Joint development, piloting and validation of entrepreneurial mindset and key skills curricula and training materials for third countries

ENTRECOMP CURRICULUM: 3.3 COPING WITH UNCERTAINTY, AMBIGUITY AND RISK – METHODOLOGICAL TOOLS

TASK ID AND TITLE 2.2: JOINT DEVELOPMENT OF THE CURRICULA AND TRAINING MATERIALS FOR ENTRECOMP

PARTNER RESPONSIBLE FOR THIS ACTIVITY: MMC MANAGEMENT CENTER LTD

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Task 2.2

PROJECT MAIN DETAILS

Programme: Erasmus+

Key Action: Lump Sum Grants

Project title: Joint development, piloting and validation of entrepreneurial mindset and key skills curricula and training materials for third countries

Project Acronym: EMSA

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COORDINATED BY

PROJECT PARTNERS

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SUMMARY OF THE METHODOLOGICAL TOOLS

Competence Code and Title	3.3 Coping with Uncertainty, Ambiguity and Risk
EntreComp Area Code and Title	3 Into Action
Learning Outcomes for the Competence	Describe various decision-making frameworks as well as the influence of uncertainty, risk, and ambiguity on the decision-making process.
	Apply different decision-making frameworks, while designing risk-mitigating testing plans to navigate uncertainties
	Demonstrate the ability to adapt quickly, flexibly, and efficiently in fast-moving situations by creating agile strategies and responsive plans for unexpected changes.

Methodological tool Type	Number of Methodological tools
☒ Lecture (compulsory)	1
☐ Open-ended questions	
☒ Closed questions	1
☐ Group discussion	
☐ Brainstorming	
☒ Individual exercise	1
☒ Group exercise	3
☐ Experiential workshop	
☐ Role play	
☐ Video projection and analysis	
☒ Other (Case Study)	1
Total Number of Methodological tools:	7

COMPULSORY METHODOLOGICAL TOOLS

1. POWERPOINT PRESENTATION

Methodological tool Code and Title	PPT3.3_1 Coping with Uncertainty, Ambiguity and Risk
Competence Code and Title	3.3 Coping with Uncertainty, Ambiguity and Risk
Learning Outcomes covered by the Methodological tool	Describe various decision-making frameworks as well as the influence of uncertainty, risk, and ambiguity on the decision-making process. Apply different decision-making frameworks, while designing risk-mitigating testing plans to navigate uncertainties Demonstrate the ability to adapt quickly, flexibly, and efficiently in fast-moving situations by creating agile strategies and responsive plans for unexpected changes.
Methodological tool Aim	To deliver a lecture on the topics and subtopics of the module.
Hints and tips for the trainer to use the Methodological tool	N/A
Attachment for the usage of the Methodological tool	TrainMatEntre_3.3_Final.pptx

ADDITIONAL METHODOLOGICAL TOOLS

1. GROUP EXERCISE

Methodological tool Code and Title	MT3.3_1 BINGO Mingle (Ice Breaker)
Competence Code and Title	3.3 Coping with Uncertainty, Ambiguity and Risk
Learning Outcomes covered by the Methodological tool	Describe various decision-making frameworks as well as the influence of uncertainty, risk, and ambiguity on the decision-making process.
Methodological tool Aim	**Facilitate interaction and break the ice:** Encourage participants to connect, share personal experiences, and feel comfortable engaging in the workshop. **Introduce the workshop theme:** Introduce the concept of uncertainty in a relatable and engaging way through shared experiences.
Hints and Tips for the trainer to use the Methodological tool	✓ Ensure you give clear instructions to the participants.
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

Methodological Tool Title	
Group Exercise	
Group Exercise Title	
Bingo Mingle (Ice Breaker)	
Group Exercise Source (if adapted from existing exercise)	
N/A	

Description of the Group Exercise
This online activity combines bingo with a mingling element, allowing participants to interact, share personal experiences related to uncertainty, and introduce the workshop theme in a fun and engaging way.

Estimated Duration (broken down into steps, if necessary)
- Introduction & Instructions (2-3 minutes) - Mingle Activity (8-10 minutes) - Bingo Check & Wrap-up (4-5 minutes) **Total: 15-20 minutes**

General Guidelines (for the trainer)
• Prepare unique bingo cards with statements related to uncertainty beforehand (consider using online platforms like https://myfreebingocards.com/bingo-card-generator/edit/fms9u). Statements that could be used: − Travelled solo without a set itinerary. − Choose a career based on passion not job security. − Spoke up in a meeting despite being unsure. − Tried a new recipe without any prior experience. − Went on a date with a complete stranger. − Interpreted an unclear email the wrong way. − Followed a hunch on a stock investment. − Told a white lie to avoid conflict. − Asked for a raise without knowing the outcome. − Has difficulty making choices due to too many options. − Has ever been laid off or lost a job unexpectedly. − Has ever moved to a new city without knowing anyone. • Ensure participants have access to their bingo cards (shared link or individual distribution). • Facilitate the activity flow, keeping participants engaged and managing time effectively.

Instructions (for the participants)

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- *Find someone who has experienced the situation mentioned in a square on your bingo card.*
- *If their experience aligns, ask their name and write it in the corresponding square.*
- *Engage in brief conversations while searching for matches.*
- *Aim to complete a row, column, or diagonal line on your bingo card.*

Allocation of tasks *(if applicable)*

N/A

Necessary Equipment and Materials *(if applicable)*

- *Online bingo cards (one per participant) with statements related to uncertainty.*
- *Screen sharing capabilities for the trainer.*

Online Classroom Setting *(if applicable)*

- *Utilize features like breakout rooms or chat functions to facilitate mingling and conversations.*

Expected Results

- *Participants will interact and get to know each other.*
- *Shared experiences related to uncertainty will be acknowledged.*
- *The concept of uncertainty will be introduced in a lighthearted manner.*

Debriefing Questions

- *What was the easiest/hardest statement to find a match for?*
- *Did any conversations spark interesting reflections on dealing with uncertainty?*

Remarks by the Trainer

Briefly connect the activity to the workshop theme, highlighting how shared experiences can provide insights into coping with uncertainty.
Encourage participants to actively participate and engage in meaningful conversations during the mingling stage.

Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) *(if applicable)*

N/A

*Attachment/s **(if applicable)***	
N/A	

2. CLOSE-ENDED QUESTIONS

Methodological tool Code and Title	MT3.3_2 Matching Question
Competence Code and Title	3.3 Coping with Uncertainty, Ambiguity and Risk
Learning Outcomes covered by the Methodological tool	Describe various decision-making frameworks as well as the influence of uncertainty, risk, and ambiguity on the decision-making process.
Methodological tool Aim	- Introduce key concepts: Introduce the participants to the concepts of uncertainty, risk, and ambiguity through a matching exercise. - Facilitate understanding: Help participants differentiate between these concepts by analyzing real-life scenarios. - Promote active learning: Encourage critical thinking and self-reflection through individual analysis and group discussion.
Hints and Tips for the trainer to use the Methodological tool	- Ask participants to individually **match each statement with the term they believe best describes the situation: uncertainty, risk, or ambiguity.** **Provide a clear explanation** of the key differences between uncertainty, risk, and ambiguity, highlighting relevant aspects. **Ask participants to revisit their initial matches** based on the explanation provided. Encourage them to **revise their choices if necessary.** **Reveal the correct matches** and provide a brief justification for each answer.

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Number of Questions in the Methodological tool per Question type	Type	Number
	Matching Questions	1
	Total	**1**
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).	

3.1 MATCHING QUESTIONS' TOOL

A	Correct Order of Items in Column B	B
Traveling to a new country with limited knowledge of the language and customs.	1	Uncertainty
You invest in a company with a strong track record of success.	2	Risk
You plan a road trip, but the weather forecast is unpredictable	1	Ambiguity
You receive an email from your boss with vague instructions about a new project	3	
You apply for a new job but are unsure if you have the necessary skills	2	
You receive a text message with an unknown number asking you to click on a link	3	
You participate in a game with a set of rules and known probabilities of winning.	2	
You decide to launch a new product based on market research data.	2	
Level of Difficulty ☐ Low ☒ Medium ☐ High		

3. INDIVIDUAL EXERCISE

Methodological tool Code and Title	MT3.3_3 Decision-Making Process
Competence Code and Title	3.3 Coping with uncertainty, Ambiguity and Risk
Learning Outcomes covered by the Methodological tool	Apply different decision-making frameworks while designing risk-mitigating testing plans to navigate uncertainties.
Methodological tool Aim	• Encourage individual reflection on the 7-step decision-making process. • Foster group knowledge sharing through the presentation of personal experiences. • Enhance understanding of how the decision-making framework applies to real-life situations.
Hints and Tips for the trainer to use the Methodological tool	✓ Ensure that the participants understand the instructions for the activity fully before they start; clarify if necessary.
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

Methodological Tool Title
Individual Exercise
Individual Exercise Title (if different from the MT title)
Applying the 7 Steps of the Decision-making Process
Individual Exercise Source (if adapted from existing exercise)
N/A
Description of the Individual Exercise

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Participants will individually reflect on a recent decision (personal or professional) using the provided framework.

Estimated Duration (broken down into steps, if necessary)

- *Individual Reflection (5-7 minutes)*
- *Group Discussion (15-20 minutes)*

Total: 20 – 25 minutes

General Guidelines (for the trainer)

- *Briefly introduce the reflection exercise and its purpose.*
- *Clearly explain the 7-step decision-making process covered earlier.*
- *Provide participants with sufficient time for individual reflection.*
- *Facilitate a group discussion.*

Instructions (for the participants)

- **Think of a recent decision you made (personal or professional).**
- **Using the 7-step decision-making process outlined earlier, reflect on each step and answer the following prompts:**
    - *Briefly describe the situation or problem.*
    - *What information did you gather, and how?*
    - *How did you identify potential solutions or options?*
    - *How did you evaluate the potential consequences and risks?*
    - *What factors influenced your chosen course of action?*
    - *Did you encounter any challenges during implementation? How did you monitor progress?*
    - *Looking back, would you have approached the decision differently? What are your key takeaways?*
- **Be prepared to share your experience and insights with the group when called upon.**

Allocation of tasks (if applicable)

- *The trainer facilitates the discussion and selects participants to share their reflections.*

Necessary Equipment and Materials (if applicable)

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• *Pen and paper (optional)*

Online Classroom Setting (if applicable)
N/A

Expected Results
• *Participants will gain a deeper understanding of the 7-step decision-making process through personal reflection.* • *Group discussion will promote knowledge sharing and diverse perspectives on applying the framework.*

Debriefing Questions
1. *What were the biggest challenges faced during the individual reflection process?* 2. *How can the 7-step framework be adapted to different decision-making scenarios?* 3. *What additional strategies can be used to improve individual and collaborative decision-making?*

Remarks by the Trainer
✓ Briefly summarize the key takeaways from the group discussion. ✓ Encourage participants to continue applying the 7-step framework in their future decision-making endeavors.

Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) (if applicable)
The learners will self-reflect and provide their answers individually on the e-learning platform.

Attachment/s (if applicable)
N/A

4. CASE STUDY

Methodological tool Code and Title	MT3.3_4 Applying the Decision-making Frameworks

Competence Code and Title	3.3 Coping with Uncertainty, Ambiguity and Risk
Learning Outcomes covered by the Methodological tool	Apply different decision-making frameworks while designing risk-mitigating testing plans to navigate uncertainties
Methodological tool Aim	• To develop participants' teamwork and strategic thinking skills in a competitive market. • To explore the pros and cons of different go-to-market strategies through group discussion. • To analyze the impact of market conditions on decision-making.
Hints and tips for the trainer to use the Methodological tool	✓ Divide participants into small groups (3-4 people) to encourage focused discussion. ✓ Utilize online collaboration tools (whiteboards, breakout rooms) to facilitate group work in a synchronous learning environment. ✓ Encourage groups to present their findings to the larger class, fostering peer learning.
Attachment/s to use the Methodological tool	Provided in the activity description below (if applicable).

Methodological Tool Title
Case Study
Case Study Title (if different from the MT title)
Applying the Decision-making Frameworks
Case Study Source (e.g., URL)
N/A

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Task 2.2

Case Study Content

Scenario: *You are a team tasked with launching a new food delivery app in a highly competitive market dominated by established players. Your goal is to develop a go-to-market strategy that maximizes the app's success.*

Decision Point 1: Delivery Model (Choose one):

- **Option A:** *Partner with existing restaurants and delivery personnel.*
- **Option B:** *Build an in-house delivery network with dedicated staff.*

Decision Point 2 (for Option A only): Commission Rate (Choose one):

- **Option 1:** *Charge restaurants a 20% commission fee.*
- **Option 2:** *Offer a lower commission fee (15%) to attract initial partnerships.*

Estimated Duration (broken down into steps, if necessary)

- – *Introduction & Instructions (5 minutes)*
- – *Group Discussion & Decision Making (25 minutes)*
- – *Group Presentations & Class Discussion (20 minutes)*
- – *Debriefing (5 minutes)*

Total duration: 40 –50 minutes

General Guidelines (for the trainer)

- – *Ensure participants understand the case study scenario and instructions.*
- – *Manage time effectively, allowing sufficient discussion within each group.*
- – *Monitor online collaboration tools and provide support as needed.*
- – *Facilitate a positive learning environment where all groups feel comfortable sharing their findings.*

Instructions (for the participants)

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1. The trainer will divide you into small groups.
2. **Group Discussion:** As a team,
   2.1. Analyze the case study scenario and the two delivery model options (A & B), Discuss the advantages and disadvantages of each option, considering the competitive landscape, resource limitations, and potential benefits/drawbacks. Through group discussion, reach a consensus on the most suitable delivery model for the new app (A or B).
   2.2. **For Option A only:** If your group chooses to partner with existing restaurants, decide on the commission rate (Option 1 or 2) through group discussion. Explain the factors that would influence your decision.
   2.3. Imagine two future scenarios for the food delivery market:
      - **Rapid Growth:** Increased demand for food delivery services.
      - **Market Saturation:** Competition intensifies with numerous delivery apps available.

      Discuss how these potential future scenarios might impact the chosen delivery model and commission rate. Would you adjust your strategy based on market conditions?
3. **Group Presentation:** Each group will have a designated person who will present your chosen delivery model and commission rate (if applicable) to the larger class. Briefly explain your reasoning and decision-making process.
4. **Class Discussion:** Following all group presentations, engage in a class discussion. Compare the different strategies chosen by each group and analyze the rationale behind them.

Task 2: Open-ended Questions

Please answer the question below.

Question1: Considering the competitive landscape, which delivery model (A or B) might be a more suitable starting point for the new app? Explain your reasoning.

- **Expected Answer (Option A):**
- **Advantages:** Faster launch due to existing infrastructure, lower initial investment, potentially wider restaurant selection.
- **Disadvantages:** Less control over delivery experience and quality, potentially higher per-delivery commission costs compared to in-house staff.
- **Reasoning:** This could be a good starting point for a new app in a competitive market as it allows for a quicker launch and leveraging existing networks. However, the long-term viability might depend on negotiating favorable commission rates and ensuring a positive customer experience.

- *Expected Answer (Option B):*
  – *Advantages:* Greater control over delivery times, service quality, and branding, potentially lower per-delivery cost with dedicated staff.
  – *Disadvantages:* Slower launch due to building infrastructure (hiring and training delivery staff), potentially lower initial restaurant selection compared to established players.
  – *Reasoning:* An in-house delivery network might be a good choice for a brand focused on premium service and customer experience. However, the initial investment and potential delay in launch could be drawbacks.

Ultimately, the best choice depends on the specific goals, resources, and long-term vision of the new app.

Question 2: If you choose Option A (partnering), what factors would influence your decision on the commission rate (Option 1 or 2)?

- *Factors influencing the decision:*

Market competition: *Lower commission rates (Option 2) might be attractive to restaurants in a competitive market to gain initial partnerships.*

App's unique value proposition: *If the app offers unique features or benefits for restaurants (e.g., wider customer base, marketing support), a higher commission rate (Option 1) might be justifiable.*

Profitability goals: *Balancing commission rates with ensuring profitability for the app is crucial.*

Reasoning: *The chosen commission rate should be a strategic decision, considering attracting restaurants, maintaining profitability, and remaining competitive in the market.*

Question 3: Imagine two future scenarios for the food delivery market: Rapid Growth and Market Saturation. How might these scenarios impact the chosen delivery model and commission rate?

- *Expected Answer (Rapid Growth):*
  – *Impact on Delivery Model:* Rapid growth might favor both models. Option A could capitalize on increased demand for delivery services, while Option B could benefit from its control over service quality.
  – *Impact on Commission Rate:* Depending on bargaining power, restaurants might push for lower commission rates in a growing market (favoring Option 2).

- *Expected Answer (Market Saturation):*
- − **Impact on Delivery Model:** *Intense competition could make it harder for both models. Option A might struggle to compete on price, while Option B might struggle to stand out without a strong brand or unique value proposition.*
- − **Impact on Commission Rate:** *In a saturated market, offering lower commission rates (Option 2) might be necessary to attract restaurants (price wars).*

Reasoning: *Adaptability is key. The app's strategy should be flexible to adjust commission rates and potentially even explore alternative revenue streams based on market conditions.*

Debriefing Questions

1. *What were the key advantages and disadvantages each group identified for the different delivery models?*
2. *What factors did groups consider when setting a commission rate for restaurants (if applicable)?*
3. *How might future market conditions (rapid growth vs. market saturation) influence the go-to-market strategy?*
4. *What alternative strategies could the app explore to gain a competitive edge?*

Remarks by the Trainer

✓ *Briefly summarize the key learning points from the case study discussion.*
✓ *Emphasize the importance of collaboration, communication, and adaptability in a competitive market.*
✓ *Encourage participants to consider the ongoing need to analyze market trends and adjust strategies as needed.*

Adaptation of the Methodological Tool for Asynchronous Learning (what to change) **(if applicable)**

The scenario will be provided on the e-learning platform and the learners will select one decision point and they will post their reasoning and decision-making process. Also, they will post their answers to the open-ended questions that follow.

Attachment/s **(if applicable)**

MTAttachment_3.3_4_
Final.pdf

5. GROUP EXERCISE

Methodological tool Code and Title	MT3.3_5 Planning a Safe and Fun Camping Trip (Risk Management Challenge)
Competence Code and Title	3.3 Coping with Uncertainty, Ambiguity and Risk
Learning Outcomes covered by the Methodological tool	Demonstrate the ability to adapt quickly, flexibly, and efficiently in fast-moving situations by creating agile strategies and responsive plans for unexpected changes.
Methodological tool Aim	• Introduce participants to the risk management process in a relatable way. • Develop critical thinking, teamwork, and communication skills through risk identification, assessment, and mitigation strategies.
Hints and Tips for the trainer to use the Methodological tool	✓ Encourage creativity in brainstorming risks and mitigation strategies. ✓ Facilitate discussions between teams during presentations to explore alternative approaches.
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

Methodological Tool Title
Group Exercise
Group Exercise Title

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Planning a Safe and Fun Camping Trip (Risk Management Challenge)
Group Exercise Source (if adapted from existing exercise)
N/A
Description of the Group Exercise.
Participants work in teams to identify and assess potential risks associated with a camping trip. They then develop mitigation strategies to address these risks and present their findings to the class.
Estimated Duration (broken down into steps, if necessary)

45 minutes:
   – *10 minutes for forming teams and instructions,*
   – *20 minutes for group work,*
   – *15 minutes for presentations and discussion.*

General Guidelines (for the trainer)

– Ensure a clear understanding of the risk assessment matrix (Likelihood & Impact scales).
   – Provide materials (flipcharts, markers, etc.) for group work presentations.
   – Encourage active participation and respectful discussion during presentations.

Instructions (for the participants)
You and a group of friends are planning a weekend camping trip to a nearby national park. You've booked a campsite and are excited to spend time outdoors together. But before you head out, it's important to consider potential challenges. ***Work together as a team to plan a safe, enjoyable, and memorable camping trip for everyone.*** *In groups of 4-5 People, develop a risk mitigation plan following the below instructions:* ***1 - Identify Risks:***

Brainstorm as a team! Think about potential threats and challenges that could impact your camping trip. Consider risks related to weather, preparation, wildlife encounters, and unforeseen circumstances

2 - Analyze Risks (3x3 Matrix):

- *Create a risk assessment matrix with two 3x3 grids:*
  - o *Likelihood: High, Medium, Low (represents the probability of a risk occurring)*
  - o *Impact: High, Medium, Low (represents the severity of consequences if the risk materializes)*
- *Discuss each potential risk and decide, as a team, how likely it is to happen (High, Medium, or Low) and how much it could impact your trip (High, Medium, or Low). Mark the risk on the matrix according to your ratings.*

3 - Develop Risk Mitigation Strategies:

Based on your completed risk assessment matrix, prioritize the most critical risks (those positioned in the "High Likelihood" and/or "High Impact" cells). Work together to brainstorm and propose specific actions to mitigate or avoid these critical risks altogether.

4 - Presentation and Discussion:

Each team will present their risk assessment matrix, along with the identified risks, mitigation strategies, and the rationale behind your choices. Be prepared to answer questions and discuss alternative approaches suggested by other teams.

Allocation of tasks (if applicable)

N/A

Necessary Equipment and Materials (if applicable)

- *Pen and Paper (Optional)*

Online Classroom Setting (if applicable)

- *Online collaborative tools (whiteboards, breakout rooms) for group work.*
- *Screen sharing for presentations.*

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Expected Results
• *Participants will be able to identify potential risks associated with a project.*   • *Participants will be able to assess the likelihood and impact of identified risks using a risk assessment matrix.*   • *Participants will be able to develop mitigation strategies to address critical risks.*   • *Participants will be able to communicate their findings effectively through presentations and discussions.*
Debriefing Questions
1. *How did working in a team impact your approach to risk identification and mitigation?*   2. *Did any of the other teams' presentations offer new perspectives on potential risks or mitigation strategies?*
Remarks by the Trainer
✓ *Highlight the importance of risk management in various aspects of life and projects.*   ✓ *Encourage participants to reflect on their learning and how they can apply it in future endeavors.*
Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) **(if applicable)**
The learners will implement the activity individually and post their findings on the e-learning platform. Self-reflection will follow.
Attachment/s **(if applicable)**
MTAttachment_3.3_5_ Final.pdf

6. GROUP EXERCISE

Methodological tool Code and Title	MT3.3_6 Prioritization in Action!
Competence Code and Title	3.3 Coping with Uncertainty, Ambiguity and Risk
Learning Outcomes covered by the Methodological tool	Demonstrate the ability to adapt quickly, flexibly, and efficiently in fast-moving situations by creating agile strategies and responsive plans for unexpected changes.
Methodological tool Aim	• Develop collaborative decision-making skills. • Practice applying prioritization techniques in a real-world scenario. • Understand the importance of adapting plans within budget constraints (agile principle)
Hints and Tips for the trainer to use the Methodological tool	✓ Briefly explain the Eisenhower Matrix and MoSCoW Method before starting the exercise. ✓ Encourage lively discussions within teams and respectful debate during presentations. ✓ Adapt the list of activities to better suit your specific learning event scenario.
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

Methodological Tool Title
Group Exercise
Group Exercise Title:
Prioritization in Action!
Group Exercise source (if adapted from existing exercise)
N/A

Description of the Group Exercise/Individual Exercise
Learners work in small teams to prioritize activities for a fun learning event for new company employees, considering urgency, importance, and budget limitations.

Estimated Duration (broken down into steps, if necessary)

- Introduction (5 minutes)
- Group Formation (5 minutes)
- Prioritization Activity (10 minutes)
- Team Huddle (5 minutes)
- Presentations & Discussion (10 minutes)

Total duration: 35 minutes

General Guidelines (for the trainer)

- Ensure a positive and collaborative learning environment.
- Be available to answer questions and provide clarification if needed.
- Keep the exercise focused and within the allotted time.

Instructions (for the participants)

Imagine you're a team tasked with planning a fun and engaging learning event for new company employees. But there's a twist! **A last-minute budget cut** means we need to prioritize activities to create a valuable experience within limited resources.

Your Mission: Use the **Eisenhower Matrix** (urgency vs. importance) and the **MoSCoW Method** (Must-Haves, Should-Haves, Could-Haves, Won't-Haves) to create a prioritized list that delivers the most value within budget constraints.

The Pre-defined Learning Event Activities:

- Photo booth for capturing memories.
- Welcome presentation and company overview.
- Team-building competition.
- Group karaoke night after the event.
- Interactive workshop on core company skills.
- Swag bags with company merchandise.
- Icebreaker activity to encourage socializing.
- Pizza lunch for refreshments.

- *Thank you email to new employees.*
- *Guest speaker on career development.*
- *Post-event survey to gather feedback.*
- *Tour of the company office space.*

– *Step 1: We'll form small teams using the breakout rooms.*
– *Step 2: Each team goes through the list of potential learning event activities.*
– *Step 3: In your team, categorize each activity using the provided tools. Focus on: Learning (Must-Haves & Should-Haves) Team Building (Should-Haves) Budget Flexibility (Could-Haves)*
– *Step 4: Discuss your choices. Why did you categorize each activity that way?*
– *Step 5: Each team presents their prioritized list and rationale to the class.*

Allocation of tasks *(if applicable)*

- *Each team member should actively participate in the discussion and contribute to the prioritization process.*
- *One team member will be chosen to present the team's findings to the class.*

Necessary Equipment and Materials *(if applicable)*

- *Online collaborative whiteboard tool (e.g., Miro, Mural)*
- *Pre-defined list of learning event activities (provided)*

Online Classroom Setting *(if applicable)*

- *Utilize breakout rooms for group discussions.*
- *Utilize screen sharing features for team presentations.*

Expected Results

- *Learners will be able to effectively prioritize activities using the Eisenhower Matrix and MoSCoW Method.*
- *Learners will demonstrate collaborative decision-making skills within a team environment.*
- *Learners will gain a deeper understanding of agility and adapt to unforeseen challenges.*

Debriefing Questions

1. Were there any surprising choices during the prioritization process? Why or why not?
2. How did your team overcome any disagreements or challenges?
3. How can prioritizing activities be helpful in real-world event planning?

Remarks by the Trainer
✓ *Effective prioritization is a valuable skill not just for event planning but for many aspects of professional and personal life.* ✓ *By learning to adapt plans and make informed decisions within limitations, you become a more agile and effective team player*
Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) **(if applicable)**
The learners will implement the activity individually and post their findings on the e-learning platform. Self-reflection will follow.
Attachment/s **(if applicable)**
MTAttachment_3.3_6_Final.pdf