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PROPOSAL FOR PROJECT AND APPLICATION OF PROJECT MANAGEMENT METHODOLOGY IN A COMPANY

NÁVRH PROJEKTU A APLIKACE METODIKY PROJEKTOVÉHO ŘÍZENÍ VE FIRMĚ

MASTER'S THESIS

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AUTHOR **Bc. Beata Zapletalová**

AUTOR PRÁCE

SUPERVISOR **Ing. Lenka Širáňová, Ph. D**

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Abstract

This master's thesis examines the application of project management methods and techniques in a company. The project is focused on the planning and realization of the company's attendance at a global conference and exhibition. An overview of fundamental ideas and theoretical knowledge related to project management-related concerns can be found in the theoretical part. The second part deals with the competition, marketing, sustainability of the company, as well as the analysis of the contemporary situation. The third part covers the proposals and contributions. Each technique, approach, and tool was chosen to be as beneficial as possible for this particular project.

Abstrakt

Tato magisterská práce se zabývá aplikací metod a technik projektového řízení v podniku. Projekt je zaměřen na plánování a realizaci účasti společnosti na celosvětové konferenci a veletrhu. Přehled základních myšlenek a teoretických poznatků souvisejících s problematikou projektového řízení naleznete v teoretické části. Druhá část se zabývá konkurencí, marketingem, udržitelností podniku a také analýzou současné situace. Třetí část zahrnuje návrhy a příspěvky. Jednotlivé techniky, přístupy a nástroje byly vybrány tak, aby byly pro tento konkrétní projekt co nejpřínosnější.

Keywords

project management, project, risk, analysis, time planning, costs

Klíčová slova

projektový management, projekt, riziko, analýza, časový plán, náklady

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Honourable Statement

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INTRODUCTION

To thrive in today's swiftly developing market, both individuals and businesses must adapt to shifting business environment. Project management can help handle these changes. Because of the limited resources that modern projects must deal with, project management is still a relatively new area.

Project management is widely used by most businesses in nowadays to handle a range of tasks and activities. One method for planning and coordinating the resources related to a particular project is project management. Project management has taken on more significance in recent years when it comes to controlling company processes and achieving business goals. One reason for project management's increasing appeal to managers might be its capacity to adapt quickly to changing conditions. In addition to helping managers identify time and budgetary constraints, possible project threats, resource capacities, and other variables that may have an impact, it also stimulates managers to consider the project's interactions with the outside world.

The aim of this diploma thesis is to apply theoretical wisdom of project management to a real-life project, which will involve planning the business's attendance in the international educational conference and exhibition in France. The organizer of the exhibition is European Association for International Education (further just "EAIE"). Although the conference and exhibition have been held in numerous nations over the years, ECCEDU has never considered it a project and has never implemented or utilised project management methodologies on it. The author believes applying project management principles could simplify all areas of project planning and execution.

GOALS OF THE THESIS AND METHODS

The event has been organised for many years, yet the project team has never been put together since the company never saw it as a project. This presents a chance to improve information flow and job efficiency, cut expenses, and, to some extent, set oneself apart from other such events in the future.

Goals of the thesis

The main objective of the diploma thesis is the application of project management methods and tools in the company. This thesis's analysis of the business's current situation and the presented problem is one of its main goals. The thesis's conclusion might be seen as a management manual for initiatives connected to various events. The best use of time management, planning a budget, risk analysis, SMART goals, and Work Breakdown Structure among other project management tools. These suggestions will guarantee that future participation in the international exhibition and its overarching course are planned effectively and flawlessly.

Methods

The methodologies and techniques to be employed by the author encompass a comprehensive array of analytical tools. These include the following:

- examination of the contemporary situation,
- utilization of the SWOT analysis,
- application of the SMART method,
- establishment of a Work Break Down Structure (WBS),
- formulation of project teams and the implementation of the RACI matrix,
- time schedule and Gantt diagram,
- thorough risk assessment,
- analysis of costs and resource allocation.

This master's thesis is divided into three main parts. The first part begins by explaining the fundamental concepts and theoretical foundations that are relevant to the discussion of project management. After that, the theoretical foundation serves as the

basis for the analytical part as well as the contributions and proposals. The following part outlines the project and assesses the current situation. The gathering of data included interviews with the company's CEO and employees of the company who attended an international exhibition last year, as well as examining relevant internet resources. The analytical part concludes with a SWOT analysis that highlights significant findings. The third part employs the project management tools and techniques listed beforehand to discuss the proposals and contributions. The choice of certain approaches, frameworks, and tools is based on how well they meet the needs of the current project.

1 A THEORETICAL REVIEW OF A PROBLEM

As the global economy has grown increasingly project-oriented sectors, such as manufacturing, construction, and banking have begun to rely on project management strategies to keep operational activities on track and stakeholders operating collaboratively.

The capacity of projects to adapt to a constantly shifting environment stands alone as the core of project management and is also the reason for its rising appeal among managers. Contemporary civilization frequently requires us to react rapidly and efficiently to events in the outside world, and well-toned projects enable us to accomplish that. Projects must handle obstacles and issues that could develop while interacting with the environment, as well as their originality and complexities.

And it is the holistic approach of a project that helps us to concentrate on all the outside factors that we need to consider while setting-up the project. Therefore, project management requires managers to look at how the project interacts with the environment and be alert to any potential environmental influences. Constantly changing conditions drive managers to develop project management as an efficient tool for managing the needed adjustments that businesses and organizations are increasingly confronted with. (Doležal, et al., 2009)

1.1 Project Management

According to Doležal, et al., (2009)*"Project management is a set of standards, recommendations, and best of practice experiences describing how to manage a project."*

Project management is a way of approaching the design and implementation of a change process (i.e., a project) so that the intended goal is achieved within the planned time frame, on budget, with the available resources, and so that the implemented change does not create undesirable side effects; in short, so that the project is successful. (Doležal, et al., 2009)

Project management encompasses the skills, tools, and management methods required to complete a project successfully. It includes:

- A set of *skills*. Specialist knowledge, skills, and experience are necessary to reduce project risk and increase the likelihood of success.

A collection of *tools*. Project managers utilise a variety of methods to increase their chances of success. Examples include document templates, registers, planning software, modelling software, audit checklists, and review forms. A chain of *processes*. Project time, cost, quality, and scope must be monitored and controlled using a variety of processes and techniques. The following are a few examples: risk management, problem management, change management, quality management, and time management. (Westland, 2006)

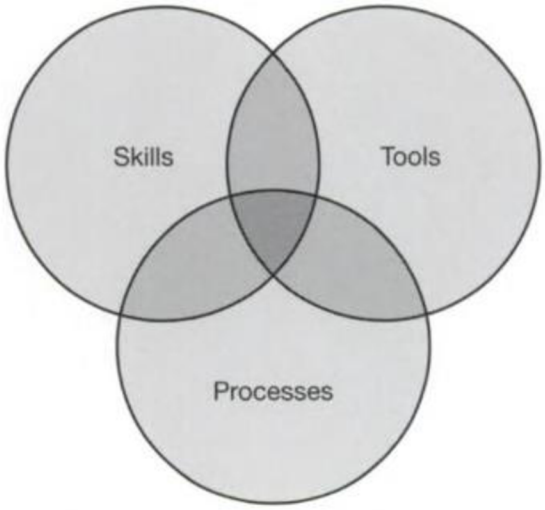


Figure 1: Project management components (Source: Westland, 2006)

1.2 Project

The most important aspect of project management is the project itself. A project is defined as "a temporary endeavour undertaken to create a unique product, service, or result" by the Project Management Institute (2017 p. 4).

Projects are started within the organisation to accomplish changes or to produce something new. This might be a new look for the company's website, a marketing campaign, or an improved product design. Upon project completion, the final product, service, or outcomes are integrated into the business's operations. (Barrett, 2021)

According to Professor Kerzner, a project is any specific collection of tasks and activities that meet the following criteria:

- A goal that must be accomplished through implementation;

- A start and end date for implementation;
- A framework for securing the resources needed for the actual implementation. (Kerzner, 2022)

1.2.1 Project constraints

The "Project constraints" represent limitations to what can be achieved. This topic desires to balance scope, cost, and time to maintain a high-quality final product and is represented by the project management triangle. This management triangle has been put to the test by every project manager who has struggled to keep their team productive while dealing with a lack of resources, a tight budget, and an impossible scope. Project managers must strike a balance between these three factors to complete their projects on schedule, within budget, and according to the project's scope. The three variables of the triangle are closely intertwined and interact with each other. These variables cannot be modified individually without affecting the other two triangle points in some way. It is necessary to understand whether the project's objective is high quality, a reasonable price, or fast delivery. The following figure shows the project's triple bottom line, against which we can judge what and under what conditions we can expect from the project. (Barrett, 2021)

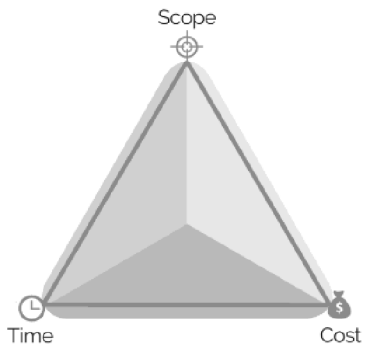


Figure 2: The Triple Constraint (Source: Created by author based on Barret, 2021)

The tri-imperative is represented graphically as a triangle with vertices:

- Scope (/resources) - described by a description of the results to be attained;
- Time, as indicated by the schedule;
- Cost is determined by the resources' accessibility. (Barrett, 2021)

Every project has certain boundaries, time, scope, and resources that determine the quality of the project. It's up to the project manager to find the balance between them. When one part changes, it automatically affects the other two, as already said. Typically a project gets into a time crunch, so the project manager will be faced with a decision, increase the budget or cut some part of the scope. The crucial point is, which way to choose. (Asana, 2022)

The three initial limitations have been expanded with other restrictions throughout time that have been identified:

- Quality: the intended performance standard needed for the undertaking;
- Resources: the people, supplies, and machinery needed to finish the job
- Risk: the maximum level of danger that the project can bear

The figure 2 displays the more complicated and sophisticated relationship between the six project constraints. As we can see, every constraint may influence the rest of them.

This figure demonstrates an important characteristic of these constraints: If one of the constraints changes, it will influence many, if not all, of the rest of the constraints. (Barrett, 2021)

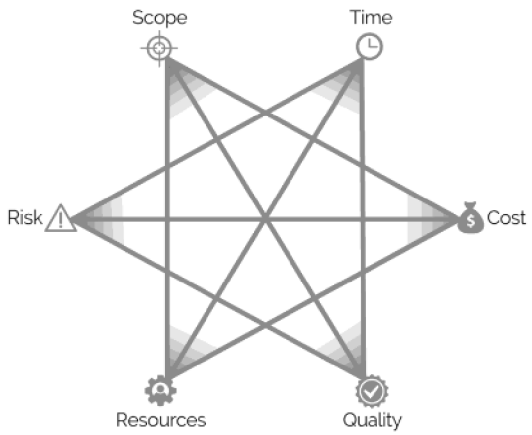


Figure 3: 6 Project Constraints (Source: Barrett, 2021)

The expansion is fairly uncommon, though. Budgets fluctuate during projects, as does time, and resources become unavailable or take longer to get. These events are usually followed by proposals for project scope. Choosing the right course of action to follow in the event of issues causing alterations to the project's limitations presents a

challenge to the project manager. In this situation, the project manager's job is to strike a balance between the project's performance and the customer's happiness. Reaching a mutually agreeable solution requires exceptional communication and diplomatic abilities. The proficiency of a project manager in these domains frequently determines whether the project succeeds or fails. (Barrett, 2021)

1.2.2 Goal of the Project and a SMART method

A project goal is a description of a specific future state that is anticipated to exist and that reflects a new value—an item, service, or combination of them—that will be created as a result of the project (Svozilová, 2016). Defining the project's purpose requires not only a technical definition of its implementation, but also a clear understanding by all stakeholders of what they want to gain from the endeavour and the circumstances in which the goal is to be met (Doležal, et al., 2009).

In order to create the right conditions for the implementation of the project at the stage of formulating its goal at the beginning of the project, it is most practical and effective to use the so-called **SMART** technique. And all these elements should be interconnected. (Svozilová, 2016):

- S (specific)- Objectives should be **specific** and concrete because we need to know what;
- M (measurable) Objectives should be **measurable** because we need to determine what we have achieved;
- A (assignable) objective should be **assignable**, to make sure that all relevant people know and agree;
- R (realistic) Objectives should be achievable and **realistic** to make it obvious that we have our feet on the ground;
- T (time-bound) Objectives should have a **time frame** and be deadline-driven, because without them there would be no progress;
- The word "**integrated**" (I) is now included, which denotes that the technological components ought to be linked together in an organisational framework (Doležal, et al., 2009).

1.2.3 Success of the project

In my view, the same mistakes are made repeatedly because most people can't suppress their egos and listen to the advice of a more experienced or senior colleague or a person who has done the job before them. Most people have a mind of their own, and this will show during the project.

Can a project be said to have been successful if the imperative has been met? According to Dolezal et al. (2012), reality is more complex than it may seem. There may be a situation where the triangle has been followed exactly, but the solution arrived at is unworkable. Therefore, criteria have evolved for project success that can accurately measure whether a project has been successful or unsuccessful. The most important requirements are clarity, unambiguity, and measurability. We must also assume that not every customer is the same, and therefore the criteria and rules must be adapted to them. (Doležal, et al., 2012)

The basic sets of criteria include:

"- criteria of project owners or contracting companies;

- traditional criteria of the final operator (in time and cost according to the specification);

- profit criteria of financing entities and contractors."

So how do you know if a project has been successful? Dolezal et al. present an overview of criteria that can be used to consider a project successful. These include the so-called hard and "soft" criteria. (Doležal, et al., 2009)

Hard criteria for project success

Hard criteria for project success include:

- Functionality - whether the result is functional, the customer is satisfied and their requirements are met;
- quality - the final product has been produced and delivered to the required quality;
- time - the delivery of the final project product was within the required time;
- cost - the project output did not exceed the price;
- return on investment;
- environmental impact - the final product has no negative impact;
- use of available resources, etc. (Doležal, et al., 2009)

Soft criteria for project success

For the success of the project, **soft factors** are also important, including, for example, conflict resolution with the environment, qualification readiness of the staff, motivation of the project team, etc. Nowadays, often during the implementation of the project itself, there are fundamental changes, and only sensitive management of communication with the people involved is a key factor in the success of a project. (Doležal, et al., 2009)

In addition to the defined success criteria, **failure criteria** need to be defined, which should be related, but at the same time potentially independent. As an example of criteria failure criteria can be given as an example:

- Time and cost overruns;
- failure to achieve the planned quality of the output product;
- excessive environmental impacts;
- failure to place the output product on the market;
- customer or stakeholder dissatisfaction,... . (Doležal, et al., 2009)

1.3 Project Life Cycle

Certain projects have a slow starting point or gradual completion, making it challenging to pinpoint their exact start and finish dates. Nevertheless, many projects contain one or more important dates that might be referred to as "key events" or "milestones" in addition to their actual beginning and ending dates. (Lock, 2020)

The project life cycle is the term used to describe the time span between a project's start and completion. Here, it is both practical and essential to present the three main participants in the project life cycle. These are the following:

- The person or company who wishes to purchase the project, use the finished product in its own business, or sell (or lease) it to a third party is the "customer" (sometimes referred to as the client in some projects).
- The company that is primarily accountable to the client for completing the project work is known as the "contractor".

- The contractor (or sometimes the client) hires a person known as the "project manager" to plan and oversee all project operations to ensure that the project is completed on schedule, within budget, and in accordance with specifications. (Lock, 2020)

The project life cycle consists of several phases based on the activities carried out. In general, we can say that the phases of the project life cycle define:

- What type of work is to be carried out in the respective stage of project development;
- what specific outputs are generated in each phase and how they are verified and subsequently evaluated;
- who is involved in the activities of the project at each stage. (Svozilová, 2006)

The life cycle may be split into three distinct phases:

- Pre-project (planning phase);
- project phase (execution phase);
- post-project (closure phase).

The phases of the project life cycle can be thought of as sequences, which describe the project and the corresponding time frames. When a predetermined project state or a series of predetermined milestones is attained, the transition from one phase to another occurs precisely. (Svozilová, 2006)A sub-phase approval process that evaluates readiness for entry into the next phase is typically used to guide the transition between each phase. Figure 3 below illustrates how the life cycle phases of most projects are typically distributed.

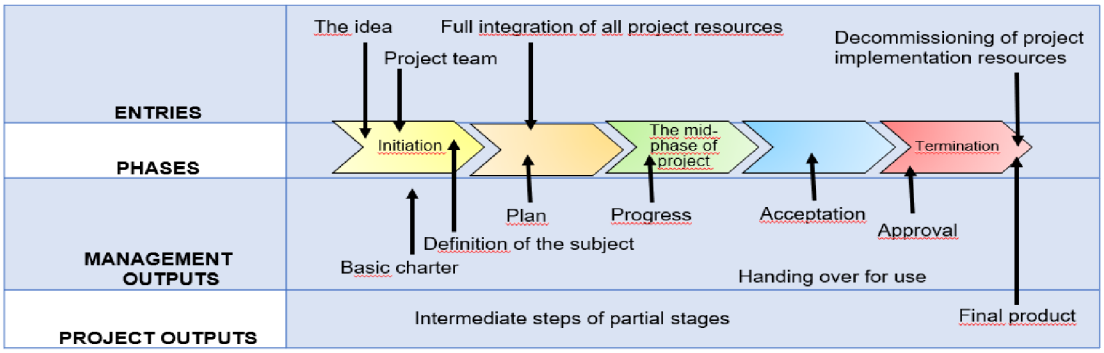


Figure 4: Typical distribution of project life cycle phases

(Source: Created by the author based on Svozilová, 2006)

For effective project management, it is critical to understand that a project undergoes a lot of changes over its life cycle. The gradual depletion of allocated resources, the interaction between the project's opportunities for change and the rising costs of change, and an understanding of the sensitivity to risks from uncertainty, the causes of which are being gradually removed, must all be taken into consideration as the most significant changes in project characteristics. (Svozilová, 2006)

1.3.1 Pre-project phase

This phase is a planning phase, and its purpose is to explore the opportunity for project implementation and assess the feasibility of the project. This phase sometimes involves vision, i.e., the basic idea that a project could be realized. At this stage, it is necessary to find answers to strategic questions such as where do we start, where do we go, where do we want to get to, and what path to take to get there if we decide to implement the project. The most important decision at this stage is whether to start the project or not. (Doležal, et al., 2009)

There are two basic documents that need to be processed at this stage:

- **Opportunity study:**

The opportunity study is intended to answer the question of whether the design and implementation of the forthcoming project are at all sound. This study considers the situation in the organization, especially in the market, the expected development of

the economy, market, or society, etc. The study is based on summary information, expert estimates and may include a SWOT analysis. The result of this study is a recommendation or non-recommendation to implement the proposed project. In the case of a recommendation to implement the project, it is necessary to draw up a more detailed project characterization, which includes various analyses, e.g., analysis of incentives, opportunities, threats, and responses to them, content and an estimate of the project's prospects; and, of course, the underlying assumptions and risks of the project. (Doležal, et al., 2012)

- **Feasibility study:**

This study is based on recommendations, based on the previous study (research), looking for the most appropriate way to implement the project, and should specify the content of the project and the planned time frame. The start and completion of the project, the anticipated total cost, and the projected resources are required. (Doležal, et al., 2009)

- **SWOT Analysis:**

One frequent technique utilised in a project's varied capabilities is the SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) analysis, which you may apply to your project team. This analysis is even more crucial if you had to make resource compromises because the required resources were unavailable or if team members were chosen without sufficient training or expertise. The following are the primary motivations for employing SWOT analysis in a project team:

- Recognizing the team's strengths and weaknesses to determine what training is needed,
- assemble groups according to their areas of strength,
- conduct a team skill evaluation. (Horine, et al., 2023)

#	STRENGTHS (+)
1	Several team members have deep knowledge of the business domain
2	Core development team has successfully worked together before
3	Several team members have worked on complex high-risk projects before
4	Experienced Scrum master
5	

#	WEAKNESSES (–)
1	Team has limited experience with agile methodology and practices
2	Team has limited experience with DevOps approach and practices
3	Several members have limited experience with the projected dev toolset
4	
5	

#	OPPORTUNITIES (+)
1	Senior team members can mentor the newer members
2	Business domain knowledge within the team to propose solution ideas
3	
4	
5	

#	THREATS (–)
1	Several team members have more than 2 weeks of PTO to use before end of the year
2	Team members will be working across multiple time zones
3	Technical leader has received several lucrative offers from other firms
4	
5	

ANALYSIS SUMMARY & EVALUATION NOTES
This is a talented, professional team with a history of successful projects
Recommend team training on agile, DevOps for entire team
Recommend training on targeted development tools for select team members
Provide incentive to technical leader to remain with the project until completion, and pair him closely with Steve for all project efforts

Figure 5: SWOT Analysis Template (Source: Horine et al., 2023)

During this stage, what should be done:

- **Roles and duties should be defined.** What type of personnel or talents are required for the project? What do you anticipate from each of those individuals?
- **Make a scope statement.** A scope statement is a written declaration of the objectives of the project. Additionally, it establishes the limitations, or what is not required of the project.
- **Plan the project (Gantt chart)** - To see how the project will go, create a Gantt chart. Everyone on the team will know exactly what must be done by when because of this. Want a solid template? Download my Excel project plan template. (Neumeyer, 2022)

1.3.2 Project phase

In this phase, the realization and implementation of the activities that were planned in the pre-project phase take place. This may entail creating something physical (a structure or a product), but it may also entail developing a new procedure (e.g., how a company can find clients online). As you may imagine, this requires time. Because of this, the execution step is frequently the one that requires the most time. Because

there are so many activities happening in such a condensed period of time, this phase will also be the most difficult to manage in terms of complexity. Therefore, the project phase can be broken down into the following sub-phases: (Neumeyer, 2022)

- **Project initiation:** Project initiation and initialization follow immediately after the decision to implement the project. The objectives and purpose of the project need to be verified and, where appropriate, refined in the pre-project phase, to resolve staffing, competences, etc. All the above can be covered in a document we call the **project founder (identification) document**, which subsequently serves as the basic project document, defining the basic technical and organizational parameters of the project.
- **Planning:** Planning comes into the game when a project team is assembled, which has a specific brief that needs to be developed and a project plan that, once approved, becomes the initial plan.
- **The actual implementation:** This phase is the physical execution of the project and should begin with a kick-off meeting where all stakeholders meet, the entire project management plan and timeline are summarized, and the actual physical implementation of the project begins. During project implementation, the project must be continuously monitored, and its progress compared to the plan. In the case of any deviations form the plan, a new (revised baseline) project must be created, together with corrective actions, etc.
- **Handover of the project output and project closure**: The project's last step involves handing over its output and completing it, and it is now dealing with the physical handover of outputs and the associated protocol-signing, receiving protocols, billing, etc. (Doležal, et al., 2009)

1.3.3 Post-project phase

The final stage of a project's lifespan is called "project closure." These are the last few days or weeks before the project's finished product is delivered to the client. The course of action is mostly determined by the sort of project. The closing phase of an IT project could entail conducting final audits and testing, setting up the system at the client location, and providing staff training. The client will view the building (or whatever was created) and sign an approval form for a construction project. A final

report with the actual cost figures is often prepared by the project manager. Additionally, some businesses do postmortems (also known as lessons learned) to assess what went well and poorly throughout the project, mostly to learn for subsequent initiatives. (Neumeyer, 2022)

The question here lies in which of the above- mentioned sub-phases of the project life cycle is the most important. It is often said that the most crucial part of a complete project management life cycle is the actual execution and monitoring phases. The project has officially begun at this point. Because it depends on what the project manager or his team chooses to accomplish at that phase of the project's development, this step is a product of the planning stage. In my opinion, however, all the phases are crucial if you want the project to be a success. Neglecting the pre-project phase results in incorrect project implementation considerations, deficiencies in the project phase can result in the production of a completely different project, and a superficial post-project phase takes away the knowledge we could have gained while not alerting us to mistakes, the repetition of which costs us the least amount of time and resources.

1.4 Organizational structure of the project

Despite the use of complex procedures and regulations, the quality of project management is heavily reliant on the individuals who carry it out, not just on their individual performance but also on the actions of the entire project team and their efforts to meet the predetermined goal. To accomplish this goal and employ the most effective process, it is necessary to establish a transitional organizational structure of roles, describe the connections between these roles, and distribute decision-making power so that the management tasks have their fulcrums, the management, and executive components, and that there is a clear division of responsibilities for the completion of the sub-tasks, their synthesis, and the achievement of the overall goal. The technical implementation of project management and the support for its overall success depend on the allocation of authority, interests, and decision-making abilities, which is mapped through the description. (Svozilová, 2011)

Dynamic communication, which facilitates the linking of the contacts that take place to coordinate and manage project activity as well as the monitoring and control of project processes, is a crucial component of the organizational structure. In my

opinion, the following interest groups play a crucial role in the organizational structure (Svozilová, 2006):

Interest groups and their relationships:

A project stakeholder is an individual or organization that actively participates in the project's implementation and whose interests could have an impact on the project's direction and results. A requirement for encouraging the overall success of the project is to ensure that the individual or group goals of each participant or group are aligned with the project's overall objective. The main interest groups are as follows:

- **The project client/customer**, who has an interest in its implementation and is its investor or contracting authority. This is mostly the future user of the project product or an investor for whom the implementation of the project means a potential increase in success in the market through a new product that the project implementation will bring. The key person in this group is definitely the project sponsor, who is mostly the functional manager of the customer and is usually the formal vehicle for the ultimate decision-making authority.
- **The contractor/project promoter** is the company or part of the company that is the direct party to the contract and provides the implementation resources and know-how necessary to achieve the objective of the project.
- **Other groups with project, public, and reporting impacts on the media:**

  Identifying all stakeholders, comprehending the extent of their authority and responsibility, identifying their needs and expectations, being aware of the risks that each stakeholder's individual objectives may pose to the project, and finally, maintaining continuous and appropriate communication with them are all necessary for successful project management (Svozilová, 2006).

  The project Manager: The person, under whose direct influence is the overall project, from the creation of the plan through the filling of specific positions, the coordination of tasks, the handover of the project product, and the administrative closure of the project. (Laba, 2022)

A comprehensive conception of the project manager's role includes the business-economic, professional, methodological, and procedural views of the creation of a new product or service. In practise, it is primarily about ensuring the creation of the output itself of the project using the available resources, within the given time, with

the given limit of costs, and using available technologies. At the same time, the manager must comply with the set limits of resource consumption, achieve the projected profit of the project, consider, and decide on alternative approaches, and, finally, represent the interests of the customer in accordance with the interests of the company that employs him. Another, not short, chapter to consider is the requirements for a quality project manager, which are a key prerequisite for its successful management. (Laba, 2022)

As a good leader, the project manager must constantly listen to the voice of the customer and their team and evaluate whether there are any discrepancies in expectations. The project manager has many methods and techniques to do this. They are regular meetings or reports, but they all have one thing in common and that is effective communication. When it comes to project management methods, they are always based on the specific situation. One of the most important factors that helps determine the best course of action is the completeness of the assignment. The more open and vague the brief is, the more it is appropriate to use an agile approach. However, other aspects such as the experience of the team, the willingness of the client to cooperate, and the time and financial framework of the contract should also be considered when deciding (Laba, 2022).

- **Project Team:** The primary executive agent of the project is the **project team**. The group of individuals who are involved in achieving the project's goal and are under the project manager's direction for the duration of the project, specifically within the parameters of the allotted time or work capacity and within the confines of the assigned authority and responsibility, constitutes the project team. For the project to be successful overall, the project team must be set up effectively. Individual team members will be chosen based on their knowledge in relation to the performance expected, on their availability throughout the project's implementation, and on their capacity to meet the applicants' financial needs. (Doležal, et al., 2009) The ideal team size is 7 (plus or minus 2). A project team's primary traits include a common objective, shared self-confidence and self-awareness, reciprocal accountability and actionability, constructive conflict, mutual trust, openness, and information sharing. A responsibility matrix, which contains a tabular representation of which activity has who is in charge, or who manages, executes, or controls a certain activity, can be used to convey explicit definitions of responsibility for specific project activities (Doležal, et al., 2009).

1.5 Work Breakdown Structure – WBS

A work breakdown structure (WBS) is a neat and tidy, logical tree that lists every activity required to finish a project. The project itself is at the top of the hierarchy. The primary "work packages" ought to be found in the next layer or level. Levels below that progressively grow more and more thorough until the bottom level is reached that reveals all the tiniest day-to-day jobs or project components. The "goes into chart" that engineers and designers employ to arrange their drawings, bills of materials, and other documents also illustrate the WBS idea. (Lock, 2020)

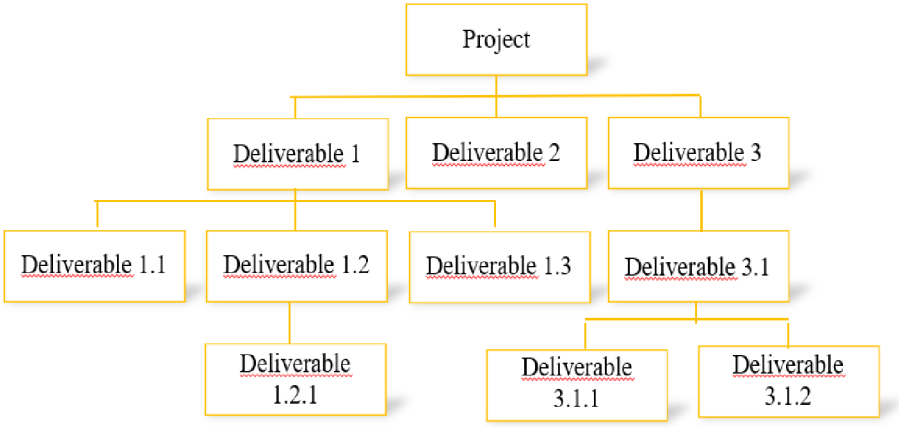


Figure 6: WBS Template example (Source: Lock, 2020)

1.6 The RACI MATRIX

This tool clarifies the duties and responsibilities of each project team member. RACI is an abbreviation that stands for Responsible, Accountable, Consulted, and Informed.

Subsequently, based on WBS, the individual responsibilities are as follows:

- **R - Responsible:** The team members who put in the effort necessary to complete the assignment. Other members may be assigned tasks, allowing for a sharing of responsibilities.
- **A - Accountable:** The person to whom the action or choice is attributable. For every assignment or delivery, there must be a single person responsible.

- **C - Consulted:** The person who should be consulted before making a final choice and who should communicate in both directions.
- **I - Informed:** Those who are informed of decisions and actions made, as well as progress made. (Riahi, 2017)

Table 1: The RACI matrix (Source: Created by author based on Riahi)

Tasks/ Roles	Person 1	Person 2	Person 3
Task 1	A	C	I
Task 2	A	R	C
Task 3	A, R	C	I
Task 4	C	A	R

1.7 Project risk management

Project risk management is the process of recognizing, analysing, and reacting to any risks that develop during a project's life cycle to keep the project on track and on target. This is one of many definitions. On various types of projects, risk management might mean a variety of things. Risk management methods for large-scale projects may require considerable and thorough planning for each risk to guarantee that measures for mitigation are in place if the project grows. Risk management may imply a simple, prioritized list of high, medium, and low priority hazards for smaller projects. Today, we know that hazard is a little different, and it is related to threat in risk theories. The present-day definitions of risk include the possibility of harm, damage, loss, or destruction, as well as the potential collapse of a company. Risk management should not be a reactionary process; it should be part of the planning process to determine the risks that may exist in the project as well as how to control those risks if they do occur. Risk itself can be described as the combination of the likelihood of an event occurring and the consequences of that event occurring. This provides us with a simple formula for calculating the level of risk in each scenario. (Ray, 2021)

Risk = Likelihood x Severity

Likelihood (probability) and severity (total loss on risk occurrence) are typically assigned numbers ranging from 1 to 3 or 1 to 5, which creates a structure known as a grid. (Doležal, et al., 2009)

1.7.1 Risk analysis in the project

To be able to assess and evaluate the widest range of significant risks, a high quality and comprehensive risk analysis must be performed at the beginning of the project solution, specifically after the project plan has been developed and all supply tenders for the project have been selected. This step of the process is typically divided into two sub-stages': a qualitative analysis "substage " that focuses on identifying risks and subjective assessment, and a quantitative analysis "substage"' that focuses on objective risk assessment. (Horine, et al., 2023)

The project risk analysis must be carried out in accordance with the following steps:

1. **Project risk identification**, in which we attempt to identify all potential threats to the project. It is very important to identify serious hazards, which must then be recorded, and what must be recorded and explained as precisely as possible. If the project team does not have a list of hazards from a previous project to draw on, it is recommended that the brainstorming approach be used for identification. (Doležal, et al., 2009)
2. **Project risk assessment**, in which we attempt to predict the likelihood of occurrence of a specific risk and the amount of projected negative impact on the project. If tables are not accessible, the evaluation frequently makes use of expert estimating techniques or tables that allow values of probability to be precisely determined. In this instance, the use of various statistical summaries or statistics created from the evaluation of prior projects is quite helpful. Risk assessment can be quantitative (the probability value and impact value are established numerically) or qualitative (the probability value and loss value are assessed verbally). The outcome of this stage is an expression of the risk's value. (Doležal, et al., 2009)
3. **Responses to identified hazards**, in which we seek a solution to how we will deal with risks. The goal of this phase is to lower the value of all risks to the point where we can conclude that the project has a high probability of success. The scale of the acceptable risk should be based on the company's risk management strategy;

if the firm does not have such a strategy, the project team should decide its worth. The higher the value of risk, the more we should try to find a way to lower it as much as possible. The following are some of the most common measures used in risk management practise:

- *Risk transfer to another entity* = adverse event insurance;
- *mitigate the risk by devising a strategy* to lower the extent of the risk's impact on the project or the chance of its occurrence;
- *removing the danger* by seeking a different alternative;
- *building a reserve,* which may be time or money, that allows us to adjust for a bad event;
- *developing a contingency plan* in case the risk arises. (Doležal, et al., 2009)

4. **Monitoring the risk,** during which we must monitor and ideally report risks throughout the project life cycle, so it can be managed and controlled easily. (Doležal, et al., 2009)

1.7.2 Methods of risk analysis

Methods for risk management in a project are divided into quantitative and qualitative, as was already mentioned. *Quantitative* risk analysis methods, on the one hand, are used to create numerical models, combine outputs such as project products for sensitivity analysis, and prepare and update the priority risk list. On the other hand, *qualitative* risk analysis methods are used to describe the severity of the potential impact and determine the likelihood of an event occurring. They are usually expressed in a specified range (e.g. <1 to 10>, <0; 1>, or <small, medium, large>). (Škrtic, et al., 2014)

The following section of the thesis discusses each method in more detail, some of which are then used in the practical part of the thesis.

1.7.2.1 Selected methods of qualitative risk analysis

Qualitative methods are usually simpler, faster, but they are subjective and bring complications in managing them and in assessing financial acceptability for elimination. These methods assess the characteristics of each risk individually,

allowing risks to be ranked according to their priority. It is important to choose characteristics that help to clearly define the importance of the risk. (Škrtic, et al., 2014)

- **Brainstorming:** Many of the issues with conventional brainstorming, production blockage, and assessment anxiety are eliminated by brainstorming. The team will be put to the test during the project's duration to see how well they can solve an issue within the constraints and limits set forth. Idea critique is not permitted during brainstorming sessions as it leads to conflict and takes away from the productive time needed to produce the greatest number of ideas. (Kerzner, 2022)
- **The method of purposeful interviews (Delphi):** In this method, an expert panel is established - a selection of internal and external experts who do not collaborate and do not meet within the panel , each is questioned about their anonymous assumption of the situation and is then given feedback from the whole group, on the basis of which they make a further evaluation of the development. They are usually among the more effective forms of qualitative analysis. (Rais, 2013)
- **Probability and impact table:** The risks already identified should be ranked in a table, with the risks assigned to each priority group (high, medium, and low). All the necessary data on the identified risks are then collected and the impact, i.e. the effect that the risk will have on the planned situation if it is realised, is assessed project objectives. Based on this method, the risks that have the greatest potential to materialise with an unacceptable impact are then selected. (Hillson, 2009)

As a result of the foregoing, risk analysis using qualitative criteria is typically simpler to perform and evaluate but may not offer measurable results that are easily ascertainable, and what is a lot to one person may be nothing to another.

1.7.2.2 Selected methods of quantitative risk analysis

Quantitative risk analysis methods are used to develop numerical models by combining outputs such as project products, for sensitivity analysis, and to prepare and update the list of priority risks. The tools used in these risk analysis methods are primarily detailed risk presentation, risk impact budgeting, appropriate risk

identification methods, data gathering tools, and effective assessment of the analysis results to gain the data required for risk response planning. (Creemers, et al., 2014)

- **Gantt Charts:** By listing each segment vertically on a piece of paper, representing the beginning and end of each task with a horizontal line along a time scale, and then representing the current time with a vertical line moving from left to right, it gives a graphical summary of the progress of several project segments. It is then simple to see where each task should be and to indicate its status. Yet, one significant disadvantage is that it does not clearly highlight the interdependence of tasks. This method is one of my favourites and may be seen in the practical part of this thesis.
- **Programme Evaluation Review Technique, or PERT:** PERT was founded on an in-depth diagram of all planned tasks in a project, grouped into a network that indicated each task's dependency on the ones that had to come before it. In addition, planners would estimate or elicit from expert engineers a probability distribution for the time each task would take.
- **Critical Path Method, or CPM:** This approach is one that PMI has selected as one of its guiding principles and standards for creating schedules. CPM similarly adopts a network representation, although it did not attempt to estimate distributions of probabilities for the duration of tasks at beginning. The network's deterministic nature made calculations easier. (Horine, et al., 2023)
- **Fault Tree Analysis:** A fault tree analysis is a structured diagram study that identifies elements that potentially cause system failure. This strategy demands a clear description of the subject matter to be used effectively. The undesirable consequence is first recognised, followed by all conceivable conditions/failures that lead to that event. This identifies potentially hazardous aspects at each stage of the project. Specifically, this approach helps to identify the top 20 % of causes of an issue that needs to be addressed to handle the remaining 80 % of the problems. (Kerzner, 2022)
- **Monte Carlo simulation:** Monte Carlo is a randomly repetitive computer model that displays the distributions of probability depending on risks that could impact the project (for example, scheduling) and is used in simulation modelling. In the context of strategic choices, it is typically used for project schedule and cost risk analysis. (Horine, et al., 2023)

The following part of the thesis takes a closer look at two methods, which are subsequently used in the practical part of the thesis.

1.7.3 Risk map

A risk map is a method that enables the detected and studied risks to be viewed in terms of their threat to the project's success. There are other variants of the risk map; however, for simplicity and strong predictive capability, in this thesis, the risk map is depicted in Figure 6. To plot each risk as a point on a two-dimensional graph (risk map), its likelihood of occurring is first determined, followed by a rating of the risk's impact on a scale of 1 to 5 (or, for a higher number and broader variety of risks, on a scale of 1 to 10). The map is then broken into sections with narrative risk values, as shown in Figure 6, with green representing tolerable risks, orange representing "alert" dangers, and red representing severe risks. (Smejkal, 2010)

LIKELIHOOD					
almost certain	Moderate	Major	Critical	Critical	Critical
likely	Moderate	Major	Major	Critical	Critical
possible	Moderate	Moderate	Major	Major	Critical
unlikely	Minor	Moderate	Moderate	Major	Critical
rare	Minor	Minor	Moderate	Moderate	Major
	insignificant	minor	moderate	major	critical
	CONSEQUENCE				

Figure 7: Example of a Risk map (Source: Risk Map, 2018)

1.7.4 The RIPRAN method

The RIPRAN - Risk Project Analysis approach is available to a project team with greater expertise.

There are now four fundamental phases in the RIPRAN method:

- project risk assessment;
- project risk quantification;

- project risk measurement;
- and project overall evaluation (Doležal, et al., 2012)

The project team performs the threat and risk identification into a spreadsheet in the first stage. Next, the scenario, that is, the potential outcomes or the reverse of what has been sought after and what might pose a risk is developed. The second stage involves the completion of risk quantification. The chance of the scenario, the scenario's effect on the project, and the consequent risk value all add to the table. (Doležal et al., 2012).

The RIPRAN technique can employ verbal or numerical quantification, such as this: "Probability of risk scenario 5 is 0.25." The value of risk is determined as follows:

Table 2:Determination of the risk value (Source: Created by the author)

Probability/Impact	**Low (LI)**	**Medium (MI)**	**High (HI)**
Low (LP)	Low (LRV)	Low (LRV)	Medium (MRV)
Medium (MP)	Low (LRV)	Medium (MRV)	High (HRV)
High (HP)	Medium (MRV)	High (HRV)	High (HRV)

The third stage involves developing strategies to bring the risk down to a manageable level. (Doležal, et al., 2009)

The evaluation of the entire risk value occurs in the fourth and final phase. Finding the project's riskiness has the crucial side effect of making it possible to carry on with project implementation. (Doležal, et al., 2012)

1.7.5 Project risk monitoring

Implementing a risk response plan, monitoring identified risks, monitoring residual risks, detecting new risks, and evaluating the efficacy of the risk management process are all parts of risk monitoring. The technique has the advantage of increasing the effectiveness of risk management throughout the project's lifespan, resulting in a sustained optimal risk response. (Doležal, et al., 2009)

It is important to keep all identified risks under constant assessment since the following events could occur after the risk analysis is completed and the team decides to move forward with the project implementation:

- Circumstances may vary, affecting the value of the probability or the value of a loss for a risk. This condition necessitates a recalculation of the risk's existing value and, if necessary, the inclusion of the needed reinsurance.
- A new significant threat may emerge, which must also be examined and countermeasures proposed.
- Alternatively, the threat may pass, and we may remove the risk from monitoring.
- We must be on the lookout for instances in which some of the measures lose their effectiveness, and we must either alter the existing measure to the needed level or design a whole new one.
- To change the risk scenario, we must also alter the probability or impact of the risk, which necessitates recalculating the risk's value.
- A scenario currently develops that necessitates the employment of planned actions, etc.

Risk management is frequently included as a regular subject in project team meetings. By assigning a specific individual to oversee monitoring a specific risk, you can also make sure that risks are being monitored. To successfully monitor risks, technology assistance is becoming more prevalent these days, which is based on the administration of a catalogue of the risks to be watched and can then employ sophisticated capabilities to alert to any potential shift in the risk state. (Doležal, et al., 2009)

1.8 Project time planning

The project phases' timetable represents one of the key components of the project planning. This schedule includes every detail of the dates and order in which the project's various activities will occur, as well as the time schedule and resources allotted to each project action. Utilizing the resources to complete each segment's assignment allows us to gradually implement the deliverable for that section and, subsequently, for the entire project.

The timetable is in the form of a diagram or schedule. It is a great tool for capturing a huge amount of information that is used for quality project management. According to Svozilová (2016, p. 421), the most important information includes:

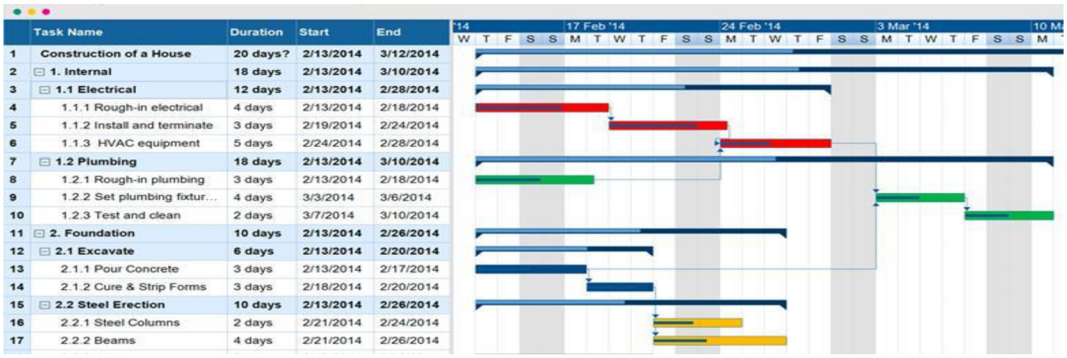
- a clear structure of the work, which is in the form of tasks that are time-bound;
- information on the duration of each task;
- information that can help maintain the time sequence even when changes in the schedule;
- milestones and important dates.

Furthermore, the basic characteristics of the most used diagrams in project management are presented in this master's thesis. (Svozilová, 2016)

1.8.1 Gantt chart

The most popular tool for monitoring project timelines is the Gantt chart. Engineer Karol Adamiecki from Poland invented the first Gantt chart in the 1890s. They had to be redone each time a project was altered because they were first laboriously created by hand. A list of the activities is located on the chart's left side, and a suitable time scale is located along the top. A bar is used to symbolise each activity, and the location and length of the bar correspond to the activity's beginning, middle, and finish dates. This enables you to quickly determine:

- What each of the actions involves;
- when is the beginning and end of each action;
- how much time is reserved for each activity;
- where and to what extent certain activities overlap with other activities;
- when i the overall start and end date of the project. (Hassan, 2020)



	Task Name	Duration	Start	End
1	Construction of a House	20 days?	2/13/2014	3/12/2014
2	1. Internal	18 days	2/13/2014	3/10/2014
3	1.1 Electrical	12 days	2/13/2014	2/28/2014
4	1.1.1 Rough-in electrical	4 days	2/13/2014	2/18/2014
5	1.1.2 Install and terminate	3 days	2/19/2014	2/24/2014
6	1.1.3 HVAC equipment	5 days	2/24/2014	2/28/2014
7	1.2 Plumbing	18 days	2/13/2014	3/10/2014
8	1.2.1 Rough-in plumbing	3 days	2/13/2014	2/18/2014
9	1.2.2 Set plumbing fixtur...	4 days	3/3/2014	3/6/2014
10	1.2.3 Test and clean	2 days	3/7/2014	3/10/2014
11	2. Foundation	10 days	2/13/2014	2/26/2014
12	2.1 Excavate	6 days	2/13/2014	2/20/2014
13	2.1.1 Pour Concrete	3 days	2/13/2014	2/17/2014
14	2.1.2 Cure & Strip Forms	3 days	2/18/2014	2/20/2014
15	2.2 Steel Erection	10 days	2/13/2014	2/26/2014
16	2.2.1 Steel Columns	2 days	2/21/2014	2/24/2014
17	2.2.2 Beams	4 days	2/21/2014	2/26/2014

Figure 8:Gantt Chart Example (Source: Duke, 2022)

1.8.2 Milestone charts

Using a milestone chart is another technique to show the project timeline. A milestone is a straightforward timestamp associated with an event. Even though Gantt charts are easier, milestone diagrams have one more flaw in that they don't indicate the duration of tasks or how long they will take to complete. A sample milestone flowchart is shown in the next figure (table 3).

Table 3: Milestone Chart Example (Source: Created by author based on Svozilová, 2011)

	T 1	**T 2**	**T 3**	**T 4**	**T 5**	**T 6**	**T 7**	**T 8**	**T 9**
Task A		●							
Task B			●						
Task C					●				
Task D							●		
Task E									●

Milestone tables are very simple and clear, but in practice they tend to be used in tabular form (see table 4). These tables are most often used to list project data in the conceptual phase in various reports or analyses intended for individuals outside the project.

Table 4: Milestone table example (Source: Created by author based on Svozilová, 2011)

MILESTONE	**DATE**
Project initiation	1.9.2023
Project team launch meeting	1.12.2023
Termination of the Phase 1	28.2.2024
Termination of the Phase 2	30.4.2024
Hand-over for testing – initiation of the acceptance procedure	15.5.2024
Acceptance negotiation	31.5.2024
Project termination	15.6.2024

1.8.3 Network charts

CPM ("Critical Path Method") and PERT ("Project (or Program) Evaluation and Review Technique") are the two most used network diagramming approaches. CPM is mostly used in the construction and energy sectors for planning major projects. It was created in the late 1950s as a strategy to address the problem of higher costs caused by poor planning. PERT was developed concurrently with the creation of PERT for the US Navy's submarine development program. These two methods were developed in an effort to overcome one of Gantt charts' weaknesses, particularly its lack of flexibility and effectiveness in cost management and are complementary.

A PERT chart is a probabilistic tool that focuses on activities and milestones, whereas a critical path method (CPM) chart is deterministic, task-oriented, and better suited to predictable projects. They are comparable yet different at the same time. The diagrams for PERT and CPM charts are similar. All of the above can be included in the main advantages of CPM and PERT. (SVOZILOVÁ, 2006, 353)

However, it has the following shortcomings. A PERT or CPM chart is less helpful if you lack the knowledge to list all the tasks or the expertise to determine how long they will take. The complexity of a CPM diagram increases with the size of the project, which is another drawback. The complex structure of its mechanism and its demand for a complicated perspective provide significant clarity issues for the unskilled employee, which are obvious even from the quite basic CPM diagram in Figure below. (Sherman, 2019)

Both approaches (CPM and PERT) are comparable and allow for flexible maintenance schedules if a change occurs in one of the subtasks because:

- they contain a lot of data that can be conveniently presented;
- they allow for the search for other options and the analysis of statistical data;
- they enable the determination of probability and the investigation of outliers;
- and they have defined critical paths that indicate where to focus the most effort to complete the task by the deadline in a timely manner.

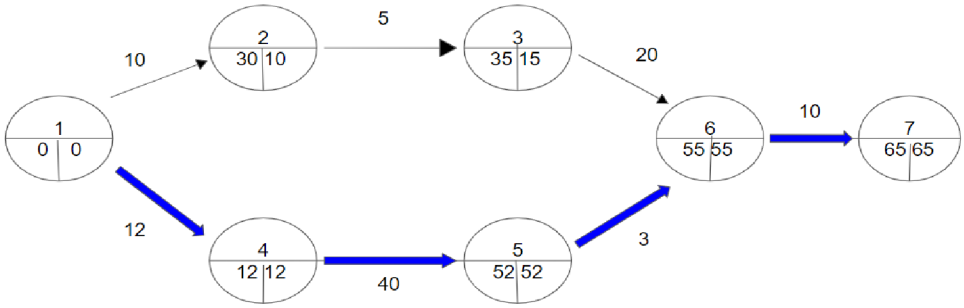


Figure 9: CPM diagram (Source: Created by the author based on Doležal et al., 2009)

It is important to keep in mind that determining the schedule of project activities is crucial if you want to understand how each of the methodologies (both CPM and PERT) are applied. In this case, we estimate:

- **Dates**, which cover the earliest possible start and end and the latest allowed start and end.
- **Reserve total**, which is the amount of time that an activity may be postponed without endangering its vital route. Critical activities are those with 0% overall margin.
- **Margin free**, which represents the amount of time that may be added to an activity without postponing the earliest commencement of the subsequent activity.
- **The critical path**, shown in Figure 5 and represented by the green arrows, is the longest line in the diagram from the start node to the end node and indicates the shortest project implementation timeline. Any modification to the critical path affects the timeline of the entire project. (DOLEŽAL et al., 2009, 507)

<u>Key differences between CPM and PERT:</u>

There are distinctions between PERT and CPM, even though both are excellent methods for assisting project managers in planning and managing their projects. When comparing PERT vs. CPM, understanding these distinctions can enable us to plan our project's timetable more precisely. (Landau, 2022)

The primary distinction is that PERT is a visual method. It aids in the planning, scheduling, and management of tasks, also known as activities, by project managers. Although it is also used to plan, schedule, and control, CPM is a statistical approach. However, it does it by using clearly specified tasks. What PERT CPM does is another distinction. PERT is essential in regulating time while planning, and CPM is utilized to control cost and time. PERT is more of a tool for development and study.

The estimation methods used by PERT and CPM are also different. For instance, as we've seen above, whereas CPM just provides one measure for predicting, PERT employs a three-point system to estimate time. Additionally, they differ in that PERT is employed when time is more important than money when planning. Finding an accurate time estimate for projects is very important in CPM. (Landau, 2022)

1.9 Project budget and cost

An estimate of the project's overall costs should always be made before it is implemented. These can be measured, scheduled, and tracked in terms of money as well as labour or material consumed. Frequently, the computation of internal staff costs is overlooked, leading to a distortion of the project's economic parameters. It goes without saying that the first project budgets and costs should come from the cost estimates that were used to create the internal business plan or commercial tender. This refers to budgets prior to the inclusion of indirect expenditures and below-the-line allowances. These budgets must reach the highest permitted levels of spending if the intended financial gains are to remain intact. The sub-chapter WBS describes the work, organisation, and cost breakdown structures (WBS, OBS, and CBS) that will enable the distribution of this control budget among the several departmental and functional managers that oversee completing all project activities. (Lock, 2020)

In terms of project costs, the time spent on the project and the use of people, materials, or financial resources as a result are mostly evaluated in the framework of cost planning. The project cost is the result of cost planning. Costs may be analysed from a variety of angles. It is helpful to decide to create a budget strategy. Firstly, there are the direct costs, which are directly associated with carrying out the project. Secondly, there are indirect costs, which are those that cannot be clearly attributed to a specific project; they are the common costs of the whole organization. (Svozilová, 2006)

Methods of determination of costs:

Cost determination methods can take a variety of forms in practice, from “expert” estimations to complicated mathematical methods. The nature of the project, its scope, and level of complexity are always factors in the method choice. A list of activities and a projection of their length, created during the time planning phase, serve as the primary inputs for calculating a project's cost. The overall length of the activity is known from the activity list; however, for cost planning purposes, it is needed to get more specific. (Doležal, et al., 2009)

The cost calculations generated by the organization, which express the cost per unit of output (for example, per hour of work by an excavator, per hour of lecturer training), can be used to determine the project cost budget. (Doležal, et al., 2009)There are different kinds of cost estimations:

- **An analogous estimation** includes developing an estimate, which is based on the cost from a similar project that was completed earlier. This method is very easy to perform and can be done in the Planning Phase. However, it has one limitation in that prior cost data is needed, which might not be possible for every project. So, this is always an appropriate approach to use. (Barrett, 2021)
- Often in projects we encounter **expert estimates**, where the project manager or team members use their experience and knowledge of the issues to estimate costs. This option is most often used when it is too time-consuming or costly to determine prices from verifiable sources.
- **Parametric modelling** employs a mathematical model built around known parameters that may differ according to the nature of the task being carried out. Cost per cubic metre, cost per hour of excavator work, and so on are examples of parameters. Parametric estimate is classified into two types:
    - **Regression analysis**, which is a statistical method for forecasting future values based on data from the past.
    - **A learning curve** that is founded on the simple notion that repeating work teaches people to work quicker and with less error, lowering the cost of creating the following item. This estimate is parametric since it is based on repetitive operations that will be repeated throughout the project. (Doležal, et al., 2009)

- **Bottom-up estimation** starts each project at no cost and then adds the cost of each line item in the hierarchy of work. The result is a very accurate total cost for the entire project, but from a feasibility standpoint, this approach is quite time-consuming and thus very difficult. (Doležal, et al., 2009)
- It is also feasible to employ spreadsheets and statistical or **simulation software**, which is extremely useful in many tasks.
- **Analysis of proposals from suppliers** based on price comparisons in potential suppliers' bids.
- **Other estimates**, where we focus mostly on the study of reserves that must be included in the project cost to cover unforeseen expenses, as well as the analysis of quality costs. (Doležal, et al., 2009), (Svozilová, 2006)

All the previous activities were aimed at creating a project budget. The way we've created it will allow us to work with the budget going forward. We can relate the costs to the different parts of the WBS deliverables, to different activities, we can build the cash flow of the project, we can estimate the cost of additional work, etc.

Furthermore, as already mentioned, the project budget consists of costs, but on the other hand, the project's revenues also come out. Thus, project planning must also include revenue planning, which ultimately decides whether the project is profitable or not. For non-profit projects, the cost and revenue sides should be at least identical. Costing is a major part of the project plan and is of interest to all stakeholders - from the project owners, who are mainly interested in what costs will be spent on the project and how much the project will earn, to the team coordinators, who need to know how much money they have for each activity, to the individual staff members, who are interested in their salary levels. (Doležal, et al., 2009)

2 ANALYSIS OF THE CONTEMPORARY SITUATION

This part of the diploma thesis begins with an overview of the company ECCEDU, for which the project proposal is being created, followed by a study of the current situation, first from the standpoint of external factors and subsequently from the standpoint of internal elements.

2.1 Characteristics of ECCEDU, Ltd.

The company's full name is "The European Centre for Career Education". This company provides professional services in education for the young generation across the world. The founder is Tomáš Hülle and the main office can be found in Prague, Czech Republic. ECCEDU currently collaborates with over 500 businesses in the EU, the US, and Dubai, and it offers educational programmes abroad that include internships in these partner companies. Except for this, ECCEDU cooperates with many of the best universities in the world. ECCEDU's major mission is to make education more relevant by providing students with real-life experiences and inspiration from professionals in their industry. This is achieved by providing ECCEDU's students with lectures from business professionals in the areas of law, architecture, sustainability, IT, engineering, and business. It is the start of a bright career for these students. ECCEDU's success is attested to by numerous major worldwide corporations, including Red Hat, Siemens, Coca-Cola, Exxon Mobil, Tesla Motors, T-Mobile, UniCredit, Lego, Linklaters, DLA Piper, and other 500+ partner companies. (*ECCEDU*, n.d.)

ECCEDU creates the opportunity for students to develop the knowledge and skills on a both personal and professional level by giving them the experience of working in the field of business combined with carefully selected courses from accomplished professionals in other countries. Hence, they will get to know more about other cultures and gain this amazing experience at the same time.

2.2 About the event

The European Association for International Education (EAIE) serves as a hub for knowledge, connections, and resources related to the internationalisation of higher education throughout Europe. It is a non-profit, member-led group that provides training, conferences, research, knowledge acquisition, and sharing to those actively engaged in the internationalisation of their institutions. The association was founded in 1989 in Amsterdam, Netherlands and the headquarters is in this very same city, however, the conference takes place every year in a different country. The EAIE has around 3000 members from more than 80 nations, the most of which are in Europe.

The EAIE leadership consists of the President, Vice-President, Executive Director, Board, and General Council. The Board, which consists of the President and Vice-President, oversees the General Council's chosen strategy's execution to help shape the Association's future. The organization's accounts, budget, and long-term goals are within the General Council's purview. Every two years, elections are held to fill leadership posts in the EAIE. Piet Van Hove is the current President of EAIE. The event's members include academics, administrators, practitioners, leaders, and service providers who are all involved in the global community and who have the same goal of promoting internationalization via collaboration, exchange of knowledge, and lifelong learning.

2.3 Vision and mission

To advance moral global higher education now and in the future, individuals are working together as one community. The mission of the EAIE community is to seek and demonstrate the effects of internationalisation, empower the global higher education industry, and engage and influence politicians in supporting its goals. The Annual EAIE Conference and Exhibition provides an opportunity for peers to network and share ideas, which is also vision of the community, which organizes this event.

This fair provides a platform for people and organizations to network and interact with one another. It is aimed not only at students and individuals seeking career advancement, but also at language institutes or companies whose business is centred around supporting education and training.

The event's resources include EAIE papers, a blog, and a podcast that provide up-to-date community research and ideas, also creates the opportunity of supporting of the functioning of the individual companies though training courses and curated content and mentorship opportunities. (EAIE, 2024)

2.4 The EAIE Conference and Exhibition "Connecting currents" in Rotterdam in 2023

The topic of the 2023 EAIE Conference, honoured Rotterdam's maritime heritage and captured the significance of water to the city, that offered both existential risks and economic potential. The Rotterdam Conference and Exhibition 2023 took place in Rotterdam from 26th till 29th September 2023. The 'Connecting currents' programme in 2023 brought together the worldwide education community to discuss a range of important subjects. Keynote addresses by Jahkini Bisselink, Hajar Yagkoubi, and Typhoon were motivational.

Key Sessions on Timely Topics:

- Highlight of the ChatGPT Effect: In this panel discussion, the impact of ChatGPT on the development of international education in the twenty-first century was discussed together with the AI-driven revolution of education. AI thought leader Sven Schütt and IT specialist Emiel Romein spoke during the event.
- The EAIE Debate: In this session, the issue of whether academics are the only forces pushing internationalisation in higher education was discussed. There was also an opportunity for audience participation with the panellists and voting.
- Aligning Internationalisation and Sustainability Strategies: The Sustainable Development Goals (SDGs) and internationalisation strategies may be integrated by universities was also covered in this session. (Putten, 2023)

2.4.1 Summary

Date: 26-29 September 2023

Place: Rotterdam, Netherlands

Costs approx. (in total approx. **EUR 9,160**):

- The exhibit stand (9 m^2): EUR 5,490

- Accommodation: EUR 1,500
- Travel: EUR 400
- Per diem: EUR 470
- Marketing materials (500 pcs): EUR 1,300

Most of the expenses consisted of the exhibitor's (ECCEDU) stand and accommodation for ECCEDU/exhibitor staff. The greatest part of people attending the event consisted of attendees searching for a way, how to improve the career (approx. 5,300), then speakers (500 in total) and followed by exhibitors (200). Among the activities that conference visitors could participate in were networking opportunities, interactive seminars, campfires, and plenary talks, and in total there were 250 of them. In the table below, we can see the detailed numbers. More than 6,000 professionals from more than 90 countries were anticipated to attend the conference, making it a major worldwide gathering place for people working in the field of international higher education.

Table 5: Summary in numbers (Source: EAIE, 2023)

Participants in total:	**6,000**
Number of attendees	5,300
Number of speakers	500
Number of exhibitors	200
Number of countries attended	90
Number of activities	250

Figure 10: The EAIE Conference and Exhibition in Rotterdam in 2023 banner
(Source: EAIE, 2023)

As time planning belongs to the very basis of every project, the schedule for the whole event can be seen below, firstly in a summary, secondly in a Gannt chart and thirdly in a more detailed version.

Figure 11: Schedule for the Rotterdam 2023 conference at glance (Source: EAIE, 2023)

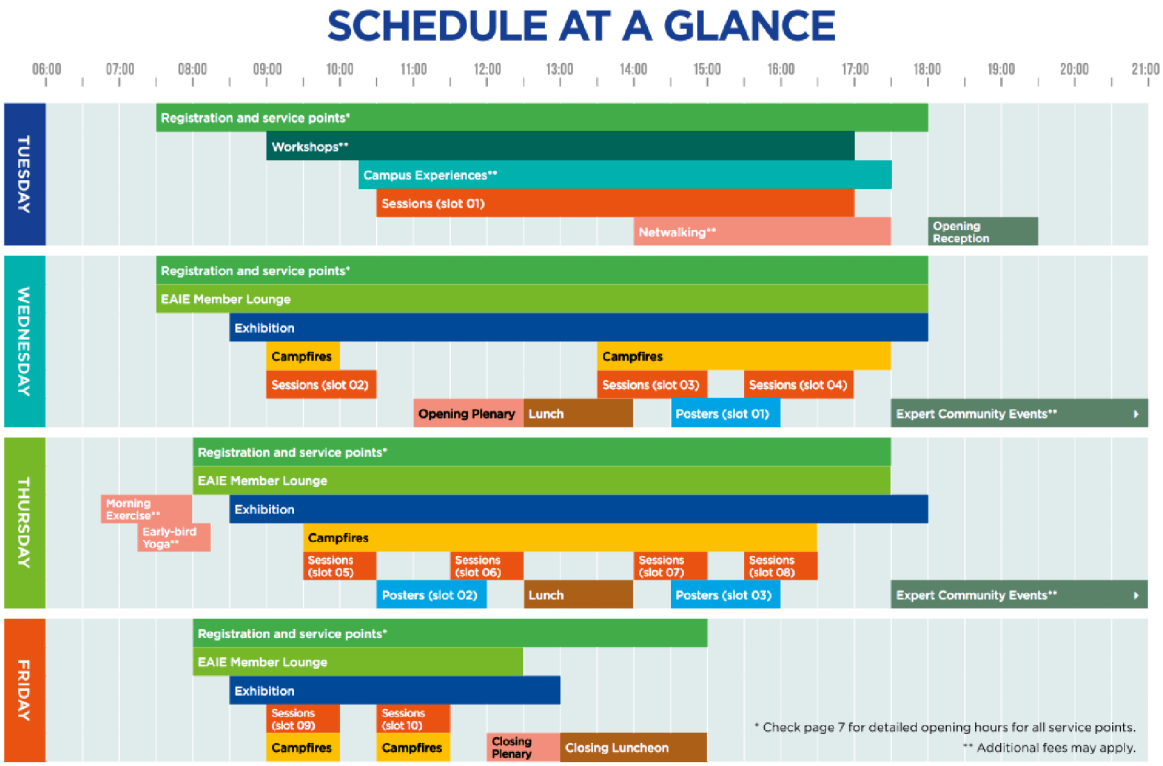


Figure 12: The time schedule of the conference in Rotterdam 2023 (Source: EAIE, 2023)

The entire event´s program can be found in the section for annexes, see the Annex 2.

2.4.2 Feedback and lessons learned

The feedback is collected by word-of-mouth amongst employees of ECCEDU, who took part at the event.

Feedback

From the Director of Operations & Programs Monika Žižková: *"For us, the key findings were that many universities want to expand their international cooperation and want to run exchange programs and semestrial/yearly programs. Some of them are also interested in summer schools or similar educational programs that we organize. To the future we can improve the visual of our booth - with more marketing materials and decorations, as for budget reasons, we did not have a better presentation (materials, design of the booth, booth placement, etc.). The same remains for the future fairs, however the overall impression was excellent."*

From others:

- Excellent ambiance among speakers, visitors, exhibitors, and other individuals,
- certain exhibitors and visitors had difficulty finding lodging because all hotels, pensions, and other accommodations in Rotterdam were booked,
- visitors/potential clients were in a good mood and praised our stand for having good visuals and that we carry a great mission,
- unlike anything in terms of organisation and educating events,
- since the refreshments were placed in convenient locations, everyone could reach them when needed,
- the exhibitors enjoy interacting with the visitors and speakers,
- it was necessary to assemble the organising team,
- there was no toilet paper in the restrooms, as there was an enormous amount of people for small amount of toilets.

Lessons learned

- Overall wonderful experience and a great event,
- to have the accommodation booked in advance and if anything, to ask for help the EAIE directly,
- to have our visuals and marketing materials improved to the next time, even when the visuals were seen as sufficient by visitors,
- to put together a team to plan with specific responsibilities,
- preparation in terms of toiletries.

2.5 The exhibition fair "Your Future" in Paris 2023

The Paris "Your Future" 2023 fair was held at Roland Garros - Porte 1 - 7 avenue de la Porte d'Auteuil 75016 Paris from the 13th till the 14th of October 2023, from 10 a.m. to 6 p.m. The "Your Future" conference brought together the international education community in Paris in 2023 to discuss several important issues linked to possibilities for learning and employment.

Students and corporations attending the exhibition had the chance to pose questions to Christelle Garon, the head of communications and development for the SESAME Competition, as well as other speakers, including journalist Anthony Vitorino or Marie Solis, who also gave a class.

The programme (/ content) of the exhibition in Paris was following:

- Meeting with students
- Seminars that provided an immersion experience in the future of work (developing and managing online advertising campaigns, leading, and federating a community on social networks)
- Conversations regarding career goals and orientation with employees

Regarding the show:

- More than 5 000 internship and work-study options,
- 16 conferences and seminars on pertinent issues, where experts and schools were brought together for the first time,
- Activities, which could help the student to improve his/her presentation, CV, and interviews,
- The businesses and educational institutions there were in the domains of engineering, business, marketing, and communication.

It was necessary to wear appropriate and business-like clothing (jogging is not permitted; we are not here to play tennis).
All of this took place in an exciting and welcoming environment at a historic and sports location.

2.5.1 Summary

Date: 13-14 October 2023

Place: Paris, France

Website: https://www.your-future.fr/

Costs approx. (in total approx. **EUR 1 952,41**):

- The exhibit stand fee (9 m^2): it was an invitation from ECCEDU´s partner in Paris VL media, no fee for the stand.
- Accommodation: EUR 264,64
- Travel (flight tickets): EUR 179,77
- Visa Application Fee: EUR 120

- Per diem: EUR 70
- Marketing materials (500 pcs): EUR 1,300

Marketing materials accounted for most of the costs, which were then followed by airline tickets and lodging for ECCEDU/exhibitor employees. For a deeper analysis of the numbers, see the table below. These numbers are merely a rough estimation of the ECCEDU representative, who attended the event as an exhibitor with a stand, as there was no official statement publicly accessible.

Table 6: Summary in numbers (Created by author, 2023)

Participants in total:	**5,000**
Number of visitors	4,100
Number of speakers	80
Number of exhibitors	820
Number of countries attending	30
Number of activities	70

The major goal of the 4,100 guests was to discover ways how to increase their chances of acquiring better job placements; the second largest group consisted of 820 exhibitors, and the remaining 80 were speakers. Event visitors had the option of choosing from more than 70 programs, which included interactive seminars, language tandem lessons, plenary talks, and opportunities for networking. The event was attended by over 5,000 experts from over 30 countries. Despite the large attendance, the fair may be considered a rather minor event.

Figure 13: The website of the Exhibition in Paris 2023 (Source: https://www.your-future.fr/, 2023)

Since the conference was held in France and was not particularly significant, there wasn't a lot of information for foreigners in English. That means, the website (the figure above), banner / brochure (below), and all additional materials that could be gathered were only accessible in French, and the English version was impossible to obtain.

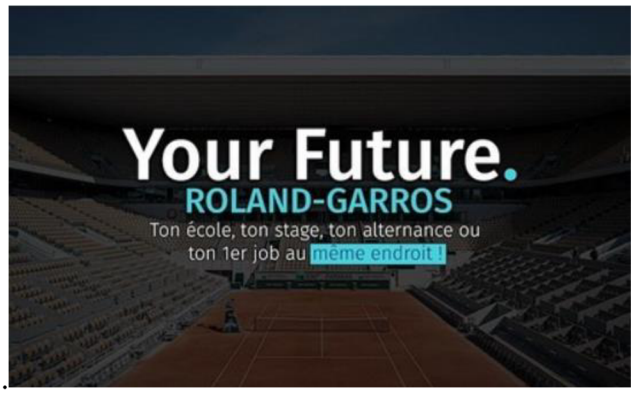


Figure 14: The banner for the "Your Future" 2023 event (Source: https://www.your-future.fr/les-conferences-off, 2023)

Even the most fundamental information regarding the event, such as the program for the fair (the figure below) or exhibitors who took part, were extremely hard to find. Attending the EAIE show in the future is certain to be preferable in this regard so that its findings can be thoroughly analysed and usefully utilised.

Schéma des programmes

CYCLE BACHELOR

Bachelor Année 1

En initial - 2 mois de stage

En alternance

Immersion dans la culture digitale et numérique

Fondamentaux en enseignements techniques et soft skills

Bachelor Année 2

En initial - 4 mois de stage

En alternance

Consolidation dans la culture digitale et numérique

Fondamentaux en enseignements techniques et soft skills

Bachelor Année 3 — 4 spécialisations

En initial - 6 mois de stage

En alternance

- Spé 1 — Application Development & Cybersecurity
- Spé 2 — Digital Marketing & Business
- Spé 3 — Interactive Design
- Spé 4 — Management, Innovation & Gestion de projets numériques

En partenariat avec l'ISTEC

Certification professionnelle de niveau 6*

*Certification professionnelle de niveau 6 « Chef de projets digitaux » inscrite au RNCP par arrêté du 09 avril 2018 publié au Journal Officiel du 17 avril 2018, renouvelé pour cinq ans le 19 avril 2021 (code NSF 326p) sous l'autorité et délivrée par l'EEMI. Accessible également par la VAE.

eemi

CYCLE MASTÈRE

Tech Lead & Cybersecurity

Mastère Apps & Cybersecurity

Mastère Architecte Solutions

Digital Business

Mastère Data, IA & Business Intelligence

Mastère Marketing & Stratégie

Interactive Design

Mastère UX & UI

Mastère Direction Artistique

Mastère Strategy & Entrepreneurship

En partenariat avec l'ISTEC

Majeure Entrepreneurship & Innovation

Majeure International Strategy & Sustainability

Certification professionnelle de niveau 7**

Tous les programmes sont possibles en initial ou en alternance

**Certification professionnelle de niveau 7 « Manager - expert en e-business et technologies numériques », enregistrée au RNCP pour cinq ans par arrêté du 29 mai 2020, sous l'autorité et délivrée par EFREI ou Certification professionnelle de niveau 7 « Expert en système informatique », enregistrée au RNCP pour cinq ans par arrêté du 11 décembre 2018, sous l'autorité et délivrée par INGETIS. Certifications accessibles via le dispositif VAE.

Figure 15: The event´s program 2023 (Source: EEMI, 2023)

2.5.2 Feedback and lessons learned

The feedback is collected by word-of-mouth amongst employees of ECCEDU, who took part at the event.

Feedback

From the Student Affairs & Partnerships Manager Binnur Yaman: ” *What the weaknesses of the participation of ECCEDU at the international fair regards we could also improve the marketing materials to be more attractive and engaging with the participants. And also, the participants were mostly high schoolers interested in higher education opportunities and also students inquired about mandatory internship options as their university, so we should adjust all of the materials to them till the next time. We could obtain more details about the participants profiles so that prepare the options in an advance. Further, in terms of barriers to the better performance of our company at this exhibition, language was a barrier, since the students preferred speaking in French and I can not speak that language. Additionally, the fair´s orientation didn´t align with our programs that much. When planning to attend an international fair, finances could be another limiting factor.”*

From the others

- Visitors and potential clients were in a positive mood and complimented our stand for carrying out a great mission,
- many exhibitors spoke only English and many students were speaking only French,
- marketing materials could be attractive,
- the organisation and educational events were unlike anything else,
- the refreshments were placed in convenient locations so that everyone could reach them when needed,
- exhibitors enjoyed interacting with the speakers and visitors.

Lessons learned

- Lovely atmosphere and interesting experience in general,
- ECCEDU ought to assign an employee who speaks French,
- upgrade the marketing materials to make them more appealing and engaging for attendees,
- set up the budget ahead of the event,

- be more compatible with the fair's programme and orientation.

2.6 Marketing of ECCEDU

Marketing of ECCEDU for the events is prepared in advance by not only one person, who attends the event, but also by other employees of ECCEDU, as the ECCEDU´s employees work with each other on every project, to get a clearer picture seen from more perspectives. Yet, as ECCEDU took part on such event for the fist time, the marketing materials were not as sophisticated as they could have been, due to lack of experience, lack of finances and also lack of time - participation in the fair was decided by the company management at the last minute. Moreover, due to the issue with the budget and registration of the stand for the last call, there were also other negatives, such as stand design (the already mentioned visuals), stand location, etc.

Marketing plan has not been created for this event, for lack of time and poor experience. In addition to physical marketing strategies like handing out promotional brochures to guests (or speakers), part-timers, organisers, etc., the ECCEDU uses its official website, Facebook page, and Instagram page as marketing tools.

What the support coming from our partners regards, ECCEDU has more than 600 + partners among companies, universities, and famous influencers (and speakers) all over the world from many sectors. Some of the logo of our well-known partners can be found below.

Figure 16: Logo and a list of ECCEDU´s partners (Source: ECCEDU, 2024)

Along with websites and social media, offline marketing materials, specifically, brochures, banners, and handout square leaflets with QR codes to scan serve as the main channels of communication for regular updates with respect to various forms of cooperation with companies, students, mentors, and speakers.

2.6.1 Website

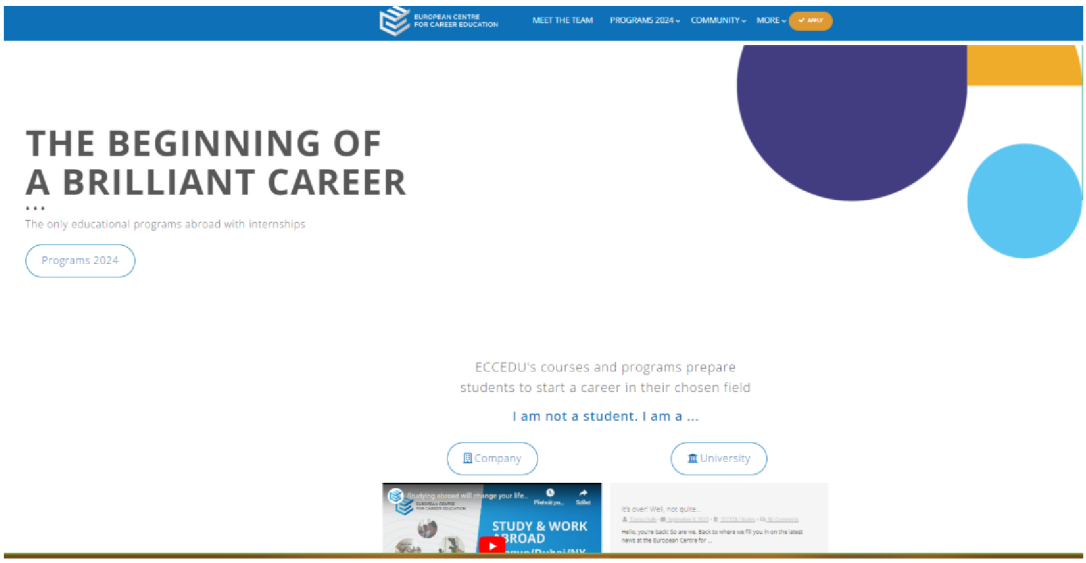


Figure 17: ECCEDU´s website (Source: eccedu.net, 2024)

ECCEDU's website may be found at https://eccedu.net. For anybody looking to advance their knowledge in the areas of engineering, law, sustainability, architecture, and international business, this site provides access to a wealth of material. Additionally, the website fosters the development of a peer network with a wide range of businesses. In this regard, ECCEDU serves as a liaison between students and employers.

The key information about the cooperation with businesses and universities (/individual speakers), programs for students and various events held by ECCEDU are presented at this website. The platform is already switched to English, as the company operates globally, mostly English speakers. However, the event called "Leaders Voice CZ" is the only part of the ECCEDU´s website, which is translated in Czech. The disadvantage of the website is, that it is from greater part in English, which might bring some difficulties for the visitor, who does not speak English. This is where I see room for additional enhancement in the future.

2.6.2 Facebook

The official ECCEDU´s Facebook page may be found at https://www.facebook.com/europeancentreforcareereducation.cz. Basic information about the company may be found there, along with photos or videos, reviews from the partners and students. The Facebook site also offers a range of events that may not be directly hosted by ECCEDU but in some ways are linked to education and career development. The Facebook page is updated whenever changes are made. These changes are handled by our marketing specialist.

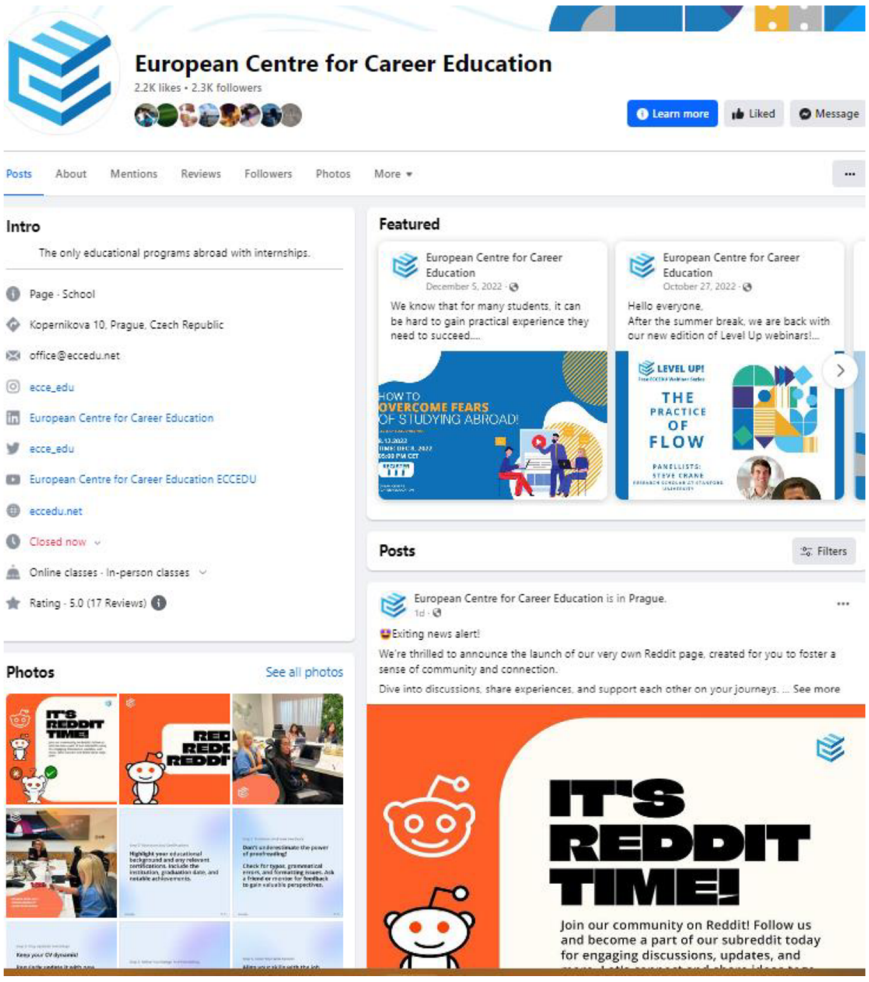


Figure 18: Facebook page of ECCEDU (Source: https://www.facebook.com/europeancentreforcareereducation.cz, 2024)

2.6.3 Instagram

Because Facebook and Instagram are connected, a lot of the same promotional posts are shared on both platforms. The amount of followers on Facebook and Instagram is much different: Instagram has 1,175 followers, while Facebook has 2,300. The number of Facebook followers surpasses the number of Instagram followers, disproving assumptions that Instagram is getting more popular and Facebook's popularity is declining.

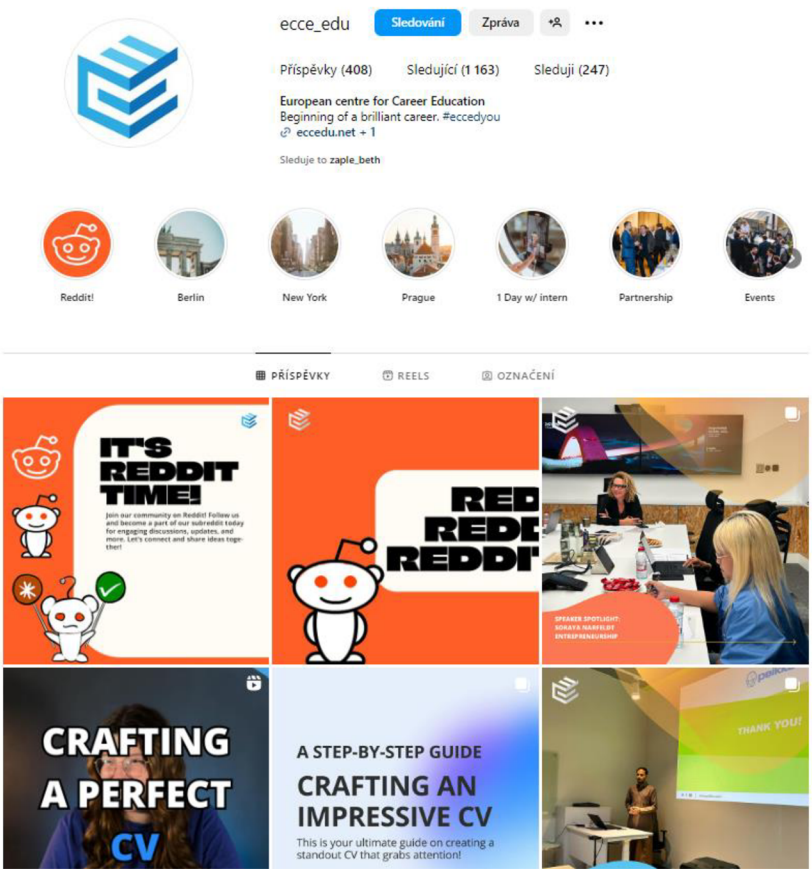


Figure 19: Instagram page of the company (Source: https://www.instagram.com/ecce_edu/, 2024)

2.6.4 YouTube

ECCEDU's YouTube page contains a total of 74 videos, most of which are longer videos, 3 shorts and even 1 video from a live broadcast ("Get Hired!"). A total of 204 subscribers subscribe to YouTube posts added by our marketing specialist.

I do not think YouTube is as popular these days as, say, TikTok, but taken together, it's used by a wide audience of people, across multiple generations.

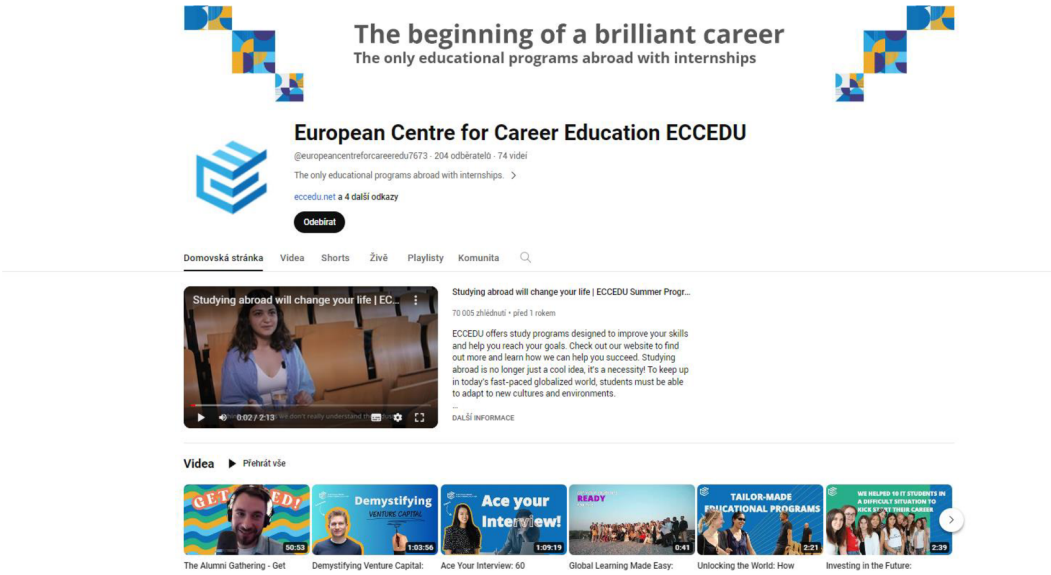


Figure 20: YouTube page of the company (Source: https://www.youtube.com, 2024)

2.6.5 Twitter

There is no comparison at all between the quantity of followers and the number of followers on LinkedIn. ECCEDU has 390 Twitter accounts, but Twitter only has 63 followers. This page has not been updated in a very long time and is not active. The last time this place saw modifications occurred in 2020, after ECCEDU's restructuring and shift in marketing strategies.

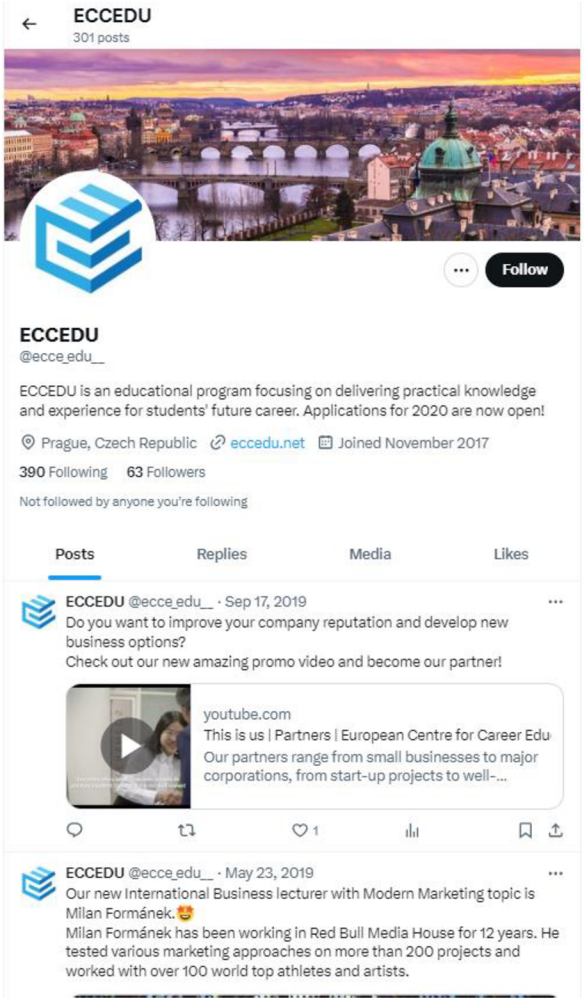


Figure 21: Twitter page of the company (Source: https://twitter.com/ecce_edu__, 2024)

2.6.6 LinkedIn

LinkedIn can be accessed by clicking on the link found on the ECCEDU website, which also contains links to the other communication platforms listed above. LinkedIn has 3,211 more followers than Twitter, which has 3,148 less followers than this social media network.
Its main purpose is to draw the attention of two distinct categories of individuals: those seeking employment and firms hiring interns or employees.

In conclusion, LinkedIn has the most followers, while Twitter has by far the fewest. There is a noticeable difference in the amount of followers on these two websites. Whereas Twitter only has 63 followers, LinkedIn has 3,211. This might be the consequence of a continuous shift to the more widely used communication platforms

that have been there recently, or it could be the effect of relying too much on one over the other.

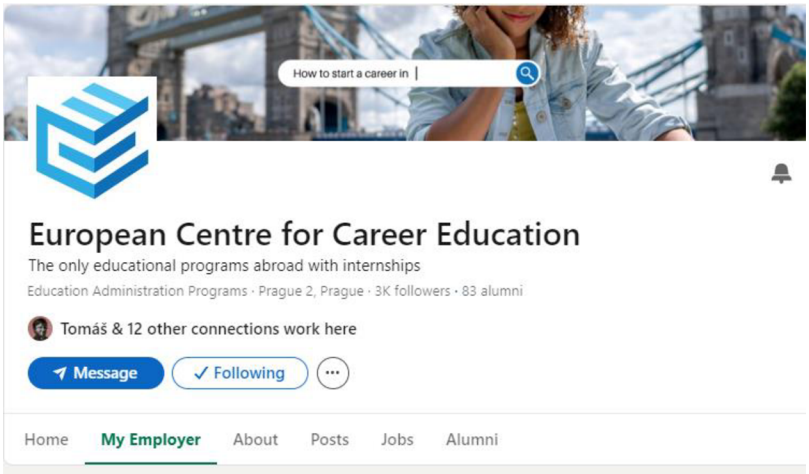


Figure 22: LinkedIn page of the company (Source: https://www.linkedin.com/school/european-centre-for-career-education/ 2024)

2.7 Analysis of the competition

Since ECCEDU is a one-of-a-kind business model, finding a comparable competitor is extremely difficult. Nevertheless, there are several businesses which provide student internships and other programs abroad to help them succeed in their future careers.

In order to compare the most comparable the business's programmes and costs, the author made the decision to analyse them. There are two businesses that we could consider as competitors of ECCEDU.

1. Worldstrides
2. ISP Education Abroad

2.7.1 Worldstrides

WorldStrides is a well-known provider of experiential learning and educational travel. Since its founding in 1967, WorldStrides has grown to become one of the top suppliers of educational travel opportunities for students worldwide. From elementary

school to university level, the organization specializes in planning educational tours for children of all ages.

Guided tours, practical learning opportunities, workshops, and conversations with subject matter experts are frequently incorporated into these events. One of the main features of WorldStrides' programs is their capacity to tailor tours to the unique learning goals and preferences of educational institutions and associations. WorldStrides has offices and operations in several nations, giving them a global reach that enables them to provide educational travel experiences in a variety of destinations across continents.

In order to provide top-notch educational travel programs, WorldStrides has developed relationships with educational institutions, school districts, and organizations all across the world throughout the years.

3.9.1.1 Comparison of ECCEDU and Worldstrides

To compare Worldstrides and ECCEDU, typical characteristics that could set educational institutions like WorldStrides and ECCEDU apart provide the following general structure for comparison can be found below:

- Scope and Focus: The main focus of WorldStrides is on offering students educational travel experiences in a variety of areas, including science, history, language, and performing arts. However, ECCEDU appears to concentrate on career education, most likely offering courses, workshops, or other materials about enhancing professional skills, career development, or vocational training.
- Target Audience: ECCEDU may aim to reach a more specialised group of people, such as young professionals, recent graduates, or those wishing to change careers, whereas WorldStrides serves students of all ages, from elementary school to university level.
- Geographic Coverage: WorldStrides is a worldwide organisation that provides educational travel programmes throughout several nations and continents. ECCEDU, on the other hand, may have a more regional or European orientation, contingent upon its scope and intended audience.
- Programme Fees: Depending on the destination, length, activities covered, and degree of customisation, the fees for WorldStrides programmes are probably going to differ.

In a similar vein, the cost of an ECCEDU programme would vary according to what kinds of workshops, seminars, or training sessions they offered.

- Number of Applications: Due to its reputation as a reputable and well-established educational travel firm, WorldStrides may receive a sizable number of applications or queries each year for its programmes. The popularity, marketing, and applicability of ECCEDU programmes in the context of career education will determine how many people apply or enrol in them.

2.7.2 ISP Education Abroad

An organization called ISP Education Abroad is committed to helping students all across the world have study abroad opportunities. ISP was founded with the intention of promoting global education and cross-cultural interaction. It provides a broad range of programs that are customized to fit students' various academic interests and aspirations. These programs cover a wide range of subjects, including coursework tailored to a given area, language study, internships, and cultural immersion.

ISP not only offers programs that can be customized, but it also provides extensive support services to students at every stage of their study abroad experience. This covers help choosing and enrolling in programs, pre-departure orientations, on-site assistance, help finding accommodation, academic advising, and tips for adjusting to a new culture.Priority one for ISP Education Abroad is safety and security.

ISP offers chances for students to obtain academic credits while gaining exposure to many cultures and academic settings by collaborating with academic institutions across international borders.

Additionally, ISP Education Abroad appreciates ratings and comments from previous students as a way to keep improving its courses. It is highly recommended that prospective students peruse testimonials and evaluations in order to acquire valuable insights into the experiences of past participants and make well-informed judgments regarding their study abroad plans.

3.9.2.1 Comparison of ECCEDU and ISP Education Abroad

To compare ISP and ECCEDU, typical features that may distinguish educational institutions such as ISP and ECCEDU are listed below:

- Scope and Focus: ISP Education Abroad is a leader in offering study abroad programmes to students with an emphasis on cross-cultural learning and international education. Conversely, ECCEDU most likely concentrates on career education, including courses, workshops, or other materials about vocational training, job advancement, or improving professional abilities.
- Target Audience: ECCEDU may aim to reach a different group of people, such as young professionals, new graduates, or those wishing to improve their career chances, whereas ISP Education Abroad serves students who are interested in studying overseas.
- Geographic Coverage: Study abroad programmes are available in a number of countries through the global operations of ISP Education Abroad. ECCEDU, on the other hand, can concentrate more on Europe or the surrounding regions, depending on its scope and target audience.
- Programme Fees: The price of a programme from ISP Education Abroad will probably vary based on a number of variables, including the destination, length of stay, kind of activities, and degree of customisation. The cost of an ECCEDU programme would vary depending on what kind of workshops, seminars, or training sessions it offered.
- Number of Applications: As a reputable supplier of study abroad opportunities, ISP Education Abroad may receive a sizable number of applications each year. Applications for ECCEDU programmes would be contingent upon their level of popularity, marketing strategy, and applicability in the context of career education.

2.7.3 Analysis of competition in numbers

Despite the fact that the individual examples are not comparable, mainly because of the content of the programs offered by each company, we can see from the table that it is worth enrolling in one of the ECCEDU's programmes, as the average length of 1 program is 8 weeks and not only includes lectures led by experts in the field, but also guaranteed internships in prominent companies, even though ECCEDU offers the fewest programs and program locations.

However, a lot depends on the field of study that the student is looking for. Furthermore, program prices vary depending on location, as well as program content and kind. The author provides an examples of the programmes that is most similar to

each of the businesses' offerings in order to compare the offerings of ECCEDU, Worldstrides and ISP.

As far as the number of partners is concerned, ECCEDU has about 700 of them and they are not only influential celebrities, world renowned companies, but also well-known and prestigious universities and various associations. On the other side, the amount of partners of Worldstrides is 51 and and only the associations or university are among its partners. ISP partners with approximately 240 universities.

The price of each programme includes the following:

1) ECCEDU

ECCEDU offers two types of programmes. The first one consist of lectures and internships with duration of 7 weeks, whereas the other just provides three-week long lectures. The pricing varies solely for these two types of ECCEDU programmes.

In addition, ECCEDU offers two different kinds of scholarships: full scholarship for individuals who cannot afford enrolling in the program, and social scholarship for those who meet the criteria, that offers a discount of fifty percent off the program's price.

The following is included in the cost of each programme:

Lectures & Internship

- 4 weeks of internship (flexibility upon request)
- Recommendation letter
- 3 weeks of lectures
- Networking events
- Certificate of completion
- Guided field trip
- Refreshments during lectures
- Graduation ceremony & final reception
- Buddy during the program

2505 €

Lectures

- ~~4 weeks of internship~~
- ~~Recommendation letter~~
- 3 weeks of lectures
- Networking events
- Certificate of completion
- Guided field trip
- Refreshments during lectures
- Graduation ceremony & final reception
- Buddy during the program

1505 €

Figure 23: The price of the ECCEDU programme includes (Source: Created by the author)

Since each program is different, the amenities included may change from one trip to the next. Travel (by air or motor coach), accommodation, meals, sightseeing trips, a daily guide (a Course Leader or Tour Director), and comprehensive instructional materials are all included in a typical program. All our safety features and support are also included in every program. Additionally, there is a $3,000 scholarship available to students. Three distinct types of scholarships are accessible to students: Natalie Shea Memorial, Diversity & Inclusion, and Higher Ed Traveller.

Lectures

- 5 days – 1 month of lectures
- Networking events, extracurricular activities and workshops
- Buddy program during the program
- Accommodation
- On-site staff of experienced professionals
- Refreshments during lectures
- Safety measures and assistance
- Instructional materials

2,264 € - 11,313 €

Figure 24: The price of the Worldstrides programme includes (Source: Created by the author, 2024)

2) ISP Education Abroad

ISP provides a range of programmes, not just for summertime but also for one or more semesters abroad. Moreover, the College of the Canyons also offers various scholarship programmes for exceptional students. This grant is worth up to $5,000 and is accessible to US residents who wish to study abroad for college credit.

The cost and duration of an ISP programme varies significantly depending on several factors, including the destination country, the length of the programme, the kind of institution or programme provider, and the degree of amenities and other services provided.

1) Cost: Depending on the above mentioned parameters, ISP Education Abroad programmes can cost anything from a few thousand to tens of thousands of dollars. The tuition, housing, food, trips, insurance, and other program-provided services are usually included in this cost.

2) Duration: ISP Education Abroad programmes can last from a few weeks to a full academic year or more. While some programmes provide semester- or year-long learning possibilities, others offer short-term choices during breaks in the school year or summer sessions. The program's length may also influence the total cost, with longer programmes often costing more.

Lectures / Travel

- Accommodation
- Local Meals
- Excursions and Cultural Activities, networking activities
- Health Insurance and academic support
- Emergency Assistance
- Transportation
- Visa and Administrative Fees
- Language Support and learning

1,390 € - 8,500 €

Figure 25: The price of the ISP programme includes (Source: Created by the author, 2024)

Examples of each company's programmes are included in the table below. For comparative accuracy, the author selected the most similar programmes.

Table 7: Analysis of competition (Source: Created by the author, 2024)

	Programms	Locations	Cost of programms	Length of programms	Internship included	Partner companies
ECCEDU	15	6	3,190 €	7 weeks	✓	700
Worldstrides	41	30	3,264 €	10 days	x	51
ISP	8	32	7,547 €	14 days	✓	240

2.8 Concluded findings for the exhibitions 2024

The author decided on using the SWOT analysis to draw conclusions and pinpoint the advantages and disadvantages ECCEDU´s internal environment. Analysis of the external environment is done with consideration to threats and opportunities. The figure below contains the findings.

	HELPFUL (to achieving the objective)	HARMFUL (to achieving the objective)
INTERNAL (attributes of the company)	**STRENGTHS** • Pleasant working environment • Multi-cultural diversity • Option of home-office, enabling working from anywhere • Communication in English • Permanent demand for the programms • Provides courses given by experts from prestigious institutions • Promises placements in credible companies	**WEAKNESSES** • Lack of use of project management tools • Limited social media activity • Insufficient funds to purchase marketing supplies • The CEO of a company can be overwhelmed by the necessity of controlling his staff' operations in addition to his own
EXTERNAL (attributes of the environment)	**OPPORTUNITIES** • Rising student stability and loyalty • Improvement in the company´s marketing • An innovation of the programs • Potential of an increase in the revenue	**THREATS** • Existing competitors • New competitors • Clients (companies and students) fleeing to competitors • Lack of students • Increasing costs

Figure 26: SWOT analysis (Source: Created by author)

3 PROPOSAL OF SOLUTION

This chapter employs project management methods and instruments to analyse the proposals for 2024. ECCEDU has made the decision to plan its participation at the forthcoming trade fair held by EAIE due to several factors, including the company's budgetary boundaries, overall success of the exhibition, and the language barrier.

3.1 Initiation phase

Project stakeholders, the project's goal, and its outcomes will all be considered during the initial phase. Prior to the start of the project phase, this needs to be made clear.

3.1.1 Project goal

A project's ability to succeed depends on its goal. Five factors need to be taken into consideration as the author has chosen to plan the project goal using the SMART strategy.

Table 8: SMART goal (Source: Created by the author, 2024)

Specific	The clear statement about what the author wants to achieve: To recruit at least 200 applicants to our programs and to build new professional connections
Measurable	The number of applicants would be recruited to keep author motivated and to allow author to track the progress: 200 applicants is a minimum
Agreed	Permission from the ECCEDU´s CEO to proceed with project planning
Realistic	Reasonable projection of visitors given the event's overall potential, prospects, and sustainability of the project
Time-bound	START OF THE PROJECT: 19.2.2024 END OF THE PROJECT: 21.10.2024

3.1.2 Project stakeholders

Stakeholders are individuals, businesses, and entities that are partially or fully engaged with an event which has the chance to have an effect or be affected by that. The event would not have been realisable with no the involvement of key stakeholders. To boost the project's results and plan implementation, the author proposes assigning each stakeholder's strength on a scale of 1 to 10.

The author also proposes highlighting the following stakeholders (together with the strength number mentioned above):

- The project team, hired hostess and event coordinators (10),
- president of the EAIE and the local authority (8),
- partners and associates (4),
- students and business leaders – visitors (10),
- hostesses for registration, food and beverages, and fair guidelines (5),
- press, camera professionals and photographers (7).

3.1.3 Desired outcomes

For a project to be successful, its results must be stated clearly. The author proposes results:

1. Project management - a project team, the project itself, and stakeholder administration are all considered aspects of project management.
2. Advertising - the events offline and online promotion.
3. Implementation - the timetable is broken down into three sections according to timing: prior to the event, the day of the event, and after the event.
4. Transportation
5. Place
6. People

Logistics

7. Partners and stakeholders - Developing relationships with businesses requires efficient communication.

3.2 Planning phase

The second major chapter of proposals focuses on the planning phase. Project management tools that include the work breakdown structure, project team, time scheduling, risk screening, and planning a budget will be applied for getting ready for this particular event.

3.2.1 Work Breakdown Structure

The event name (EAIE Toulouse 2024 “En Route!”) and project goal (to prepare ECCEDU's participation in the EAIE exhibition in Toulouse, France from September 17th to 20th, 2024) have already been identified. The outcomes consist of logistics, partners and stakeholders, advertising, implementation, and project management.

The author has chosen to deconstruct the outputs in a top-down manner, incorporate mind maps to effectively mediate the first, second, and third breakdowns. The extended WBS can be found in the section Annexes. See the Annex 1.

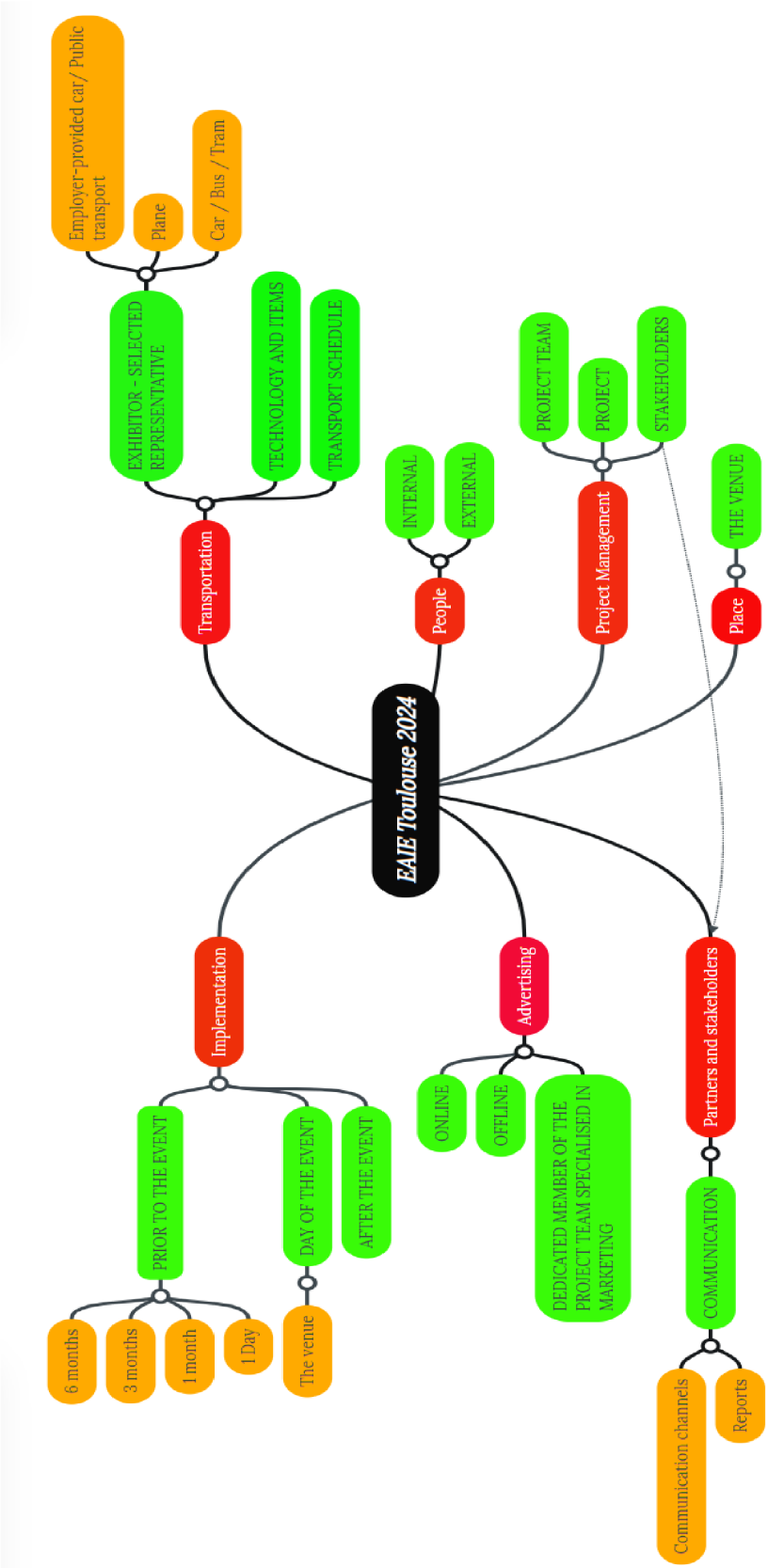


Figure 27: Work Break Down Structure (Source: Created by author, 2024)

3.2.2 Project team and the RACI MATRIX

It has been discovered that an efficiently established project team with particular responsibilities for each member was absent after the analysis of the event and interviews with participants in the Toulouse exhibition and the representatives of the ECCEDU present at the conference.

Within projects, one technique for determining specific procedures and roles is the RACI matrix. The table below indicates potential responsibilities:

Table 9: Responsibilities in the RACI matrix (Source: Created by author)

R = RESPONSIBLE	The one who must do the task
A = ACCOUNTABLE	The one who ensures that it gets completed
C = CONSULTED	The one who should always be consulted in a two-way process
I = INFORMED	The one who should be alerted after the job is done - it's a one-way process

The author advises to form a project team with the following list of four people:

1. The CEO of ECCEDU – the head of the project team, he has the final say;
2. Marketing - the person in this department is in charge of overall promotion, communication with partners, and online and offline marketing;
3. Business Development – takes care of everything connected to the new potential partnerships and the actual partnerships;
4. Director of Operations & Programs – the person in charge of educational programs and company´s operations;
5. Hostess – The person in this position is bilingual and has been trained to deliver outstanding customer service, smile warmly at visitors, and make sure every attendance has an unforgettable day.

Table 10: The RACI matrix (Source: Created by author)

NUMBER	PROCESSES	THE CEO OF ECCEDU	MARKETING	BUSINESS DEVELOPEMNT	DIRECTOR OF OPERATIONS & PROGRAMS	HOSTESS
1	To form the project team	R,A	I	I	I	
2	To decide whether to attend this exhibition, to create the budget	R, A	I	C	C	
3	To consult the decision with the CEO	R	I	A	R	
4	To get the CEO´s written permission	C	I	I	R	
5	To contact the organisers of the event	R		I	A	
6	To book and pay for the stand	I	C		R,A	
7	To book the hotel	R, A			I	
8	To design and purchase promotional products	I	I	C	R, A	
9	To nominate the ECCEDU´s employees	I		R, A	C, I	
10	To secure transport	I	R, A	I	C	I
11	To choose and to hire a hostess	R, A	I	I	I	
12	To confirm our presence at the event with its organizers	A	I	C	R	

NUMBER	PROCESSES	THE CEO OF ECCEDU	MARKETING	BUSINESS DEVELOPMENT	DIRECTOR OF OPERATIONS & PROGRAMS	HOSTESS
13	To assemble and prepare the promo materials	I	I	R, A	I	
14	To transfer to Toulouse with all the necessary promo materials	I		R, A	C, I	
15	To get all technology and items on place	A	R	I	C	
16	To assign tasks and duties				R, A	
17	To take photos of the stand and upload them online		R, A			
18	To attract as many students and potential partners as possible		R, A			
19	To clean up the stand after the event	R, A			R	
20	To return borrowed items and get back home	I		I	A	R
21	To thank all the parties involved	I		R, A		
22	To upload photos and videos online	R, A				
23	To process the documentation and conduct an analysis	I	R, A	I	I	
24	To assemble and prepare the promo materials	C	I	R, A	I	

3.2.3 Project risk

Risk refers to unfavourable circumstances that cause deviations from expected results and have an influence on projects. There might be a lot of risks associated with the project. The author attempted to identify as many of them as possible. After risk quantification, it's important to identify the most major and crucial risks to implement appropriate actions. The impact, the possibility, or both must be reduced by the measures.

Different risks have varying risk values. The risks' values in relation to risk probability and impact level are shown in this table.

Table 11:Determining the risk value (Source: Created by author)

Probability/Impact	Low (LI)	Medium (MI)	High (HI)
Low (LP)	Low (LRV)	Low (LRV)	Medium (MRV)
Medium (MP)	Low (LRV)	Medium (MRV)	High (HRV)
High (HP)	Medium (MRV)	High (HRV)	High (HRV)

Table 12: Verbal values of probability (Source: Created by author)

Low probability - LP	Under 33 %
Medium probability - MP	33–66 %
High probability - HP	Above 66 %

The table below shows how the risk was determined using the RIPRAN approach.

Table 13: Risk analysis (Source: Created by author)

RISK DESCRIPTION	PROBABILITY	IMPACT	VALUE OF THE RISK	MEASURES
Losing enthusiasm or/and pace when trying to complete the project	MP	HI	HVR	Encouraging the whole team

RISK DESCRIPTION	PROBABILITY	IMPACT	VALUE OF THE RISK	MEASURES
Not adhering to the project timeline	MP	HI	HVR	Regular monitoring of the project timeline
Budget failure	LP	HI	MVR	Maintaining a budget reserve and reviewing the budget
Inadequate choosing of project team members	LP	HI	HVR	Make a suitable team selection that includes competent individuals who have already worked on the project
The estimated expenses are extremely high	MP	MI	MVR	Early booking and payment minimises costs, keeping an eye on any project budget changes
Poorly delegated duties	MP	MI	HVR	To get to know the team and to assign responsibilities that match their capabilities
A project team member's departure	LP	MI	MVR	Agreement involving team members and delegated work
Ordered promo materials are delayed	LP	HI	MRV	Materials are ordered with plenty of lead time
Unsuccessful attempt to reserve an exhibit stand	LP	HI	MVR	To book the stand in advance with an early bird discount.
Weak promotion	MP	MI	MRV	Dedicated employee to handle the marketing
Non-functioning web pages	LP	MI	LRV	Be ready for a high volume of applications

RISK DESCRIPTION	PROBABILITY	IMPACT	VALUE OF THE RISK	MEASURES
Low number of applicants	MP	HI	HVR	To attract the applicants
Poorly chosen exhibit stand	LP	HI	MVR	To thoroughly analyse the stand´s position
Lack of language skills	MP	MI	MVR	Proper staff choice with French
Failure to catch a plane	LP	MI	MVR	Going to the airport with time to spare
Presence of competitors with better marketing and a better stand	HI	HI	MVR	Trying to draw applicants in different ways

The risks table identifies which risks are most critical, such as not meeting project deadlines, selecting project team members poorly, receiving a small number of applications, experiencing budgetary difficulties, or many competitors using more aggressive marketing. Fortunately, with the correct measures, which the entire project team should carefully consider, all these risks may be reduced to a minimum or eliminated entirely. A decrease in the number of students enrolling to ECCEDU's programmes due to ineffective marketing might affect the revenue. The project timeline must be controlled and monitored, and with set milestones and created project team, these risks can be certainly avoided. Loosing pace when completing project can happen every time, therefore the need to keep motivating the whole team is necessary.

3.2.3 Project time planning

Time management is critical to a project's success. Following are the planned milestones and the Gantt diagram associated with the WBS.

3.2.3.1 Milestones

One cannot overstate the importance of setting important benchmarks before a project begins. They aid with deadline tracking, meeting, recognising crucial deadlines, and forecasting potential delays.

Table 14: Milestones (Source: Created by author)

Forming the project team	19.3.2024
To decide whether to attend this exhibition, to get a consent and to create the budget	19.3.2024
Booking the stand and paying for it	15.3.2024
Booking the hotel	15.3.2024
Designing and purchasing promo materials	22.5.2024
Nominating the ECCEDU´s representatives present at the fair	27.5.2024
To secure transport	15.8.2024
To choose and to hire a hostess	15.8.2024
Securing transport	17.8.2024
To get all technology and items on place	16.9.2024
Duties and tasks are assigned to everyone	17.9.2024
Documentation for online and offline marketing is gathered	20.9.2024
To upload photos and videos online	30.9.2024
To process the documentation and conduct an analysis	21.10.2024

The main project processes are laid out in the following table. It also provides a starting point when creating a Gantt chart.

Table 15: Time Schedule (Source: Created by author)

NUMBER	PROCESSES	TIME	START	END
1	To form the project team	30 days	19.2.2024	19.3.2024
2	To decide whether to attend this exhibition, to create the budget	7 days	12.3.2024	19.3.2024
3	To consult the decision with the CEO	4 days	11.3.2024	15.3.2024
4	To get the CEO´s written permission	4 days	11.3.2024	15.3.2024
5	To contact the organisers of the event	4 days	11.3.2024	15.3.2024
6	To book and pay for the stand	3 days	12.3.2024	15.3.2024
7	To book the hotel	3 days	12.3.2024	15.3.2024
8	To design and purchase promotional products	7 days	15.5.2024	22.5.2024
9	To nominate the ECCEDU´s employees	4 days	23.5.2024	27.5.2024
10	To secure transport	2 days	12.8.2024	15.8.2024
11	To choose and to hire a hostess	3 days	12.8.2024	15.8.2024
12	To confirm our presence at the event with its organizers	6 days	13.8.2024	19.8.2024
13	To assemble and prepare the promo materials	3 days	10.9.2024	13.9.2024

14	To transfer to Toulouse with all the necessary promo materials	1 day	16.9.2024	16.9.2024
15	To get all the technology and items on place	1 day	16.9.2024	16.9.2024
16	To assign tasks and duties	3 days	17.9.2024	20.9.2024
17	To take photos of the stand and upload them online	3 days	17.9.2024	20.9.2024
18	To attract as many students and potential partners as possible	3 days	17.9.2024	20.9.2024
19	To clean up the stand after the event	1 day	20.9.2024	20.9.2024
20	To return borrowed items and get back home	1 day	20.9.2024	20.9.2024
21	To thank all the parties involved	14 days	23.9.2024	7.10.2024
22	To upload photos and videos online	7 days	23.9.2024	30.9.2024
23	To process the documentation and conduct an analysis	30 days	23.9.2024	21.10.2024

For the purpose of determining the total duration of the project, a time analysis was conducted using the decomposition of the processes from the WBS. Each step was given its own time, as indicated in the "The RACI MATRIX" chapter. Every process also has a project team member allocated to it. This keeps everyone on the project team informed about their roles and due dates. In order to optimise the advantages of both time analysis and milestones, the author recommends combining the two together.

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ECCEDU & Toulouse 2024	start	end
PROJECT	02/19/24	10/21/24
To form the project team	02/19	03/19
To decide whether to attend this exhibition, ...	03/12	03/19
To consult the decision with the CEO	03/11	03/15
To get the CEO´s written permission	03/11	03/15
To contact the organisers of the event	03/11	03/15
To book and pay the stand	03/12	03/15
To book the hotel	03/12	03/15
To design and order promo materials	05/15	06/14
To book a hotel in advance and pay for it	08/12	08/15
To design and purchase promotional products	05/15	05/22
To nominate the ECCEDU´s employees	05/23	05/27
To secure transport	08/12	08/15
To choose and to hire a hostess	08/12	08/15
To confirm our presence at the event with its or...	08/13	08/15
To assemble and prepare the promo materia...	09/10	09/13
To transfer to Toulouse with all the necessary p...	09/16	09/16
To get all the technology and items in place	09/16	09/16
To assign tasks and duties	09/17	09/20
To take photos of the stand and upload them onl...	09/17	09/20
To attract as many students and potential partne...	09/17	09/20
To clean up the stand after the event	09/20	09/20
To return borrowed items and get back home	09/20	09/20
To thank all of the parties involved	09/23	10/07
To upload photos and videos online	09/23	09/30
To process the documentation and conduct an a...	09/23	10/21

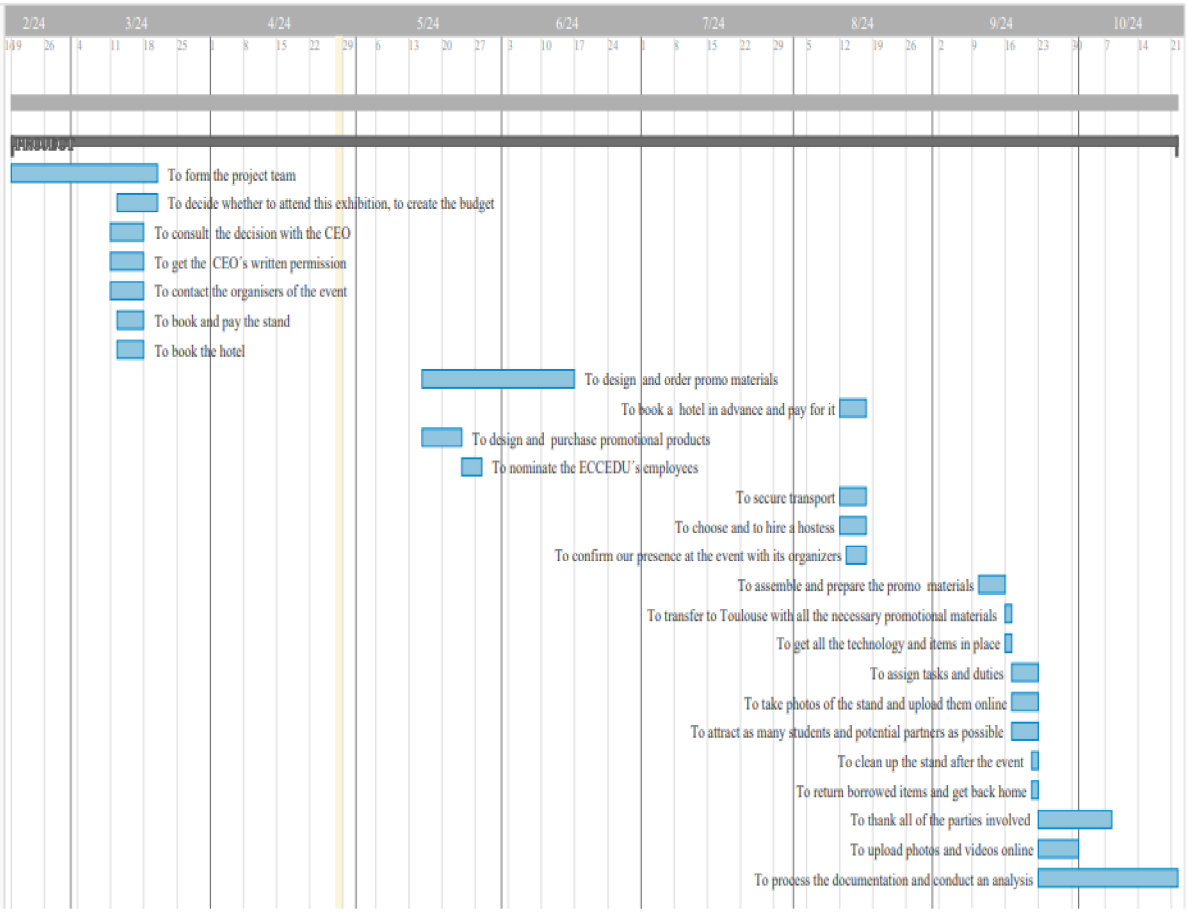

Figure 28: Gantt diagram (Source: Created by author)

The project's whole duration is apparent from the Gantt diagram above. The project's official start and the end dates are 19.2.2024 and 21.10.2024, however the real dates could be different. Process durations have been approximated with an extra time for unexpected events during the project. One of the main benefits of using Gantt diagrams is that they reveal the timeline and progress of each project activity. It is possible to see specific processes throughout that time slot. The Gantt diagram was drawn using online tool, that aims to assist project teams when completing their projects. The tool is available at the website teamgantt.com.

3.2.4 Project budget

The estimated budget is based on previous year's attendance patterns; however, because prices have increased, it has become more challenging to pinpoint precise revenues and costs, and the actual figures may vary. Theses data are only estimates of the revenue that new students interested in the company´s programs at Toulouse 2024 might generate and can be found in the following table.

Table 16: The ECCEDU´s estimated budget (Source: Created by author)

Estimated Revenues	**Revenue Detail**	**Budget (EUR)**
Revenue		38,138
Applicants-payments for programs		
a) Lectures & internship		
	1st group	27,120
	2nd group	20,780
	3rd group	80,250
b) Lectures, no internship		24,400
TOTAL REVENUES		**190,688**
Estimated Expenses	**Expenses Detail**	**Budget (EUR)**
Transportation/Travel		
	Flight tickets	178
	Public transport	40
Marketing		
	Promo materials (500 pcs)	50
Finance/Administration		
	Insurance for 4 people	34
Personnel		
	Project team	850

Estimated Expenses	Expenses Detail	Budget(EUR)
	Hostess	200
The exhibit stand (9 m^2)		
	Space	5,670
	Stand	1,075
Accommodation		315
Per diem		100
Reserves		3,930
TOTAL EXPENSES		**12, 442**
BALANCE (EUR)		**178,246**

Firstly, the revenues were only estimates, as mentioned before. The revenue of EUR 190,688 from the previous year may be applied for attending the event this year. Of the 100 students that participated in the ECCEDU's programs, three groups and three programs were chosen during the summer months of 2023, when ECCEDU is busiest. The third group, with more than thirty students, was awarded the largest share of the funds. The first group was the second most profitable, with around 15 students, while the second group was the least profitable, with about 10 students. The last batch of students in the educational program consisted of about 12 students who were enrolled in lectures only, there was no internship placement at partner businesses. Secondly, the expenditure was estimated and divided into categories. The most significant expenses are associated with renting the exhibit stand, paying the project team, and hiring a hostess. Although it comes at a high cost of EUR 3,930, the financial reserve is essential and was calculated as well for unexpected expenses. It was estimated, that the exhibit stand was booked for EUR 6,745, which was the cheapest price that could be paid to rent a stand at this exhibition. Another EUR 850 would be distributed among the project team and EUR 200 would be paid to the hired hostess.

Since the 2024 edition of EAIE exhibition is being hosted in a different country than the 2023 edition, transportation and accommodation expenses might go up. This is the first reason for the higher expense of ECCEDU´s participation at the event. The second reason is that, in contrast to the previous year, when the project team was not at all assembled for the event and only one representative from ECCEDU took part in the exhibition, more members of the project team are representing the company at the Toulouse 2024 exhibition, along with the hostess.

The author has suggested that the costs could be minimized by taking an early-bird discount of 15 % when booking and paying for the stand and booking the lodging and flight tickets in advance. This way could be costs smaller and estimated revenue would be higher. Furthermore, it is strongly advised by the author that important ECCEDU´s employees, including representatives from the student programmes department and another individual in charge of commercial partnerships, are present at the fair to boost the project´s success, as the success of the project is greatly influenced by a well-assembled team of project team members who have clearly defined roles and responsibilities and make sure they are fulfilled. After taking into consideration every aspect, the balance is EUR 178,246. The company's future development may be ensured by using this money as the foundation for projects in the upcoming years.

3.3 The contributions of proposals

This thesis emphasises how crucial it is to plan previously unorganised activities using project management methods. The project team's thorough time planning is the primary benefit. The RACI matrix delineates the responsibilities of each member of the project team, which the author recommended consisting of four members. Every phase had a corresponding member of the project team. As a result, everyone is aware of their responsibilities. A timeline and Gantt diagram have been created based on these processes. If the project management team adhered to these basic concepts, they might recognise any detours from the timetable for the project and take the necessary measures.

The most significant sixteen threats that might compromise the project's objective have been identified by the risk analysis. Every risk has particular processes designed to prepare for any scenario. Budget planning has assisted in the financial evaluation of the project. The expected balance of EUR 178,246 was mostly attributable to the significant number of applicants who registered for ECCEDU's programmes, therefore the balance was more than satisfactory. This is the main reason for why it is so important to put together a project team correctly, prepare well, and be ready to take part in an exhibit of such a nature. Overall, the use of proposals may help with the proper planning of future projects in the terms of time, people, and money.

CONCLUSION

This master´s thesis focused on the analysis of the company together with the project proposal and application of project management methodology. The project's main goal was to plan ECCEDU's attendance in a global exhibition. The 34th Annual EAIE Conference and Exhibition focused on professional and educational opportunities, and it was held in Toulouse, France.

The theoretical part of the thesis explained concepts that occurred throughout the thesis. Comprehending the topic requires understanding of the thesis. The fundamentals of comprehending the project's principles as they relate to its various stages, Stakeholders in the project, the different methods for managing it, personnel, time or risk management and expenses.

The following part contained an overview of the event and analysis of the contemporary situation. Feedbacks from both of the events, the 2023 EAIE Conference and Exhibition "Connecting currents" in Rotterdam in 2023 and the 2023 exhibition fair "Your Future" in Paris, were collected. The results of the SWOT analysis were reached by an examination of the competition, the event's sustainability, and its marketing. The lack of use of project management tools, as well as limited social media use, were the most significant shortcomings, which were closely linked to opportunities and threats.

The last part covered contributions and proposals. In the project's initiation phase, stakeholders and outputs were determined. Several of the essential deliverables required for a project's successful completion were identified by the WBS, which was further utilised to come up with time and risk management. Through the inclusion of a Gantt chart, the time analysis showed the project processes and milestones required for achieving the goal. The RACI matrix was used to distribute tasks to project team members when a project team was put together. A risk analysis outlining the potential risk and its implications was also included in the suggestions. The RIPRAN technique was used to do the analysis. There were suggested countermeasures for each risk. The project's possible benefits were estimated, along with its associated expenses and resource management.

The main objectives of the diploma thesis were fulfilled, and it serves as a background for planning participation of ECCEDU at the exhibition and conference in the future. The author believes that the methods and tools of the project management will be used and applied to ensure unproblematic planning and realization of the project.

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Annex 1: Extended WBS

LOGISTICS

1 TRANSPORTATION

1.1 EXHIBITOR – SELECTED REPRESENTATIVE

1.1.1. EMPLOYER-PROVIDED CAR / PUBLIC TRANSPORT

1.1.2. PLANE

1.1.3. CAR / BUS / TRAM

1.2 TECHNOLOGY AND ITEMS

1.3 TRANSPORT SCHEDULE

2 PEOPLE

2.1 INTERNAL

2.1.1 STAFF

2.1.2 EXHIBITORS

2.1.3 DIRECTORY

2.2 EXTERNAL

3 PLACE

3.1 THE VENUE

PROJECT MANAGEMENT

1 PROJECT TEAM

1.1. CHOSEN TEAM REPRESENTATIVES

1.2 TO MANAGE TEAM OF PEOPLE

1.3 TO ASSIGN ROLES AND TASKS

1.4 COMMUNICATION!

2 PROJECT

2.1 SUSTAINABILITY

2.2 ADVERTISING

2.3 THE PROJECT PLAN

2.4 PROJECT TIMEFRAME

2.4.1 To determine deadlines and benchmarks

2.4.2 To track deadlines and results

2.5 WRITING REPORTS

2.6 BUDGET

2.6.1 To plan a budget

2.6.2 To monitor the budget

2.7 PROJECT EVALUATION

3 STAKEHOLDERS

3.1 TOULOUSE CITY, FRANCE

3.2 THE PERMISSION FROM THE COMPANY´S CEO

3.3 TO HIRE A FRENCH-SPEAKING HOSTESS

3.4 TO COMMUNICATE WITH STAKEHOLDERS

PARTNERS AND STAKEHOLDERS

1 COMMUNICATION

1.1 COMMUNICATION CHANNELS

1.1.1 Emails

1.1.2 Forms for feedback

1.1.3 Online meetings (Google Meet, Zoom or Microsoft Teams)

1.2 REPORTS

ADVERTISING

1 ONLINE

1.1 WEBSITE

1.2 FACEBOOK

1.3 INSTAGRAM

1.4 TWITTER

1.5 YOUTUBE

1.6 EMAIL NEWSLETTERS

1.7 PARTNERS PROMO

1.8 GRAPHIC VISUALISATIONS

2 OFFLINE

2.1 PROMOTIONAL MATERIALS

2.1.1 Pen and pencil

2.1.2 Notebook for making notes

2.1.3 Mesh bag ECCEDU

2.1.4 Keychain

2.2 LEAFLETS AT UNIVERSITIES

2.3 OTHER EDUCATIONAL AND CAREER FOCUSED FAIRS

2.4 THE TRADE FAIR ITSELF

3 DEDICATED MEMBER OF THE PROJECT TEAM SPECIALISED IN MARKETING

IMPLEMENTATION

1 PRIOR TO THE EVENT

1.1 6 MONTHS

1.1.1 To form the project team

1.1.2 To determine whether to participate in this fair

1.1.3 To consult with ECCEDU´s founder and CEO Tomáš Hülle and to get written consent from ECCEDU´s CEO for attending the fair

1.1.4 To contact the organizers of the event

1.1.5 To book the stand at the EAIE Toulouse 2024 and pay for it (Early-bird payment comes with a discount)

1.1.5.1 STEP 1: To log in to Toddoo

1.1.5.2 STEP 2: To decide and book the stand space

1.1.5.3 STEP3: To choose the stand design – Basic, Premium, Free Build

1.1.6 To book a hotel

1.2 3 MONTHS

1.2.1 To design and purchase promotional products

1.2.2 To nominate the ECCEDU´s employees for representation of the company at the Toulouse exhibition/ conference

1.3 1 MONTH

1.3.1 To secure flight tickets and other means of transportation
1.3.2 To choose and to hire a hostess
1.3.3 To confirm our presence at the event with its organizers
1.3.4 Assembling the promo materials for the stand visitors interested in the cooperation with us

1.4 1 DAY

1.4.1 To transfer to Toulouse with all the necessary promo materials
1.4.2 To get all technology and items on place
1.4.3 The stand is ready for the "DAY D"

2 DAY OF THE EVENT

2.1 THE DAY OF THE VENUE

2.1.1 To assign tasks and duties/ responsibilities to the ECCEDU´s representatives at the exhibition
2.1.2 To take photos for the documentation and to upload them online
2.1.3 To get as many contact cards from potential partners as possible
2.1.4 To attract as many students as possible

3 AFTER THE EVENT

3.1 TO CLEAN UP
3.2 TO RETURN BORROWED ITEMS AND TECHNOLOGY AND TO GET BACK HOME
3.3 TO THANK ALL OF THE PARTIES INVOLVED IN THE PROJECT
3.4 TO UPLOAD PHOTOS AND VIDEOS ONLINE

Annex 2: The entire schedule of the event

TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | EXHIBITORS A TO Z

TUESDAY 26 SEPTEMBER

Campus Experiences, workshops and Netwalking take place today for those who have pre-registered. Spend the day networking and learning about the EAIE, the Dutch higher education system or get active and help clean our host city while chatting with fellow participants. Make sure not to miss the **Opening Reception** as it's the ideal way to prepare yourself for a great week ahead.

07:30–18:00 **Registration and service points open**
Registration area, Level 0

Cloakroom open
Registration area, Level 0

09:00–18:00 **Rotterdam Hotel & Tourist Information desk open**
Registration area, Level 0

09:00–10:00 **Session**

Introduction to Higher Education in the Netherlands (S01.01)
Rotterdam A, Level 2

09:00–12:30 **Morning workshops**

Developing a strategic internationalisation plan: First steps to success (W05)
Rotterdam B, Level 2

Terra incognita? Exploring the uncharted waters of student blended mobility (W06)
Rotterdam C, Level 2

Inclusive internationalisation: How to guarantee students' engagement in international opportunities using digital tools (W08)
Dock 1B, Level 1

Designing services for impact: Breaking down silos to improve the student experience (W09)
Dock 1A, Level 1

09:00–17:00 **Full-day workshop**

Future scenarios: Effective development and implementation of joint programmes (W01)
Rotterdam D, Level 2

Content marketing: How to succeed in international student recruitment (W03)
Port 1C, Level 2

10:00–17:30 **Speaker preview room open**
Dock 4, Level 1

10:15–17:30 **Campus Experiences: local universities (01A–05A)**
Meeting point: Rotterdam A, following session 01.01

10:30–11:30 **Session**

Maximise your conference experience and discover the world of the EAIE (S01.02)
Rotterdam A, Level 2

13:30–17:00 **Session**

Share and learn: Doctoral students in international higher education (pre-apply) (S01.03)
Dock 1B, Level 1

Afternoon workshops

Connecting currents: Creative leadership is the key! (W10)
Rotterdam B, Level 2

Making blended mobility work in your institution (W11)
Rotterdam C, Level 2

Connecting data: Pooling resources for strategic planning (W12)
Dock 1A, Level 1

Events marked with this symbol require pre-registration

Figure 29a: The EAIE conference program 2023 (Source: EAIE, 2023)

WEDNESDAY 27 SEPTEMBER

The **Exhibition** opens today and keynote speakers Jahkini Bisselink and Hajar Yagkoubi will take centre stage at the **Opening Plenary.** Attend an **Expert Community Feature session** in the day and then end the evening with one of the **receptions** for more networking opportunities.

07:30–18:00 **Registration, service points and speaker preview room open**
Registration area, Level 0

Cloakroom open
Exhibition Hall, Level 0

07:30–18:00 **EAIE Member Lounge open**
Mezzanine Level

08:30–18:00 **EAIE Exhibition open**
Exhibition Hall, Level 0

08:30–08:55 **Mindfulness pause: From 'doing mode' to 'being mode' (S1111)**
Dock 11, Level 1

09:00–18:00 **Rotterdam Hotel & Tourist Information desk open**
Registration area, Level 0

09:00–10:00 **Sessions (60 minutes)**

The hero's journey, or how to implement a successful Internationalisation at Home strategy (S02.06)
Rotterdam A, Level 2

All hands on deck: How to react to crises in mobility management (S02.07)
Port 1B, Level 2

Can internationalised classrooms foster cultural inclusivity and multidirectional learning? (S02.08)
Dock 1A, Level 1

Events marked with this symbol require pre-registration

09:00–10:00 **Sessions (60 minutes)**

Innovating business education for responsible global minds: How to engage students in purposeful global learning (S02.09)
Dock 1B, Level 1

Digitalising the student journey: A European perspective (S02.10)
Dock 10A, Level 1

Marketing and admissions: Best of enemies or worst of friends? (S02.11)
Dock 10B, Level 1

Promoting education and workforce access for Ukrainian refugees in Poland and beyond (S02.12)
Dock 11, Level 1

Speed networking 03: Creating crucial contacts in a changing world (S02.13)
Dock 12, Level 1

Using students as a compass to navigate the tides of sustainability and internationalisation (S02.14)
Dock 15, Level 1

Life skill: Avoid 'death by PowerPoint' (S02.15)
Dock 14, Level 1

Campfire session

Campfire: Generation Z and the search for meaning and sustainability: What does it mean for higher education? (S02.16)
Campfire Pod, Level 2

TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
EXHIBITORS A TO Z

TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | EXHIBITORS A TO Z

09:00–10:30 **Expert Community Feature sessions (90 minutes)**

Health and Welfare **presents: Empowering leadership and management in health and welfare education programmes (S02.01)**
Rotterdam B, Level 2

Language and Culture **presents: Connecting currents: Why language(s) matter (S02.02)**
Rotterdam C, Level 2

Cooperation for Development **presents: Global perspectives: The next generation of scholars from the Global South (S02.03)**
Rotterdam D, Level 2

Summer Schools **presents: Hot topics café (S02.04)**
Port 1A, Level 2

Mobility Advising **presents: Using data to inform strategic mobility support decisions (S02.05)**
Port 1C, Level 2

11:00–12:30 **Opening Plenary (doors open from 10:30)**
RTM Stage, Level 0

12:30–14:00 **Lunch**
Catering area

12:45–13:10 **Mindfulness pause: From 'doing mode' to 'being mode' (S1112)**
Dock 11, Level 1

13:30–14:15 **What's new in Hong Kong (S03.18)**
Dock 12, Level 1

TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | EXHIBITORS A TO Z

13:30–14:30 **Sessions (60 minutes)**

Spotlight on research collaborations (S03.06)
Dock 11, Level 1

COIL and virtual exchange as a fluid practice: How to get students on board (S03.07)
Rotterdam D, Level 2

Successful organisational change: An ecosystems approach to taking internationalisation beyond mobility (S03.08)
Port 1A, Level 2

A 'fluid connection' approach bridging societal challenges and knowledge: International final degree dissertations (S03.09)
Dock 1A, Level 1

Short-term research programmes: A new feature for summer schools and short-term programming (S03.10)
Dock 1B, Level 1

Invest your resources right! Strategies and tactics for successful marketing results (S03.11)
Dock 10A, Level 1

Why conversion is a cocktail and direct causality a fairy tale: The conversion cocktail de-mixed! (S03.12)
Dock 10B, Level 1

Swimming upstream: Understanding the barriers to going abroad for under-represented students (S03.13)
Dock 15, Level 1

Life skill: Email etiquette and how to keep control of inbox (S03.16)
Dock 14, Level 1

Campfire session

Campfire: ChatGPT has sent shockwaves through our community: Harness the energy! (S03.17)
Campfire Pod, Level 2

13:30–14:30 **Sessions (60 minutes)**

Newcastle University – 2023 EAIE Award for Excellence in Internationalisation winner (S03.19)
Dock 13, Level 1

13:30–15:00 **Expert Community Feature sessions (90 minutes)**

***Internationalisation at Home* presents: Riding the waves of Internationalisation at Home through deeper and different connections (S03.01)**
Rotterdam A, Level 2

***Employability* presents: Enhancing student employability: Exploring innovative processes for positive results (S03.02)**
Rotterdam B, Level 2

***Inclusion and Diversity* presents: Walking the talk of inclusion and diversity in higher education (S3.03)**
Rotterdam C, Level 2

***Guidance and Counselling* presents: How do we keep on thriving? (S03.04)**
Port 1B, Level 2

***Admission and Recognition* presents: Picturing the future of our profession (S03.05)**
Port 1C, Level 2

14:30–15:30 **Campfire session**

Campfire: Connecting currents: Exploring big ideas and innovative practices through the 2023 EAIE Conference Conversation Starter (S03.20)
Campfire Pod, Level 2

14:30–16:00 **Poster sessions 01**
Poster area, Level 1

15:30–16:15 **What's new in the Western Balkans: Moving towards EU accession – getting the Western Balkans on board? (S04.16)**
Dock 12, Level 1

15:30–16:30 **Sessions (60 minutes)**

Marie Skłodowska-Curie Actions for beginners: Connecting education and research (S04.06)
Rotterdam B, Level 2

The future must be sustainable: Reducing the environmental impact of higher education events (S04.07)
Rotterdam C, Level 2

On your way to excellence in European programme management: How to retain staff and manage knowledge (S04.08)
Rotterdam D, Level 2

Ignite©: New perspectives, trends and lessons learned when studying abroad (S04.10)
Dock 1B, Level 1

How can universities implement effective internationalisation strategies in times of conflict? (S04.11)
Dock 10B, Level 1

Beyond traditional education: Students leading the way to employability (S04.12)
Dock 11, Level 1

From paper to pixel: Advancing digital recognition of grades and diplomas (S04.13)
Dock 14, Level 1

Connecting to host cultures: Inclusion strategies to improve retention of international students (S04.14)
Dock 15, Level 1

TUE

WEDNESDAY

THURSDAY

FRIDAY

EXHIBITORS A TO Z

15:30–17:00 **Expert Community Feature sessions (90 minutes)**

***European Collaborative Programmes* presents: A comprehensive approach to education and research funding and policies (S04.01)**
Rotterdam A, Level 2

***Alumni Relations* presents: Engaging international alumni to maximise internationalisation efforts (S04.02)** Port 1A, Level 2

***Business Education* presents: Still BEing the change: Sustainable, responsible and global business education (S04.03)**
Port 1B, Level 2

***Strategy and Management* presents: Ten years after 'The End of Internationalization': is there an afterlife? (S04.04)**
Port 1C, Level 2

***Marketing and Recruitment* presents: AI-generated content in higher education marketing (S04.05)**
Dock 10A, Level 1

18:00–20:00 ***Guidance and Counselling & Mobility Advising* Reception**
Euromast, Parkhaven 20, Rotterdam

19:00–21:00 ***Admission and Recognition* Reception**
Euromast, Parkhaven 20, Rotterdam

19:00–22:00 ***Alumni Relations* & *Employability* Walking Dinner**
TSH Rotterdam, Willem Ruyslaan 225, Rotterdam

***Cooperation for Development* Dinner**
1889 Food & Drinks, Wijnhaven 3A, Rotterdam

***European Collaborative Programmes* Dinner**
Brasserie Schielanduis, Coolsingel 114, Rotterdam

20:00–22:30 ***Business Education* Dinner**
Restaurant Prachtig, Willemsplein 77, Rotterdam

Figure 13b: The EAIE conference program 2023 (Source: EAIE, 2023)

THURSDAY 28 SEPTEMBER

Pre-registered participants can kick-start the day with some morning fitness activities by attending the **Morning Exercise** or **Early-bird Yoga**. There is a jam-packed day of interactive sessions and **Expert Community receptions** continue in the early evening.

06:45–08:00 **EAIE Morning Exercise**
Meeting point: PAC, Langepad 16, Rotterdam

07:15–08:15 **Early-bird Yoga**
Dock 1B, Level 1

08:00–17:30 **EAIE Member Lounge open**
Mezzanine Level

Registration, service points and speaker preview room open
Registration area, Level 0

Cloakroom open
Exhibition Hall, Level 0

08:30–18:00 **EAIE Exhibition open**
Exhibition Hall, Level 0

08:30–08:55 **Mindfulness: Relax and recharge (S1113)**
Dock 11, Level 1

09:00–17:30 **Rotterdam Hotel & Tourist Information desk open**
Registration area, Level 0

09:30–10:15 **What's new at TOEFL, GRE, TOEIC: The transversal value of academic and soft skills for mobility and employability (S05.16)**
Dock 13, Level 1

Events marked with this symbol require pre-registration

09:30–10:30 **Sessions (60 minutes)**

Spotlight on language policies and practices (S05.01)
Rotterdam B, Level 2

Institutional policies as the key to building sustainable international higher education (S05.02)
Rotterdam C, Level 2

From deficiencies to duality: Connecting with academic staff and disciplinary contexts through strategic change (S05.03)
Rotterdam D, Level 2

Making international students feel at home: Challenges and priorities (S05.04)
Port 1A, Level 2

Erasmus+ services for students in the digital era (S05.05)
Rotterdam A, Level 2

Design your own micro-credential (S05.06)
Port 1B, Level 2

Encouraging green mobility practices in Erasmus+ (S05.07)
Port 1C, Level 2

Intercultural competence and eco-literacy: Converging currents of good pedagogical practice (S05.08)
Dock 1A, Level 1

Ignite©: Fresh ideas for successful attraction, retention and employability for the next generation (S05.09)
Dock 1B, Level 1

A rising tide against internationalisation: Go with the flow or swim against the current? (S05.10)
Dock 10A, Level 1

What does success look like? Tools and tips for evaluating university strategic partnerships (S05.11)
Dock 10B, Level 1

09:30–10:30 **Advanced tools for the integration of international communities on campus (S05.12)**
Dock 11, Level 1

Flip your mobility model: Implementing innovative teaching and learning methods in study abroad experiences (S05.13)
Dock 14, Level 1

European and African universities: Avenues for cooperation (S05.14)
Dock 15, Level 1

Campfire session

Campfire: What does internationalisation look like without mobility? (S05.15)
Campfire Pod, Level 2

10:30–12:00 **Poster sessions 02**
Poster area, Level 01

11:30–12:15 **What's new in Poland: Solidarity with Ukraine – European Universities alliances (S06.16)**
Dock 13, Level 1

11:30–12:30 **Sessions (60 minutes)**

Spotlight on Ukraine (S06.01)
Rotterdam B, Level 2

Aligning internationalisation and sustainability strategies (S06.02)
Rotterdam C, Level 2

Sense-making: Connecting internal currents in European Universities Initiative alliances (S06.03)
Rotterdam D, Level 2

A post-testing world: Designing globally inclusive contextual admissions practices (S06.04)
Port 1A, Level 2

11:30–12:30 **Sessions (60 minutes)**

The power of networks: Fostering collaborative learning in professional development (S06.05)
Port 1B, Level 2

Global citizenship from an EDI perspective: How to help all students navigate the currents of our complex world (S06.06)
Port 1C, Level 2

The confluence of competences gained abroad and the global world of work (S06.07)
Dock 1A, Level 1

Optimising the student experience on your website (S06.08)
Rotterdam A, Level 2

Ignite©: New experiences in Erasmus + and European University alliances (S06.09)
Dock 1B, Level 1

Erasmus Without Paper: Connecting systems to connect cultures (S06.10)
Dock 10A, Level 1

Don't design in the dark: Using evidence-based practice to create COIL courses (S06.11)
Dock 10B, Level 1

Encouraging global change-makers: Equipping student ambassadors as agents for change in equity, diversity and inclusion (S06.12)
Dock 11, Level 1

Student counselling and support in a global university network: North-to-South and South-to-South mobility (S06.13)
Dock 15, Level 1

Life skill: Massive Impact – how to influence key decision-makers (S06.14)
Dock 14, Level 1

11:30–12:30 **Campfire session**

Campfire: How to make a summer school a success across continents (S06.15)
Campfire Pod, Level 2

12:30–14:00 **Lunch**
Catering area

12:45–13:45 **Sing in the EAIE Choir – Practice 01**
RTM Stage, Level 0

12:45–13:45 **Mentorship programme meet-up (invite only)**
Dock 13, Level 1

13:00–13:30 **Campfire session**
Campfire: Top tips to become an EAIE speaker (S06.17)
Campfire Pod, Level 2

13:15–13:40 **Mindfulness: Relax and recharge (S1114)**
Dock 11, Level 1

14:00–15:00 **Sessions (60 minutes)**

Spotlight on the ChatGPT effect (S07.01)
Rotterdam B, Level 2

A special inbound mobility programme for Ukrainian students during the war (S07.02)
Rotterdam C, Level 2

European Universities Initiative alliances: Making connections beyond Europe (S07.03)
Rotterdam D, Level 2

Here or there or online? How to choose the best-fitting approach for summer schools (S07.04)
Port 1A, Level 2

Global competence, diversity and inclusion: Navigating critical incidents in intercultural contexts (S07.05)
Port 1B, Level 2

14:00–15:00 **Sessions (60 minutes)**

Erasmus+ Blended Intensive Programmes: Overcoming administrative challenges and focusing on student support (S07.06)
Port 1C, Level 2

Eroding the barriers to growing and nurturing true global citizens (S07.07)
Dock 1A, Level 1

Erasmus Without Paper (but with a smile): Tackling the challenges for small, medium and large institutions (S07.08)
Rotterdam A, Level 2

Ignite©: New developments and strategies within Internationalisation at Home (S07.09)
Dock 1B, Level 1

Politics and policies of internationalisation: Ministers' views (S07.10)
RTM Stage, Level 0

How to turn student representation into student engagement: Insights from two European University alliances (S07.11)
Dock 10B, Level 1

Challenges and opportunities in establishing joint degree programmes between the EU and Japan (S07.12)
Dock 11, Level 1

Universities and external stakeholders: Connections that work (S07.13)
Dock 14, Level 1

Connecting research and practice on international student mobility (S07.14)
Dock 15, Level 1

14:30–16:00 **Poster sessions 03**
Poster area, Level 1

15:30–16:30 **Campfire session**

Campfire: Let's talk about alumni: How to broaden your base and sustain meaningful engagement (S08.16)
Campfire Pod, Level 2

15:30–16:30 **Sessions (60 minutes)**

Spotlight on big data (S08.01)
Rotterdam B, Level 2

Living in unprecedented times: (Re)defining internationalisation strategies to meet institutional goals (S08.02)
Rotterdam C, Level 2

Creating global change-makers: Enhancing our effectiveness as advocates through staff engagement and training (S08.03)
Rotterdam D, Level 2

How to promote the well-being of international and refugee students: Research and best practices (S08.04)
Port 1A, Level 2

Implementing Erasmus+ capacity-building projects in times of crises (S08.05)
Port 1B, Level 2

Unsocial media: Love it or leave it? (S08.06)
Port 1C, Level 2

It takes two to tango: Tackling local challenges through various models of city–university cooperation (S08.07)
Dock 1A, Level 1

Women and leadership in higher education (S08.08)
Rotterdam A, Level 2

Ignite©: Developing intercultural competencies and soft skills for the future-proof professional (S08.09)
Dock 1B, Level 1

The future of internationalisation: Tackling societal problems via Erasmus+ Blended Intensive Programmes (S08.10)
Dock 10A, Level 1

15:30–16:30 **Sessions (60 minutes)**

The EAIE Debate: Academics are the only drivers for internationalisation (S08.11)
Dock 10B, Level 1

Providing guidance for refugees and immigrants: Best practices from Finnish and Dutch education (S08.12)
Dock 11, Level 1

How to benefit from an international network: The success story of a network for international relations officers (S08.13)
Dock 13, Level 1

Student engagement and community in European Universities Initiative alliances (S08.14)
Dock 15, Level 1

Life skill: The Unstoppable Goal Achiever – how to double your output in half of the time (S08.15)
Dock 14, Level 1

17:00–18:00 **Sing in the EAIE Choir – Practice 02**
RTM Stage, Level 0

18:00–20:00 ***Internationalisation at Home* & *Language and Culture* Reception**
Brasserie Schielanduis, Coolsingel 114, Rotterdam

18:30–20:30 ***Summer Schools* Reception**
De Gele Kanarie, Goudsesingel 284, Rotterdam

19:00–21:00 ***Marketing and Recruitment* Reception**
Euromast, Parkhaven 20, Rotterdam

19:00–22:00 ***Strategy and Management* & *Inclusion and Diversity* Reception**
Restaurant Prachtig, Willemsplein 77, Rotterdam

20:00–23:00 ***Health and Welfare Education* Walking Dinner**
EAU Lounge, Boompjes 750, Rotterdam

Figure 13c: The EAIE conference program 2023 (Source: EAIE, 2023)

FRIDAY 29 SEPTEMBER

Round off the week with the final sessions and inspirational words from Typhoon, our **Closing Plenary** keynote speaker. Then, join us for the **Closing Luncheon,** where we will bid *'tot ziens'* until next year.

08:00–12:00 **Speaker preview room open**
Dock 4, Level 1

08:00–12:30 **EAIE Member Lounge open**
Mezzanine Level

08:00–15:00 **Registration and service points open**
Registration area, Level 0

Cloakroom open
Exhibition Hall, Level 0

08:00–08:25 **Mindfulness: Attention and focus (S1115)**
Dock 11, Level 1

08:30–13:00 **EAIE Exhibition open**
Exhibition Hall, Level 0

09:00–15:00 **Rotterdam Hotel & Tourist Information desk open**
Registration area, Level 0

09:00–09:30 **How to foster openness: Three psychological concepts you should know about (S09.08)**
Dock 1B, Level 1

Events marked with this symbol require pre-registration

09:00–10:00 **Sessions (60 minutes)**

How to turn data into impact (S09.01)
Rotterdam A, Level 2

Transnational communities of academics: Exploring novel inclusive practices (S09.02)
Rotterdam C, Level 2

University podcasts: An underestimated tool for student recruitment (S09.03)
Rotterdam D, Level 2

Micro-credentials, incomplete studies and prior experience: Admitting students on the basis of jigsaw parts (S09.04)
Port 1A, Level 2

Inclusive Comprehensive Internationalisation: How to merge two streams (S09.05)
Port 1B, Level 2

Evidence-based internationalisation: Measuring how students develop intercultural competences and global citizenship (S09.06)
Port 1C, Level 2

Student entrepreneurship labs for sustainability: Cases from the Global South and the Global North (S09.07)
Rotterdam B, Level 2

Improving mobility processes: The importance of good communication with students (S09.09)
Dock 10A, Level 1

Erasmus+, SEMP, Taith and Turing: Mobility at the intersection of four currents (S09.10)
Dock 10B, Level 1

The Global Innovation Challenge: A multi-partner, multi-country consulting project for business students (S09.11)
Dock 11, Level 1

09:00–10:00 **Supporting refugee students and scholars from conflict-affected countries and fragile states (S09.12)**
Dock 12, Level 1

Developing global skills for future teachers through virtual exchange: Reflections from Ghana, Norway and Denmark (S09.14)
Dock 14, Level 1

International students and their sense of belonging: How can we empower staff to support them? (S09.16)
Dock 15, Level 1

Campfire session

Campfire: Heritage languages: Do you see them? (S09.15)
Campfire Pod, Level 2

10:30–11:15 **Sing in the EAIE Choir – Practice 03**
RTM Stage, Level 0

10:30–11:30 **Sessions (60 minutes)**

How can we make our outgoing student selection processes simpler and more inclusive? (S10.01)
Rotterdam A, Level 2

Are EUI alliances delivering on the wider vision? Initial assessment results at national and European level (S10.02)
Rotterdam B, Level 2

Demystifying the role of the academic discipline in internationalisation (S10.03)
Rotterdam C, Level 2

The power of global citizenship as a catalyst for internationalisation initiatives (S10.04)
Rotterdam D, Level 2

10:30–11:30 **Sessions (60 minutes)**

The future is inclusive: Are you ready to create student-centred, open-to-all, personalised education? (S10.05)
Port 1A, Level 2

Researchers at risk: Why you should care and what your institution can do (S10.06)
Port 1B, Level 2

Onboarding diverse stakeholders: Strategies for engaging different perspectives in Internationalisation at Home (S10.07)
Port 1C, Level 2

We have to ACE it: Making North–South collaborations work for African universities (S10.08)
Dock 1B, Level 1

One Europe, one mobile solution: Turning the European Student Card vision into reality (S10.09)
Dock 10A, Level 1

Partnering with China: Academic collaborations in an increasingly polarised world (S10.10)
Dock 10B, Level 1

Internationalisation with a Latin American identity (S10.11)
Dock 11, Level 1

EAIE Membership: Changes on the horizon (S10.12)
Dock 13, Level 1

From paperwork to people work: How to turn international officers from administrators to coaches (S10.13)
Dock 12, Level 1

Accreditations, ratings and rankings: Drivers or barriers for business schools' societal impact? (S10.14)
Dock 14, Level 1

Diving into alumni relations: Navigating engagement in international education waters (S10.15)
Dock 15, Level 1

10:30–11:30 **Campfire session**

Campfire: A student perspective on internationalisation (S10.16)
Campfire Pod, Level 2

12:00–13:00 **Closing Plenary (doors open from 11:30)**
RTM Stage, Level 0

13:00–15:00 **Closing Luncheon**
Hall 6, Level 0

THE REWARD IS SWEET: EVALUATE AND WIN!

Make your voice heard and evaluate a session you attended for a chance to win a book voucher! Let us know what you thought: scan the QR code, go to the session and click **'Evaluate this session'**. Or you can pop by the EAIE or Information desks for a rewarding sweet treat!

conference.eaie.org

TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
EXHIBITORS A TO Z

Figure 13d: The EAIE conference program 2023 (Source: EAIE, 2023)