



Erasmus+

**GENERAL DESCRIPTION OF THE BLOCK**

# **ORGANIZATIONAL SKILLS**

# Organizational skills(5)

## DESCRIPTION:

This session aims to encourage participants to develop organizational skills by helping to develop trust in others, the ability to take responsibility, being proactive and flexible in problem solving.

## KNOWLEDGE:

Understands the importance of organizational structure, functions and impact on results and success.

Knows the differences between strategic planning, project management and organizing.

## SKILLS:

Can delegate the performance of tasks, monitor progress and trust the executor

Looks for various solutions and variants of task implementation

Is able to work in a situation of limited resources (people, their abilities and skills, time, materials, finances, etc.)

Can identify and describe a problem and then solve it

## ATTITUDE:

Proactivity, thanks to which one leads the activities of the Youth Council to success.

Openness to new challenges and readiness to take them up

Feeling satisfied with the ability to act

## Organizational skills

### GOALS OF THE BLOCK

(What specifically do we want to achieve with the block)

**Develop the ability to organize one's own and other YC/YP members' activities by:**

- deepening the participants' knowledge of organizational skills,
- developing skills:
  - delegating tasks and monitoring the work of others,
  - joint search for solutions,
  - coping with resource constraints,
  - clearly formulate and solve problems.
- developing an attitude of trust towards other team members,
- increasing the participants' awareness of:
  - their individual characteristics (strengths and weaknesses) important for the development of organizational skills,
  - expressing them and functioning in practice

### MATERIAL

(that will be necessary to prepare the block)

- 0.5-meter-long rope x number of participants,
- long rope for measuring the swamp surface (minimum 4 m long),
- a box to be placed in the middle of a swamp (a stone in the middle of a river or a trunk in a forest),
- treasure - a can with a prize (there may be candies),
- a bag with tools to pull the treasure out of the swamp: strings, skewer sticks, scissors, pencil, cups, 3 pieces of a 20 cm bike inner tube, 3 cords min. 10 m long, adhesive tape,
- blindfolds for a third of participants.

## Organizational skills

### LENGTH IN MINUTES

(how much time will be necessary for the block)

15 min. + 30 min. + 45 min. + 45 min. = 135 min

### SUMMARY

(list of individual activities)

- Alphabetically on the rope - icebreaker
- Organizational skills - theoretical introduction
- The Game of Treasure - practical training
- Action analysis - discussion of the game

# BLOCK 1.

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.

~ 15 min.	<b>Icebreaker</b>
<b>Goal</b>	<ul style="list-style-type: none"> <li>• Participants get to know each other</li> <li>• Increasing the group's energy</li> </ul>
<b>Materials/preparation</b>	0.5-meter-long rope x number of participants
<b>Activity</b>	<p><b>Alphabetically on the rope - icebreaker</b></p> <p>The facilitator puts the rope on the ground, the participants, at the facilitator's signal, stand on it in any order. From now on, they cannot get off the rope - both feet are to be on the rope.</p> <p>The facilitator informs that their task is to line up the whole group, but in the alphabetical order of the names - you determine the end at which the order begins (letter A).</p> <p><b>When changing the order of participants, no one is allowed to get off the rope (both feet of each should be on it). If someone "falls" off the rope, the group starts all over again. Participants are to help each other in achieving the final effect.</b></p>
<b>Summary</b>	<p><b>Facilitator's questions:</b></p> <ul style="list-style-type: none"> <li>• <b>What helped the participants to achieve the effect? What bothered them?</b></li> <li>• <b>What lessons can they draw for cooperation?</b></li> </ul>

# BLOCK 1.

~ 30 min	<b>Organizational skills - theoretical introduction</b>
<b>Goal</b>	<ul style="list-style-type: none"><li>• deepening the participants' knowledge of organizational skills</li></ul>
<b>Materials/preparation</b>	<ul style="list-style-type: none"><li>• Flipchart, felt-tip pens</li><li>• Post-it notes</li><li>• Reference Material No. 1</li></ul>
<b>Activity</b>	<p><b>Knowledge of organizational skills</b></p> <p>The facilitator introduces the participants to the goals of the block and outlines the schedule of the meetings. Informs about the use of an empirical/experimental method, The facilitator presents basic knowledge about organizational skills.</p> <p>At the beginning, they explain to participants the fundamental difference between strategic planning which is more of a picture of the values and changes that we would like to achieve, project management which shows the different phases and what has to be done and organizing which deals with the concrete realization of what is to be done. The facilitator shows participants an example of building a house: the strategy is to have your own house (desired change), for this you need a specific project of your dream house, according to which you will organize materials and various employees who will build it according to this project.</p> <p>The facilitator asks the participants to indicate on the basis of this example what the differences between the qualities and competences of a strategist, planner and organizer are and how it translates into their Youth Council.</p> <p><b>The facilitator asks the participants to formulate their expectations towards this training block and write them on post-it notes (each on a separate note) - collects them and sticks them on a flipchart.</b></p>

# BLOCK 1.



~ 30 min	<b>Organizational skills - theoretical introduction</b>
<b>Summary</b>	<p>Then, the facilitator and the participants analyze the above-mentioned needs and discuss which of them are most needed in the work of YC/YP. They highlight them on a flipchart.</p> <p>The facilitator indicates which ones the participants will have the opportunity to develop during the next session.</p>

# BLOCK 1.



~ 45 min	<b>The Game of Treasure - practical training</b>
<b>Goal</b>	<ul style="list-style-type: none"><li>• <b>Developing skills:</b><ul style="list-style-type: none"><li>○ delegating tasks and monitoring the work of others,</li><li>○ joint search for solutions,</li><li>○ coping with resource constraints,</li><li>○ clearly formulate and solve problems.</li></ul></li><li>• <b>Developing an attitude of trust towards other team members,</b></li></ul>
<b>Materials/preparation</b>	<ul style="list-style-type: none"><li>• long rope for measuring the swamp surface (minimum 4 m long),</li><li>• a box to be placed in the middle of a swamp (a stone in the middle of a river or a trunk in a forest),</li><li>• treasure - a can with a prize (there may be candies),</li><li>• a bag with tools to pull the treasure out of the swamp: strings, skewer sticks, scissors, pencil, cups, 3 pieces of a 20 cm bike inner tube, 3 cords min. 10 m long, adhesive tape,</li><li>• blindfolds for a third of participants.</li></ul> <p><b>The facilitator prepares the area of the game: they mark the "swamp" (in the field or in the building), measuring a circle with a 4m long rope. Facilitator places a "stone" in the center of the circle and a can with a treasure on it (preparation time: 10 minutes).</b></p>
<b>Activity</b>	<p><b>Game of Treasure</b></p> <p>At the beginning of the meeting, the facilitator briefly repeats the features and skills of the "Organizer" and asks the participants to try to use the presented features in the game entitled the Treasure.</p> <p>Number of players: 6-12</p> <p>Number of facilitators needed to conduct the training: 1</p> <p>Number of facilitators required to play (minimum): 1</p> <p>Place of implementation: ideally outside, possibly in a large room indoors</p>

# BLOCK 1.



~ 45 min	<b>The Game of Treasure - practical training</b>
<b>Activity</b>	<p><b>The facilitator takes the participants to the place of the "swamp" and introduces them to the legend of the treasure:</b> participants are a team of treasure hunters, and their task is to take the treasure to the mainland from the swamp in no more than 40 minutes. No one is allowed to enter or lean into the swamp - it is full of crocodiles and poisonous snakes. Only the contents of the supplied gear bag can be used to collect the treasure.</p> <p><b>The facilitator divides the participants into 3 small, equal groups fulfilling different roles:</b></p> <ul style="list-style-type: none"><li>- Leaders - they can see, speak and control the whole event, but they are not allowed to touch anyone or anything;</li><li>- Navigators - they can see, cannot speak, but they can touch and direct Manipulators;</li><li>- Manipulators - they cannot see (they have blindfolds over their eyes), they are the only ones who can touch the tools provided in the bag.</li></ul> <p>The facilitator gives a sign to start the activities and hands over the sack with tools - the group starts the activities. In the event of someone breaking the rules related to the role or crossing the border of the swamp (also leaning over it), the facilitator stops the game, restores everything to its original state and the participants start all over again.</p> <p><b>During the game, the facilitator observes participants' behavior:</b></p> <ul style="list-style-type: none"><li>- records behaviors that are conducive to achieving the goal,</li><li>- and those that disturb the group,</li><li>- signs of cooperation and lack of cooperation,</li><li>- way of communicating,</li><li>- how they perform the assigned roles.</li></ul>
<b>Summary</b>	After the time is over (or after achieving the goal earlier), the facilitator starts discussing the game.

# BLOCK 1.



~ 45 min	<b>Action analysis - discussion of the game</b>
<b>Goal</b>	<b>Increasing the participants' awareness of:</b> <ul style="list-style-type: none"><li>• their individual characteristics (strengths and weaknesses) important for the development of organizational skills,</li><li>• expressing them and functioning in practice</li></ul>
<b>Materials/preparation</b>	<ul style="list-style-type: none"><li>• A4 Paper and pens for participants</li></ul>
<b>Activity</b>	<b>Action analysis - discussion of the game</b> <p>The facilitator begins by "disenchanted" the participants - they say that now they do not play their roles anymore but are back to being themselves.</p> <p>The facilitator first listens to the members of the three teams one by one - asks how they felt while playing their roles - what was easy for them, and what was difficult. The facilitator asks what, according to the participants, contributed to the achievement of the goal, what was the turning point. Discovers and describes the key moments leading to the successful (or not) organization of the game.</p> <p>Then they ask the participants to individually reflect on their participation in the game - are they satisfied with it, what they are happy with and what not. Participants write down on a piece of paper what they have done well and what they want to work on. Participants read what they wrote if they want to share it.</p> <p><b>At the end, the facilitator shares their observations and opinions on the participation of groups and participants in the game. They say how important it is to use conclusions from your own experience.</b></p>
<b>Summary</b>	summary, questions and general discussion about the block

# REFERENCE MATERIALS

## Reference Material No 1

### Organizer's competences in YP/YC

**The organizers are very important to any organization.** In the implementation of each project, these are the people who directly monitor the implementation of individual needs and actively adjust work to the effective implementation of the goal.

These are people who have the ability to motivate others, see the goal in front of them all the time and have the ability to use the necessary resources to achieve it. Such members of the Youth Council are not afraid to take responsibility for the various processes of their activities. The organizer is energy in motion, ready to overcome all obstacles that stand in the way of success. However, if the organizer sees that reaching the goal would hurt the larger picture, they are able to take this into account. Consequently, they remain open and trusting with their team members at all times and are aware of their limitations as well as the limitations of other resources in the organization. **The organizer flexibly reacts to changes and is able to work with various variants of solutions.**

