, you’ll need the project document to find out what the implications are on the project. How can you redistribute the tasks efficiently?*

If the OWNER of the project document (yes, the project document is also a tasks in your project) sees that a task is “slipping” in time, and that another task is dependant of this “slipping” task, he/she can raise a red flag and inform the OWNERS.

## Traffic manager

In every team, you’ll need to define a traffic manager (e.g. the marketing assistant). This member of the team is the OWNER of the project document.

# Writing your project document

* You start with defining the members of the project (people)
* You define the different tasks and actions
* You do the “back planning”
* You define an OWNER for every task and action
* The OWNER defines the infrastructure needed per task
* You define the dependencies
* You define the milestones
* You check if all tasks can be performed within the available time, if not, you redefine tasks, owners, …

So, you have version 1.0 of your project document. This document should be available and communicated to all members of the team. The traffic manager will be the only one updating the document (=OWNER). If a minor change occurs in the document that doesn’t involve other member in the team, a minor version change of the document occurs (e.g. v1.11). If a major change (timing, dependency …) occurs, all members should be informed (e.g. v2.0 of the document). The traffic manager should clearly inform every OWNER of the implication of the change on his part of the project.

*Once you have version 1.0 of you project document, and all members of the team are informed and agree on the content, you may start working.*

*Participants in a project are hierarchical all equal. They all have their tasks to manage; they are owner of their tasks. The general manager of the company can have some tasks to deliver within a project. The traffic manager manages the project and the delivery of all tasks, also the tasks OWNED by the general manager.*

## Example of the structure of a project document

**Project name:** the name (or codename) of the project

**Version and date of the document:** v1.0, March 2, 201., 9h15

**Distribution list:** who is receiving this document and how (e-mail, …)

**Scope of the project:** *describe the content, the goal, the final outcome of the project*

**Participants:** people participating in the project (internal and external), include their coordinates (e-mail, telephone …)

**Tasks:** define the tasks to be performed

Task 1, content, OWNER, delivery date, infrastructure needed …

Task 2, content, OWNER, delivery date, dependant of task x

And so forth …

Task n, content, OWNER, delivery date

**Timeline:** define all the tasks in time

**Communication:** define how you will communicate within the project team; meetings are also tasks that have to be defined in the project plan

**Updates:** when updating the project plan, add an overview of the major updates and date of update

e.g.25/10/201.p: task 7 delivery moved to 1/11/201.

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