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PRACTICE KIT

FOR

ENTREPRENEURSHIP PROJECT

AMBITIOUS TARGET PROJECT

ENTREPRENEURSHIP PROJECT

OUTPUT 05

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INTRODUCTION

Introduction

In front of you, there is a guide, which aim is to support you in your development of entrepreneurship. This guide should help you in taking things in your own hands, which mean is to act responsible, pro-social, innovatively to be active member of effectively working group. This is a collection of tips, how to act in order to create and sell a product.

This guide would conduct you through following stages – from idea to implementation, showing step by step, based on the example of students from 7 grade of Primary School Lokomotywa. You will learn what is, and how to use Ambitious Target Tree (ATT) – one of the TOC tools. You will gradually discover that behind the words like: setting a target, business plan, communication in group, there are concrete actions, that are necessary to take in order to achieve the goal.

Your task would be to create a cooperating group, able to think, elaborate and prepare any product.

This guide should be a help in this process.

Do you have an idea with you group to create a product? Our work will be based on the product created by 7th grade students of Non-public Primary School LOKOMOTYWA. This example can be useful for you as an inspiration for you and your group to work. We will be using TOC method of Ambitious Target Tree (ATT), that is a huge help when working on individual and group goals. Maybe, you already have an experience in setting targets that you wanted to achieve. The method of ATT will teach you how to overcome the obstacles, that you will come across when reaching your goal. You will learn how to prepare a schedule of work, that allows you to achieve small aims step by step. We will introduce to the issue of ‘business plan’, that you will be preparing with you peers. In this guide you will also find tips and help in the mediation and solving problems, that are inevitable when working on the project. We keep our fingers crossed for your project!

1. HOW TO WORK IN THE PROJECT USING THE AMBITIOUS TARGET TREE

Ambitious Target Tree is one of the thinking TOC tools, whose author is dr Eliyahu Goldratt. This tool is used in business in many companies, like General Motors, Hitachi or Microsoft.

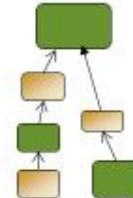
ATT – Ambitious Target Tree is a tool that supports the ability to achieve the aim. The name of the tool indicates that the goal should be ambitious, which means that it should be challenging for us. Also means that it should evolve us, reach something, that we will be proud of, something that will strengthen us.

The tool gives us clear guidelines on what steps to take to achieve the set goal. It designates the specific actions that need to be applied and determines the order in which they should be implemented. All this is done in order to act effectively and efficiently. The role of the Ambitious Goal Tree is to help us engage in the process using previously acquired knowledge and skills. The ATT helps us locate and clearly name the obstacles preventing us from achieving the goal and verify that they are real. With its simple graphical form, it supports the visualization of the goal, the obstacles and the actions we want to take. It helps determine whether something we may have thought impossible is nevertheless achievable. We can clearly see the specific actions we need to take to remove the obstacles. It's important for us to be aware of the obstacles that prevent us from reaching our goal. The obstacles we become aware of can be named, evaluated and then overcome. In achieving our goals, we need to set ourselves up for two types of difficulties, internal and external. When we know them and name them, they no longer surprise us and thus are no longer insurmountable.

Below we have prepared a presentation for you that will guide you step by step, in the form of exercises, to your goal using this method. To better benefit from the exercises below, think about your ambitious goal, what you care about, what you would like to achieve. Each slide is accompanied by a space for your notes and your work on your own ambitious goal.



AMBITIOUS TARGET TREE



GOAL

„A goal is a dream with a due date”

Napoleon Hill



- **Definition of goal** (according to [Goal Definition & Meaning - Merriam-Webster](#))
- **1:** the end toward which effort is directed.



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<https://vimeo.com/148198462>

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How to cause the change?

What is AMBITIOUS TARGET? 

An Ambitious Target is a positive and very desirable objective that is perceived to be ambitious because the target is assumed to be challenging and difficult to attain. Sometimes people assume that they know how to achieve a target but, if they fail to do so, only then is the target perceived to be ambitious.

The TOC thinking tool to build a strategic plan that achieves an ambitious target is called the: **AMBITIOUS TARGET TREE**



AMBITIOUS TARGET TREE

The steps to construct the tree are:

1. Identify and clearly define the Ambitious Target
2. Recognize and develop a list of OBSTACLES that block the achievement of the target.
3. Propose Intermediate Objectives (IOs) based on the obstacles that were raised.
4. Organize and Sequence the Intermediate Objectives (IOs) in a prerequisite order.
5. Detail the IOs with action steps as needed.

STEP 1: DEFINE YOUR GOAL

What is your goal?

- ***Improve solving math content tasks***
- ***Improve multiplication table***
- ***Learn how to ski***
- ***Publish own book***
- ***Organize class celebration***



STEP 1: DEFINE YOUR GOAL

Be sure that is well described

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STEP 1: DEFINE YOUR GOAL

IMPROVING MULTIPLICATION TABLE TO 100

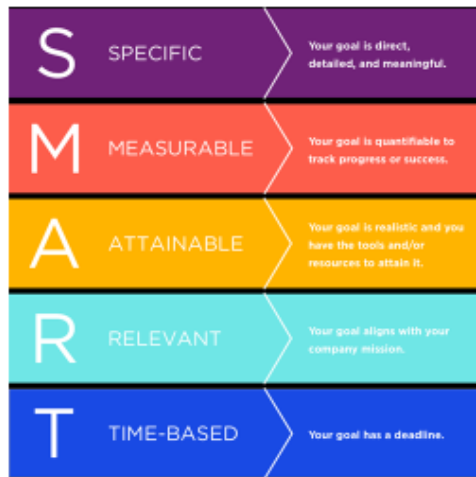
MULTIPLICATION			
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TIMES TABLES			



WHAT TO DO, TO MAKE YOUR GOAL ATTAINABLE



- I am going to read 7 books till the end of year
- I am going to participate in each football training till the end of school year



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GOALS THAT NEED CORRECTION

I will learn English.

I will change work.

I will practise more sport.



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Step I: Define goal

IMPROVING MULTIPLICATION TABLE to 100

What does it mean?

MULTIPLICATION			
$1 \times 1 = 1$ $1 \times 2 = 2$ $1 \times 3 = 3$ $1 \times 4 = 4$ $1 \times 5 = 5$ $1 \times 6 = 6$ $1 \times 7 = 7$ $1 \times 8 = 8$ $1 \times 9 = 9$ $1 \times 10 = 10$ $1 \times 11 = 11$ $1 \times 12 = 12$	$2 \times 1 = 2$ $2 \times 2 = 4$ $2 \times 3 = 6$ $2 \times 4 = 8$ $2 \times 5 = 10$ $2 \times 6 = 12$ $2 \times 7 = 14$ $2 \times 8 = 16$ $2 \times 9 = 18$ $2 \times 10 = 20$ $2 \times 11 = 22$ $2 \times 12 = 24$	$3 \times 1 = 3$ $3 \times 2 = 6$ $3 \times 3 = 9$ $3 \times 4 = 12$ $3 \times 5 = 15$ $3 \times 6 = 18$ $3 \times 7 = 21$ $3 \times 8 = 24$ $3 \times 9 = 27$ $3 \times 10 = 30$ $3 \times 11 = 33$ $3 \times 12 = 36$	$4 \times 1 = 4$ $4 \times 2 = 8$ $4 \times 3 = 12$ $4 \times 4 = 16$ $4 \times 5 = 20$ $4 \times 6 = 24$ $4 \times 7 = 28$ $4 \times 8 = 32$ $4 \times 9 = 36$ $4 \times 10 = 40$ $4 \times 11 = 44$ $4 \times 12 = 48$
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TIMES TABLES			

TASK I

I. Define your own goal





STEP 2. Recognizing OBSTACLES



OBSTACLE is something that prevents the achievement of the ambitious target.

An obstacle can be an internal or external circumstance that blocks people from taking actions or achieving stated or implied objectives.

STEP 2: Recognize and Develop a List of Obstacles

Why is it important step?

- ❖ Can we reach our target if we are not aware of legitimate obstacles—or fail to address them?
- ❖ Most people become conditioned at an early age to think of reasons why something can be done.
- ❖ Most people become conditioned at an early age to think of reasons why something can be done.



STEP 2: List of Obstacles



How to name the obstacle?

Example: We don't have crops.

Bad example: Who will provide our crops?

Change the wording of the following obstacle into a better verbalization:

“We need water”

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STEP 2: LIST OF OBSTACLES

GROUP WORK

TARGET: IMPROVING MULTIPLICATION TABLE TO 100

OBSTACLES	

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STEP 2: LIST OF OBSTACLES

GROUP WORK : Possible list of obstacles

TARGET: IMPROVING MULTIPLICATION TABLE TO 100

Obstacles	
1. It is monotonous	
2. You have to learn by heart	
3. I am confusing results	
4. I don't want to do it	
5. I am weak at math	
6. It scares me that it is so much material	



TASK 2

2. List all obstacles to your goal



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STEP 2: LIST OBSTACLES

Think and write list of obstacles to your own AMBITIOUS TARGET

AMBITIOUS TARGET:

Obstacles	
1.	
2.	
3.	
4.	

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STEP 2: LIST OF OBSTACLES



How many obstacles we should find?

**It depends on the situation, mainly it depends on the AIM ,
that you want to achieve using the process.**

Step 2: LIST OF OBSTACLES



*Have we defined our obstacles
in a good manner?*

- ❖ *Check, if it is not a question,*
- ❖ *Check, if that obstacle really exists,*
- ❖ *Check, if that obstacle prevents from reaching the goal*



STEP 3 INTERMEDIATE OBJECTIVES

WHAT DOES IT MEAN Intermediate Objectives?

An Intermediate Objective (IO) is a situation or an action that overcomes an obstacle. Achieving the IO means that the obstacle no longer prevents the attainment of the ambitious target.



Intermediate objective?





We can think of Intermediate Objectives as the steps on a ladder that must be climbed to get to the top.

STEP 3: Suggest Intermediate Objectives

❖ Sometimes the same IO overcomes several obstacles

❖ Sometimes more than one IO is needed in order to overcome a certain obstacle

❖ Sometimes the IO will be verbalized in a general manner—as the opposite of the obstacle, such as:

Obstacle: *I have no transportation*

IO: *I have transportation*

❖ Sometimes the IO will be verbalized in a specific manner—as a concrete action or situation that overcomes the obstacle.

Obstacle: *I have no transportation*

IO: *I borrow a car*



STEP 3: LIST OF INTERMEDIATE OBJECTIVES

GROUP WORK :

TARGET: IMPROVING MULTIPLICATION TABLE TO 100

Obstacles	Intermediate Objectives
1. It is monotonous	1. Make it interesting
2. I have to learn by heart	2. I learn by doing
3. I am confusing results	3. I know the results
4. I don't want to do it	4. I am motivated
5. I am weak at math	5. I can manage to learn my math tasks
6. It scares me that it is so much material	6. I am not scared by the quantity of material to learn

TASK 3

3. Write down the Intermediate Objectives to your Obstacles?





STEP 4: Organize and Sequence the Intermediate Objectives



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STEP 4: Organize and Sequence the Intermediate Objectives

Let's think how to sequence Intermediate Objectives
IMAGINE YOU ARE CLIMBING THE MOUNTAIN



1. We organize the IOs from the bottom up.
2. The first IOs that we must achieve will be placed as the first when climbing the mountain
3. Other IOs are written as the next steps in prerequisite order leading to the target at the top.
4. Which IOs can be achieved simultaneously?
5. Which IOs must be achieved before others?



STEP 4: Organize and Sequence the Intermediate Objectives



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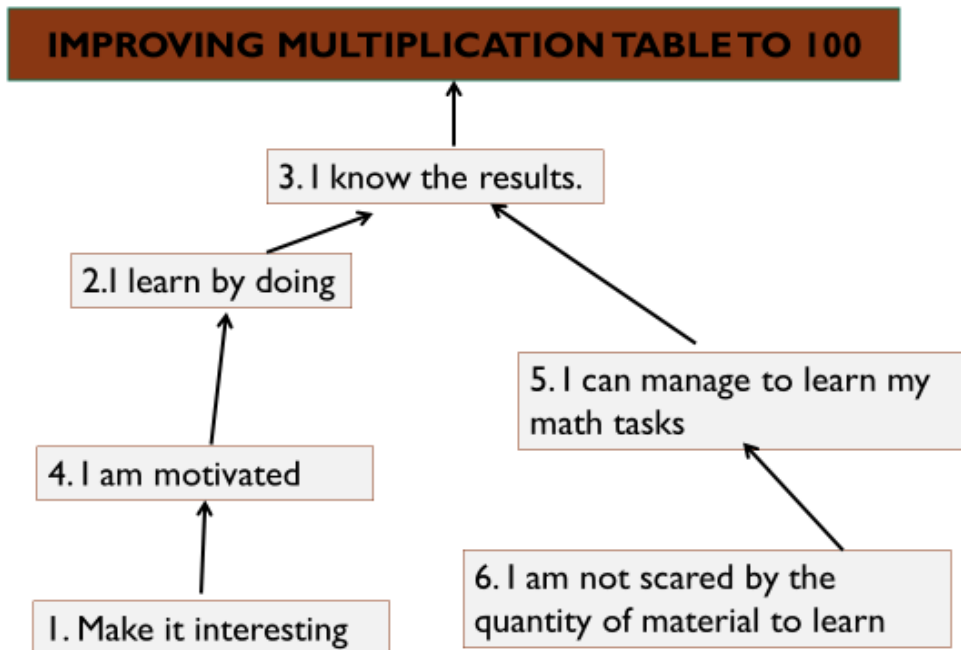
STEP 4: Organize and Sequence the Intermediate Objectives

TARGET: IMPROVING MULTIPLICATION TABLE TO 100

Obstacles	Intermediate Objectives
1. It is monotonous	1. Make it interesting
2. I have to learn by heart	2. I learn by doing
3. I am confusing results	3. I know the results
4. I don't want to do it	4. I am motivated
5. I am weak at math	5. I can manage to learn my math tasks
6. It scares me that it is so much material	6. I am not scared by the quantity of material to learn



One of the possibilities



STEP 4: Organize and Sequence the Intermediate Objectives

*It is possible to have steps put in different order.
We decide where is our first step.*



TASK 4

4. Organize and sequence your Intermediate Objectives



STEP 5. Create list of actions

It is time to transfer general ideas and concepts into concret actions





STEP 5. Create list of actions

Do we know how to proceed with the strategic plan?

STEP 5. Create list of actions

TARGET: IMPROVING MULTIPLICATION TABLE TO 100

OBSTACLES	INTERMEDIATE OBJECTIVES	ACTIONS
1. It is monotonous	1. I make it interesting	1. I find games for multiplication table
2. I have to learn by heart	2. I learn by doing	2. I prepare learning aids 2. I learn funny poems
3. I am confusing results	3. I know the results	3. I check my results with parents or teachers
4. I don't want to do it	4. I am motivated.	4. I start learning with easy numbers e.g. 0, 1, 5.
5. I am weak at math	5. I can manage to learn my math tasks	5. I ask my teacher to give me easier tasks at the beginning
6. It scares me that it is so much material	6. I am not scared by the quantity of material to learn	6. I divide all the multiplication into smaller parts and make a plan what to learn what



TASK 5

5. Create your own list of actions

Target:		
OBSTACLES	OBJECTIVES	PLAN/ACTION
1.	1.	1.
2.	2.	2.
3.	3.	3.

GOOD LUCK!



2. GOAL SETTING

A goal is otherwise what we want to achieve. It's the place we want to get to. It can be an end, a finish, an end. It can be a point we aim at with a gun or an arrow. It is something that focuses our attention, our action, our efforts. The goal is the source of our motivation. It may be the end we set for ourselves. Usually, however, because we are growing and reaching for more, our goal turns out to be a stop, a designated end of a particular stage that we want to reach and from which we will move on with new knowledge, new abilities and skills. We can speak of a goal as a dream to be fulfilled and a need to be satisfied.

Every scientist, researcher, sets himself a goal, that is, what he intends to achieve with his work, what he will achieve at the end of his project. To achieve the set goal, he selects methods of work and tests the veracity of the hypotheses set. Any goal is more likely to be fulfilled if it is well set, that is, clearly defined and precisely named. It's like with a map, if we have an accurate map on which we can clearly see the end of our journey, we feel safe, we are clear about where we are going. It is then also easier for us to choose the path we want to take to get there and to plan activities that will help us keep our attention on the goal, so that our goal is attainable and clearly visible, and so that our motivation does not drop.

It's useful to think of goal achievement as a skill that one acquires just as one learns to write, read or count. It takes effort to learn a new skill and to develop it. The acquisition of any skill consists of specific actions to achieve success. In psychology and business, principles have been developed that are worth following in order to achieve a set goal.

2.1. RULES FOR ACHIEVING GOAL

Rule one, name the goal positively, instead of saying, I won't be late for school, rather set a goal: I will be at school 10 minutes before school starts. Instead of saying, I won't look at my phone at recess, plan to put my phone in my locker and invite my colleagues to talk to me. Instead of the stipulation, I won't be disruptive in class, set yourself what you will do when you lose concentration and motivation to participate in class. E.g. I will take notes, because it helps me focus, and/or I will have school supplies, because when I don't have them, I walk around the classroom and ask for an eraser or pencil.



Another principle is to focus on the emotions we enjoy experiencing, such as joy or pride. They support our pursuit of our goals. Focusing on emotions we find harder to experience, such as shame or discouragement lowers our motivation in reaching our goal.

Follow the acronym SMART, that is, use a course of action where each letter designates a feature of the goal that helps achieve it.

- **S** – *Specific* – *Specific, clearly named. And that means that your goal should be clearly defined, indicating exactly where we are going and what we want to achieve.*

Task S: name Your goal

- **M** – *Measurable* – *we know by what we will know if we have achieved the set goal.*

Task M: write down how you will check whether you are approaching the set goal, by what you will know that the goal has been achieved

- **A** – *Achievable* – *its fulfilment will bring us certain benefits, motivates us to do more.*

Task A: write down what you will gain, when you achieve the goal

- **R** – *Realistic* – *It is in line with our strengths and capabilities, achievable for us. Perhaps a joint flight into space, sounds attractive and motivating, but do you have the resources to make it happen?*

Task R: think if you have necessary resources, write down what you need to achieve the goal

- **T** – *Timely* – *clearly define when it will be implemented*

Task T: Determine the time you anticipate for your project, make sure it is sufficient?

In summary, the use of the Ambitious Goal Tree (ATT) technique allows us to clarify the relationship between the goal and obstacles. With this tool, we can break down the arrival at a goal into stages and move step by step closer to the set goal/dream.



Here are the individual steps we take one by one supporting ourselves with this tool.

1. Clearly define and name the goal.
2. Identify the current obstacles you notice that are currently preventing you from achieving your goal.
3. Name intermediate goals. That is, create short-term goals based on the obstacles you have written out.
4. Determine what actions you will take to achieve the intermediate goals.
5. Arrange your actions in the order in which you will do them.
6. Get to work!

You already know how to work with the ambitious goal tree method, it's time to set a goal for your group and look at what a business plan is.

Our group set up an ambitious target –

DESIGN, MANUFACTURE, AND SELL KEY RINGS FOR THE BENEFIT OF
UKRAINE, BY THE END OF JUNE 2022.

Your ambitious target -

.....
.....
.....

2.2. BUSINESS PLAN

All about what a business plan is and how it can be useful in the implementation of a project, you will find below.

KEY RING FOR UKRAINE

Business plan according to charity action in grade 7

The graphic features a blue background with a white and red Polish flag and a blue and yellow Ukrainian flag. In the top right corner, there is a circular logo for 'LOKOMOTYWA' with the motto 'UT EXEAM MELIOR'. The text 'KEY RING FOR UKRAINE' is prominently displayed in white, and 'Business plan according to charity action in grade 7' is written below it.

What is a business plan?

A document describing a business idea (company, single activity) in which we analyze various aspects of our venture.

A document that helps you make the right decision about whether it is worth undertaking a planned venture and whether we are likely to achieve our goal.

The slide has a blue background with white text. A small circular logo is located in the top right corner. The text defines a business plan as a document for analyzing business ideas and making decisions about ventures.



For whom we prepare business plan?



For myself,

to be sure, that what we plan makes sense and we won't lose the resources we put into implementing the idea.

For those who will invest in our venture

- bank;
- new shareholders and stakeholders.

Business plan is an orderly analysis



- Why your venture is likely to succeed?
- What will differentiate your product or service from the competition?
- What are the main expectations of your future customers?
- What will be your competition?
- How to promote yourself effectively?
- What business partners (e.g., suppliers) do you need?
- Does your idea have weaknesses?
- What kind of capital you need and what kind of profit you can count on?
- How much time do you need to open your business?



What are the parts of business plan?



1. Summary of the enterprise
 2. Characteristics of the enterprise
 3. Description of the offered product
 4. Customers
 5. Competition
 6. Suppliers
 7. Marketing strategy
 8. Financial plan
- Schedule

1. Summary of the project



- An abbreviated version of the entire business plan
- Business card of the whole document
- Although it is at the beginning we write it at the end ;-)



2. Characteristics of the enterprise



- Full name of the company, logo,
- Organizational and legal form (company),
- Location and area of operation,
- Phone number and address, website, social media profiles,
- Subject and scope of this business,

3. Description of the offered product



- Type of product offered,
- Product name,
- Size, color, height, weight, features,
- Materials needed for production (how much of what we need for one key ring)
- The cost of its manufacture
- The price of the product.



4. Clients



- Who will our customers be?
(Age, occupation, where they work, where they live,).
- What are their requirements?
- What is important to them?
- Why will they choose our product?

5. Competitors



- Who will be our competitors?
- What products does our competition offer?
- What prices does our competition offer?
- How is our competition promoting itself?



6. Suppliers



- What materials do we need (from the product description)?
- Who can supply us with materials for production?
- What prices do suppliers offer for materials?
- Who can supply us with machines to work with?
- Who will deliver our products to customers?

7. Marketing strategy



- How will sales be made?
- How are you going to reach your customers?
- How will they be informed about your products?
- What form of promotion and advertising do you envision (posters, leaflet distribution, mailing, etc.)?



7. Financial plan



COSTS	
Costs of employees	
Costs of purchasing materials for production	
Costs of production hall rental	
Costs of electric/water/heat	
Costs of travel	
Costs of telephone, internet	
Costs of advertisement, promotion	
Costs of postal/courier	
Costs of loan kredytu	
margin	
price	
Number of sold key rings	
INCOMES	

Sources of finances, where will the money come from



- How much money do we need?
- Do we have our own funds?
- Do we need money "from outside"?
- Where will we get the money from?



Schedule (who does when and what)



1. Write own part of business plan
2. And send it to address....

What are the components of business plan?



1. ...
2. Company description
3. Description of the product offered
4. Customers
5. Competition
- 6 Suppliers
7. Marketing strategy
8.



Dividing people into business plan teams



	Characteristics of the enterprise		Description of the offered product		Clients
1		1		1	
2		2		2	
3		3		3	
4		4		4	
5		5		5	
6		6		6	
7		7		7	
	Competitors		Suppliers		Marketing strategy
1		1		1	
2		2		2	
3		3		3	
4		4		4	
5		5		5	
6		6		6	
7		7		7	



**THANK YOU FOR YOUR
ATTENTION
SEE YOU**



2.1.1. CONSTRUCTION OF A BUSINESS PLAN

Time for Your business plan

1. Describe Your projects.

What would you like to achieve? What is your goal? Why do you do it?

.....
.....

2. Describe the characteristics of your enterprise

.....
.....

3. Describe your product

As detailed as possible. Size, weight, contents, materials from which it is made

.....
.....

4. Create characteristics of your clients

Who do you want to reach? Who will be your audience? Other students, parents, grandparents? Try to define your customers in as much detail as possible. This will help you later, when creating advertising and other activities.

.....
.....
.....



5. Think, who can be your competition

Research the market. Does a similar product to yours exist on the market? Find out where it can be purchased, or your area, region. Gather as much information as possible especially regarding price, possibly since when this product is on sale, how your product will be different from what the competition offers.

.....
.....
.....

6. Write down, who would be your supplier.

If your product will be created from finished raw materials, semi-finished products, etc., check where you will buy them. Who will be your supplier? Will you choose a supplier because of the lowest price, availability of materials, or their quality? It's time to discern the market.

.....
.....
.....

7. Marketing strategy

It is said that "advertising is the lever of commerce." Your product will also need advertising. How do you want to develop your marketing strategy? Will you advertise on the Internet, will you create advertising posters, or maybe record a specially prepared commercial? Think about who you want to reach with your advertising.

.....
.....
.....

2.1.2. FINANCIAL PLAN - BUDGET

A very important part of the business plan is the financial plan, that is, the budget of the venture. Before you start production, it is advisable to analyze for yourself all the elements of the budget and determine the amounts you will need. Just as in the case of planning a vacation it is necessary to prepare a vacation budget and determine whether you will fly to your desired Italy by plane or drive by car, stay in a tent, in a hostel or a 5-star hotel, and eat on your own or in restaurants, it is important to prepare yourself a financial plan when implementing your project. Below is a budget with items prepared for the project, in which seventh graders created key chains to support people from Ukraine.

BUDGET	
	Amount/hour
Number of key rings	
Number of work weeks	
Number of work hours in the week	
Number of employees	
Time for production of 1 key ring [min]	
Materials	
Beads	
Chwost	
Chain	
Pins	
Wheels	
Snap hook	
Tools set	
Pincers tools - piece	
Packaging	
Sticker	
costs of renting a production room	
costs of electricity/water/heat	
travel costs	
phone, internet costs	
costs of advertising, promotion	
TOTAL COSTS	
Loan amount	
Costs of loan	



commision	
interest rate	
cost of key ring	
Profit margin	
Price of 1 key ring	
REVENUE	
Revenue from the sale of key rings	
Production costs	
Helping Ukraine	

Time for creating budget for Your project

BUDGET	
	Amount/hour
Materials	
Tools	
Packaging	
Sticker	
costs of renting a production room	
costs of electricity/water/heat	
travel costs	
phone, internet costs	
costs of advertising, promotion	

TOTAL COSTS	
Loan amount	
Costs of loan	
commission	
Interest rate	
Total cost of the product	
Profit margin	
price 1	
INCOMES	
Sales revenue	
Production costs	

2.1.3. SCHEDULE

Another very important element in a project is the schedule. That is, a good, detailed plan of when and what needs to happen to make your project a success. If you have worked with the ambitious goal tree method for your project, then preparing a schedule should not be a difficulty for you.

SCHEDULE			week 1	week 2	week 3	week 4	week 5	week 6
What are we doing?	Who is doing?	People responsible?						
Organisation of workplace			x					
Organisation of materials								
Purchase of materials			x					
Organisation of promotion			x					
Project of leaflet				x				
Production of leaflets								
Project of poster								



Production of posters/ advertisements								
Creating facebook funpage								
Production and mailing								
Financial organisation								
Production of key rings								
Delivering key rings to parents								
Collecting money								
Finding an organization to which we will donate money								

3. COMMUNICATION IN THE PROJECT

Working in a group is one of the many skills we learn in school. Just as we do a tremendous amount of math to count faster, we learn to write first short stories, essays and then dissertations. The beginnings, as you may recall, are not easy. But the more practice we get, the more freedom we acquire. The same is true of project work. The beginnings are sometimes difficult, there are times when we are unable to communicate with others in the project, we would prefer to work independently, because we think it would be easier and faster. Many times there are problems due to difficulties in communication. But we have good news for you, both communication skills and project work skills can be practiced and fluency in these areas can be acquired.

What's more, you may find that project and group work will be a source of pleasure and creative work for you.

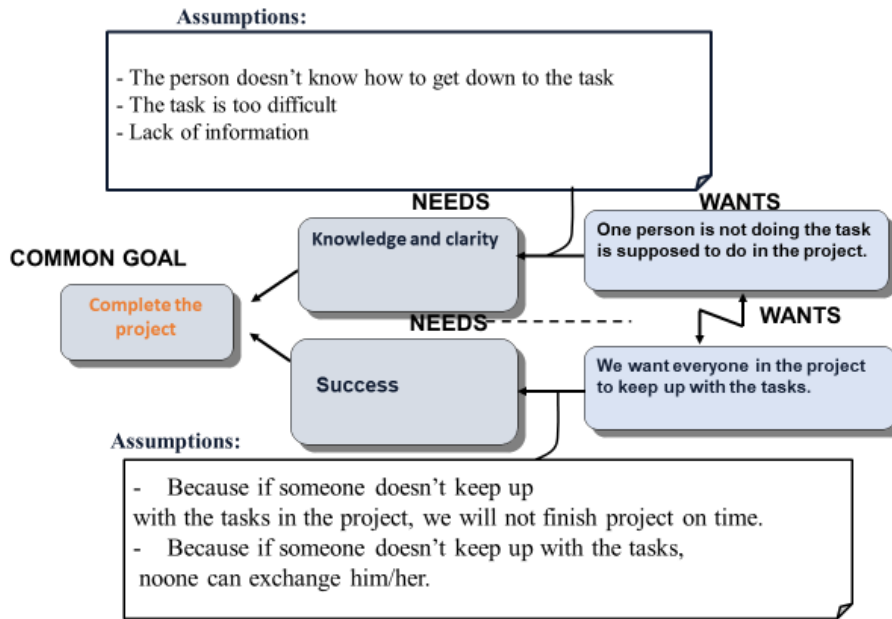
3.1. GLOWS AND SHADOWS IN THE PROJECT

Below you will find some examples of conflict situations that often arise in the project. These conflicts are analyzed using the conflict resolution cloud. We hope you will find it helpful when you come across difficult situations. These are only example situations and possible solutions to them. You can find other ways and other solutions.

3.1.2. SITUATION 1. – ATTEMPT TO INVOLVE ALL GROUP MEMBERS

One of the more common situations that causes a lot of misunderstanding and frustration for people who work on a joint task is when one or more people, fail to complete their task. The group is anxious to complete the work by a specific date, but it is impossible because the commitment of the other people is lacking.

Let's trace such a situation using the conflict cloud.



Sometimes it may be that someone is not involved in a project because they can't or they don't know where to get information from. You will find possible solutions below.

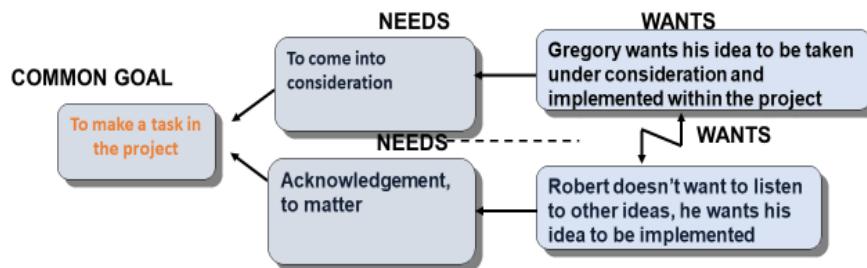
POSSIBLE SOLUTIONS

To support person in the project

To look for people outside of the project to help, give the tasks differently.

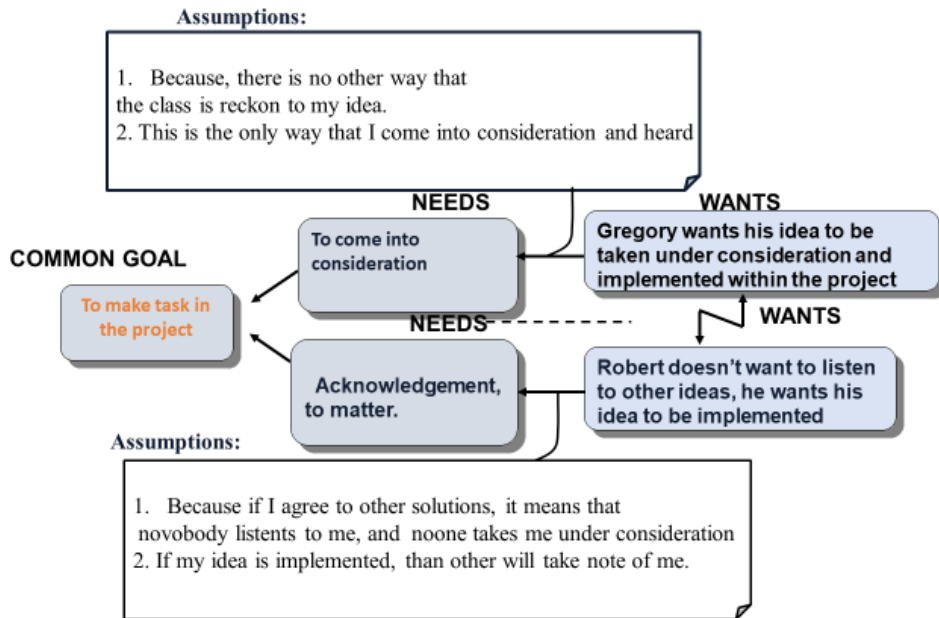
3.1.3. SITUATION 2. – ATTEMPT TO ADOPT A COMMON IDEA

Sometimes it so happens that each party is very attached to its idea, and everyone wants very much for their idea to be used in the project. It is difficult to establish a common idea. Let's look at this situation using the example of two boys who want to push through their ideas at all costs.

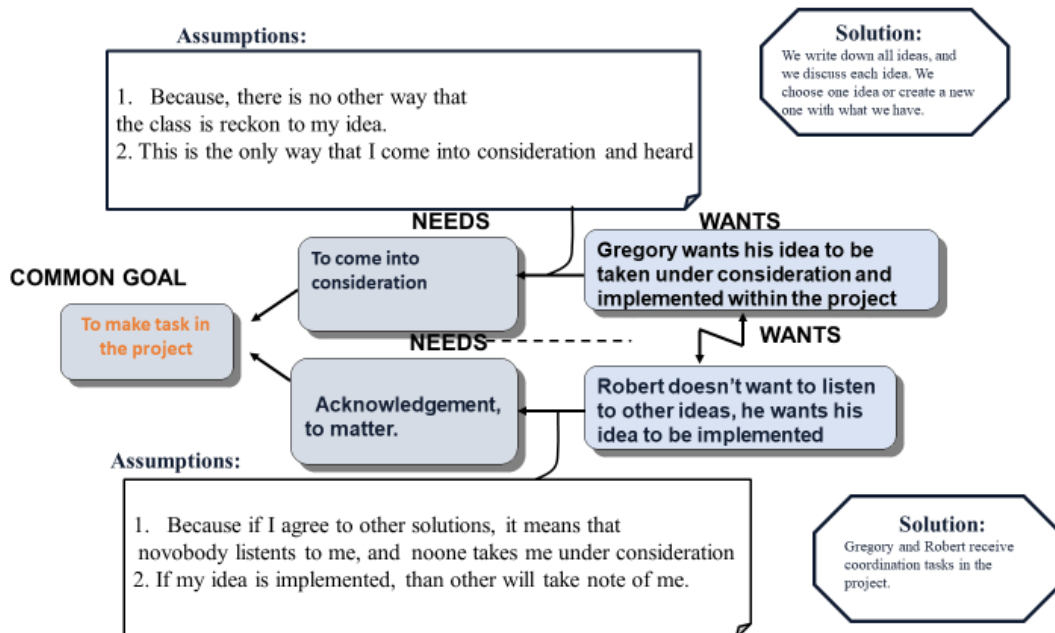




We will analyze this situation in more depth, what assumptions are behind these specific wants:



Look at the possible solutions, remember that these are only suggestions. In your case, perhaps another solution will be much more effective.



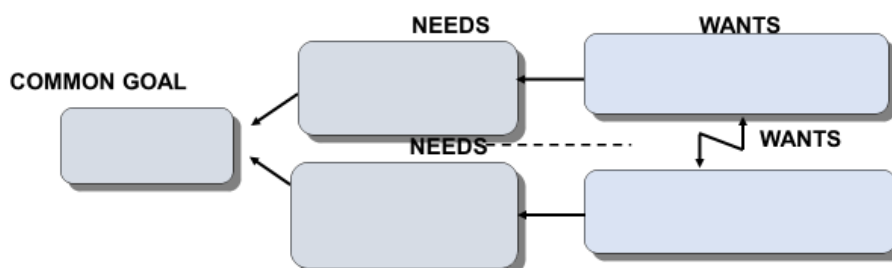
3.2. CONFLICT SITUATION – EXAMPLE FROM OWN WORK

It's time for you, below is a place for your example and a conflict situation that your group faces during project work.

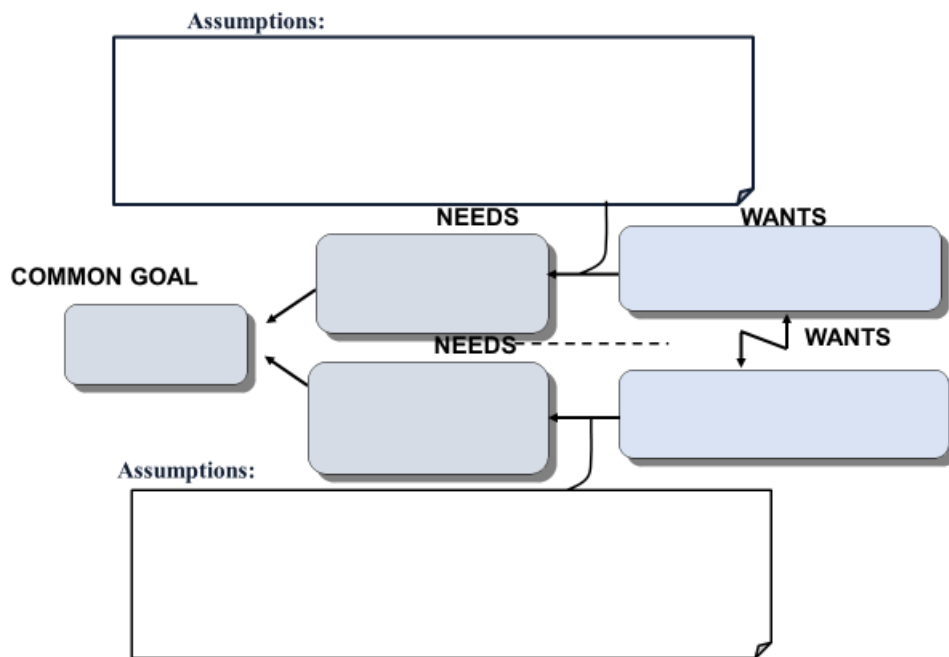
Possible conflicts:

1. arrangements about the time and place of work, some of the group wants to work at school after school, others at home on the weekend.
2. Some people work in the project and others do not work and the grade for the project is the same for everyone.
3. the teacher interferes with the shape of the project, students want to work independently.

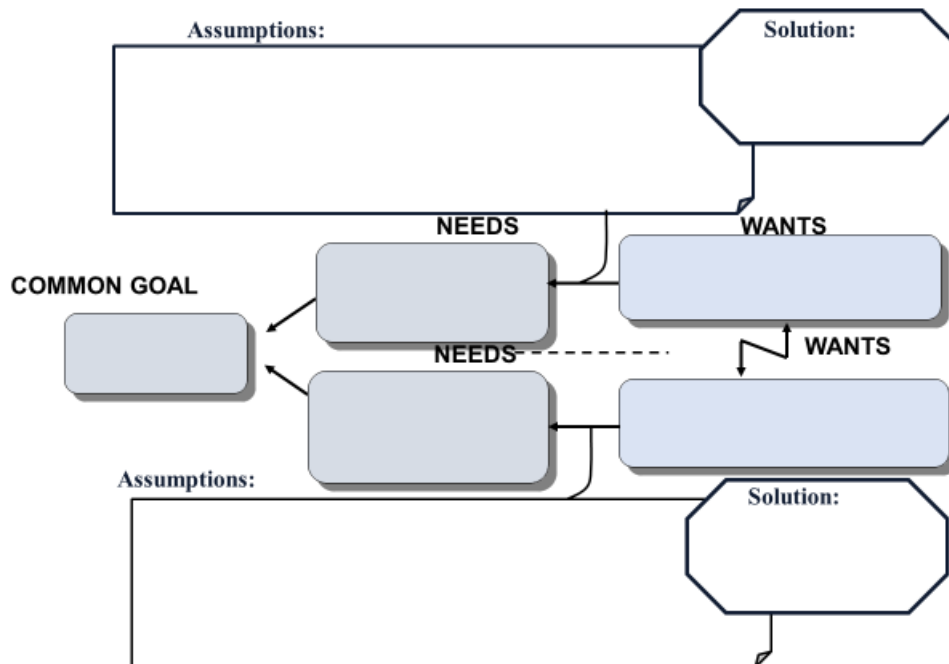
STAGE 1. Type wants, needs and common purpose



STAGE 2. Consider the assumptions behind these wants.



STAGE 3. Think of possible solutions. It's a good idea to discuss these ideas as a group.



In teamwork, it's important for everyone to feel comfortable in the group. If we work together, we achieve more, a synergy effect. It's important to create a space where everyone is willing to share their ideas, if you keep an idea to yourself, you don't give the project a chance to enrich. Sharing your perspective, enriches everyone who works with you. Just as important as sharing is listening to others. Give yourself a chance to hear what others want to say. If you don't know, ask questions, be curious/interested, that's the only way you will gain knowledge. Sometimes it may seem that it would be easier to work alone rather than face project work, think about how project work can enrich you? Would you manage to learn so much, come up with the same ideas, if you worked/worked alone?

4. OTHER DIFFICULTIES IN THE PROJECT

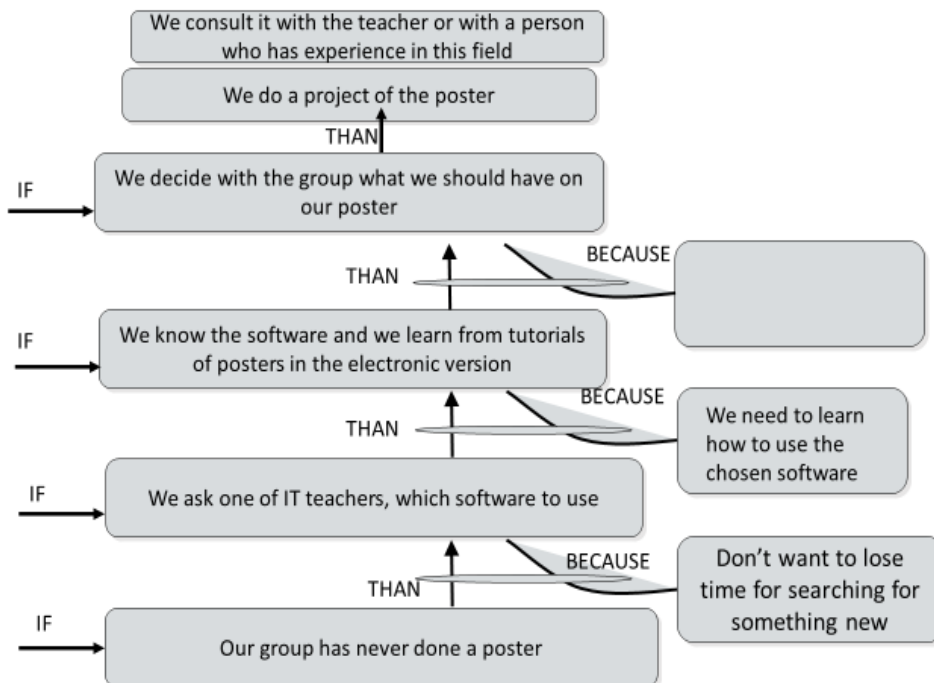
During the project, other difficulties may arise due to lack of knowledge or appropriate skills. Often the lack of knowledge in a certain area can completely block us during the work. It is important to become aware of these difficulties and think about how to get the right information and skills. Below you will find some examples that seventh graders faced during the implementation of their project. Take a look at them, and then use this knowledge to overcome your difficulties.

4.1. LACK OF KNOWLEDGE IN CERTAIN FIELDS

Sometimes it's completely impossible to move forward in a project if you don't have knowledge in a very specific field. Our students approached the problem intuitively, and when they met with an industry professional, they were amazed that for everything they were working on there was expert language and noisy-sounding names. Eventually, when they started operating with these names themselves, it turned out that there was much less to describe and everyone knew exactly what we meant. It was worth learning. Lack of domain knowledge is a major handicap, and at the same time a wonderful challenge to discover uncharted lands. We have two solutions, we can be paralyzed in such a situation by the fear that we do not know and cannot. then we wring our hands and stand still. Or we can try to ignite our proactive attitude, set ourselves up for growth and exploration. When we become explorers and think about how to learn, explore and find answers we enter a world of adventure in which we are accompanied by a logic branch. This tool allows us to clearly see and define the steps we are to take to achieve the goal we have set for ourselves. Below are examples of two situations of lack of knowledge in the field of marketing and the ways in which seventh-grade students acted.

4.1.1. SITUATION 1. – POSTER MAKING

Problem: our group has been assigned the task of making a product poster, and we don't know how to go about it.

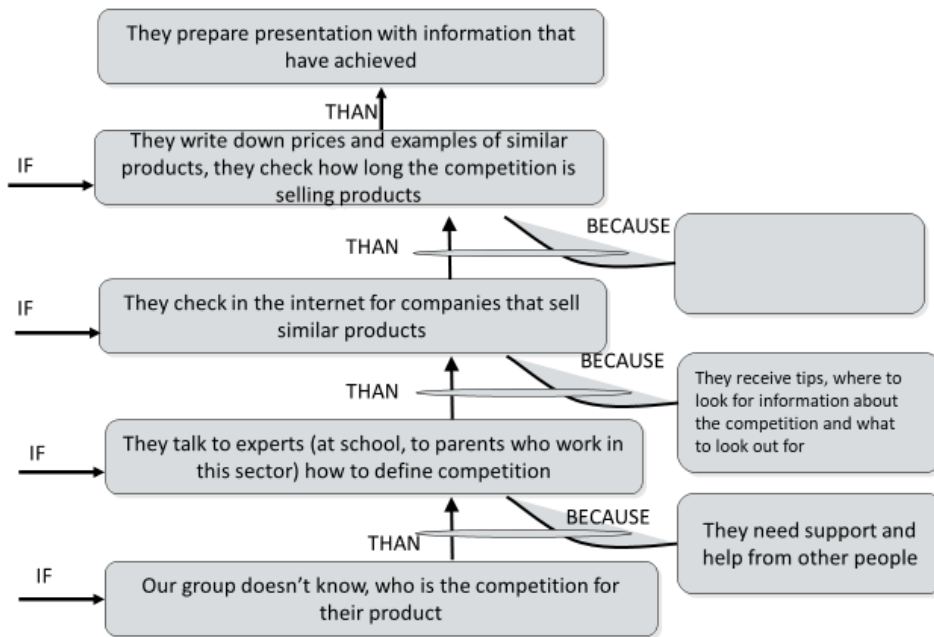


4.1.2. SITUATION 2. – MARKET RESEARCH - COMPETITION

Problem: Our group has been assigned the task of figuring out who our competitors are.

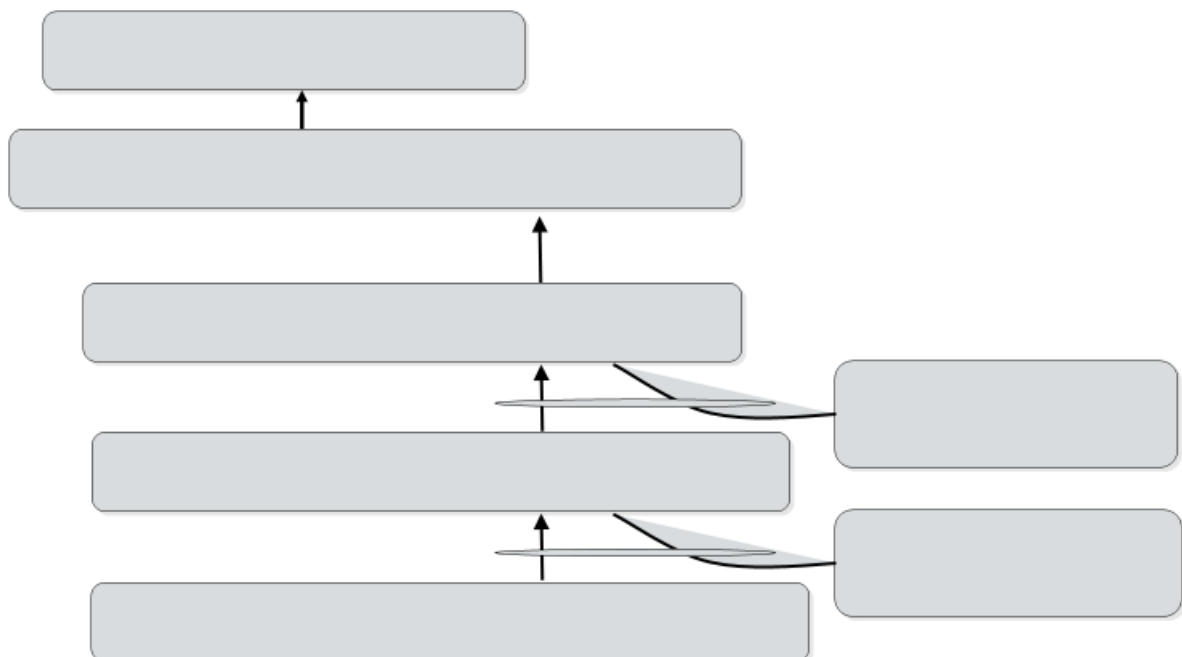
The task the group has is to figure out if there are companies or individuals who are competitors to the product the group has come up with. The product is proprietary key rings, in the colours of the Ukrainian flag. All proceeds from the sale of the key rings will be donated to support those affected by the war in Ukraine.

The group does not know who its competitors are, has no understanding of the market, and does not know how to accomplish the task. Below you'll find a step-by-step breakdown of the logical how-to guide that the students used.



4.1.3. SELECTED DIFFICULTY – OWN WORK WITH LOGIC BRANCH

It's time for you. Below is a "logic branch" , which you can fill in with your difficulty that you face or are facing in the project.



5. SUMMARY

We hope you have gained new knowledge about project work. There are certainly still many topics ahead of you that require further exploration, but we hope you already have a solid foundation. Finally, we have one more important tip for you. If you have made it through the project as a group, succeeded in achieving your ambitious goal, dealt with obstacles, organizational difficulties, conflicts that certainly could not be avoided, then be sure to take care of a very important element, which is the CELEBRATION. This is not only a moment to boast about what you have accomplished, but also to be together with all those who contributed to this success. Make plans, mark your calendar, and make sure that time for celebrating is definitely included in the implementation of your project. We, at the end of our project, ordered a cake, decorated the hall, invited everyone who helped us with the project, and those who couldn't be physically with us connected online. The joy of our celebration filled the school, we shared the cake with other students, who had a chance to learn what we did, that we succeeded, that we learned a lot, that challenges are worth taking on, and that if we were to take on such a challenge again, building on our experience so far, we would do it better, perhaps achieve more, and certainly learn completely new things.

What your celebration will look like depends only on your ideas.