CHANGEMAKING LEADERSHIP

3 – month Gap Year Program

PROGRAM

GAP YEAR FOR YOUTH

aged 18-30

CONTENT

INTRODUCTION

The program is a proposal for people who have completed a specific stage of education and are not sure what decisions should be taken towards further education - which university to choose, which field of study and if they should choose the formal path of education or are ready to take up a job and further self-education? During the participation in the GAP Year program for young people there is a possibility to generate many ideas for your professional development through contact with mentors, participation in internships or courses available for a wide range of online, on internet platforms. The program offers by gathering in one place many proposals for people who hesitate in choosing the shape of their further education - the opportunity to try their talents, the chance to "check" in a real project.

The program should inspire to develop yourself, should help you get to know yourself in better way.

In Poland, such programs exist, but most of them are travel proposals - for example, a two-week / three-month trip in a specific direction, in a precise shape often having the name "breaks" in science "and not having anything to do with education. Most often, young people choose a job goal with a poor chance for any education. They organize such trips on their own and do not take into account other options, often due to lack of knowledge about self-education and other possibilities that such a trip can give. Still few young people from Poland decide to take such a break in learning, most of them are students. The situation is somewhat different in the world, where GAP Year has gained much more popularity, for example in the United States,where a significant proportion of young people choose to travel after high school or university studies.

The form of the break, which is GAP YEAR, is very popular in the Scandinavian countries - over half of the people after passing the secondary school-leaving examination take a year off in their further education. Probably, these decisions may be related to the favor of future employers who are very positive about people who, thanks to their participation in GAP YEAR, are characterized by independence in action, good organization at work and self-confidence, which translates into bold decision-making in life. only professional (based on, among others: www. https://www.polskieradio.pl/42/273/Artykul/1716548,Gap-Year-czyli-przerwa-pelna-korzysci)

Our proposal described in the GAP Year program for youngsters has one of the most important advantages of the break in science: we do not propose a standard break in learning as a concrete, incomplete gap - our program is learning at your own pace and with your own chosen mentors. This is a proposal for those for whom standard education can not today offer education in the form and pace adjusted individually for everyone.

WHY?

the age divisions are decreasing and creating possibilities
A 15-year-old can build a million-dollar startup

we have become more connected than ever
in a fraction of a second we can help a man at the other end of the world

artificial intelligence replaces people in the labor market
we enter the time when creativity and originality become invaluable

the diploma is increasingly losing value
everyone is able to reach the most up-to-date sources of information on any topic

We are in the days of the fourth industrial revolution. Discoveries in areas
artificial intelligence, machine learning, robotics, nanotechnology, printing
3D, genetics and biotechnology leads to new innovations. New technologies have begun
to connect physical, digital and biological worlds, influencing to all disciplines, economies and sectors,
even questioning views on this what we consider to be human.

By 2020, demand in all sectors will increase in terms of social competences, including
- the ability to convince, emotional intelligence and the ability to teach others,
and reduced to technical skills - eg programming and machine operation.

We have started creating a new model of development and creation.
we want to build full freedom, the possibility of being critical and deciding in favor
a space in which even the most radical and bold ideas and ideas can
to arise, develop and come to light.

It seems to us extremely important to question the status quo, reconstruct the rules and co-create a new
world. Working and dealing with difficult problems and topics such as sex, political correctness, education,
freedom, discrimination. We believe in a world where people use courage, to talk about what they disagree
with. Where they start to act and help create the present about which they dream.

We think in the perspective of the opportunities offered by the current networked world.
Schools and universities are no longer the only place where we can gain knowledge. We want to use the power
it creates - the ability to create miracles and develop at any moment. We have access to the best development
and action options in the history of the world. They go beyond the walls of schools and universities, turning the
world into one big campus.

YOUTH NEEDS

- looking for your way and ways to implement ideas for yourself,
- trying, inspiring and experiencing, so that you can see and be able to use
- to find a specific potential,
- finding a supportive community of working people - in which they can find mentors and acquire competences necessary in the current world of constant change.

PROGRAM GOALS

Fundamentally, we operate with:

- knowledge of tools useful in the process of creation and operation, teamwork skills, communication skills,
- self-awareness, awareness of emotions and good personal practices, learning to look after yourself,
- critical thinking and in-depth understanding of problems.

WE SUPOORT:

- the direction of development, self-awareness and its area of activity,
- proactive approach to life, undertaking initiative, agency, entrepreneurship,
- ability to find and use opportunities,
- effective creation and development of startups, projects and social campaigns,
- development of competences: cooperation, planning, time management, cohesion, communication, learning conflict resolution and resolution,
- features: curiosity, courage, proactivity, perseverance, patience,
- the ability to achieve financial independence through activities that connect personal needs and the needs of others,
- combining and integrating areas of knowledge, skills and competences,
- critical thinking, working out systems of power and social control,
- the art of communication and cooperation in various environments, institutions and communities,
- the ability to learn and consciously design their own development,
- knowledge of trends in changes in the world,
- building healthy relationships based on empathy and NVC philosophy.

PROGRAM FRAME

The program consists of five weekend meetings over 3 months and consists of 5 stages. It is a period of time during which the participant will be able to plan, implement and evaluate experiences and being much more self-aware and competent in action, take the next steps yourself, which will bring him closer to the job he is satisfied with.

LEVEL I

- Travel / departure - duration: 2-5 days. During the trip, which will provide participants with many emotions and experiences because of its co-creation, problems occurring naturally during the so-called group process. Participants will actively cooperate, in good faith and for the benefit of themselves and the whole group through efficient communication and joining in the organization of meals, planning a schedule for each day, or taking part in workshops with assertiveness, empathy or creative problem solving (eg simulation of situations from professional life - conflict management, crisis situation).

- Development of social competences - through involvement in, for example, volunteering, we improve the so-called "soft" skills, we find satisfaction from the impact on the community, maintaining interpersonal relationships. The result is an increased sense of community and interpersonal skills. Participation in volunteering raises our sense of value and fulfillment, gives the opportunity to demonstrate in many areas.

- Changing the way of thinking - introducing critical thinking by verifying available information. In contrast to the past, when we had to search for information, today we segregate the messages we receive. Therefore, the change consists in: analyzing available information, distinguishing facts from opinions, creating logical arguments, predicting the consequences of your decisions, or creating creative solutions.

- Stimulating curiosity - by asking questions, and preferably the "right ones", that is, leading us out of our comfort zone and entering the creative creative zone. Having a clearly defined purpose of conversation makes it easier to create such questions, and work on the "right" questions brings us closer to self-awareness and stimulates development.

- Building a jointly developing community - as part of participation in the GAP Year program, we build a network of contacts aimed at joint support and stimulation of development. We ask a question - why do we need people? By focusing on quality rather than quantity, we naturally "attract" people with similar world views, understanding people with similar needs (development, education, awareness) and ambitions.

- Clashing with authorities, idols - we invite people with authority in a specific field to meet, being a role model for us due to our knowledge or experience that can influence our thinking, perception of the world or even decisions.

- Showing the possibilities of the labor market, achieving financial independence - on the platform that was created especially for this project, we present the individual stages of achieving independence - not only financial - to a large extent we want to achieve self-awareness, because being aware of our skills, we can become a person aiming for a happy life. The www.tuplatforma.pl platform presents a number of possibilities from participation in an internship at the selected employer after creating your own idea for yourself.

- Impact of participants on the methodology of work and ways to work out problems - for the training to bring about the intended effects, it is important that an appropriate training method is selected. It is important to meet several factors: the right choice of the method to the number of participants and their level of interaction. We remember that according to the research, the least we will remember reading the text, not listening very much to the speaker / leader, we will achieve much more efficiency by introducing words into action according to the instructions, but it's best when we ourselves invent the action - we use it and test our agency. With a few attempts and mistakes, from which we will draw conclusions, we are prepared to obtain the best results of its operation.

LEVEL II

- Self-awareness, agency - the essential ingredient of personality is self-knowledge. Focusing attention on yourself promotes self-awareness, which is important from the point of view of consciousness - what I need,
- to make decisions that are effective for me, what kind of person I am, what are my needs and why? It is the basic building block of Da-sein, necessary to achieve satisfying life decisions. The influence of psychological well-being (which is the result of a high level of self-knowledge) is of great importance for motivation and our achievements not only in the professional field.
- Morality, values, and philosophy of life - the application of basic values in everyday life has its justification. Every day we have certain standards, compliance with which gives us a sense of security and the possibility of cooperation. We provoke conversations about the sense and values that are proposed to us by the world - for mental hygiene, we try to confront our views on these topics. It enriches and gives answers to questions about the sense, its sense and the need / willingness to be in the community.
- Independence of learning - in accordance with the paradigm of the existence of natural curiosity in each of us, we try to convince ourselves that we are able to acquire skills in a faster, more conscious and effective way by participating in on-line courses. We can choose from hundreds of educational products offered on the internet without leaving home. This is particularly convenient for people who are not organized or have poor mobility or are not convinced to traditional forms of education. The possibility of multiple repetitions gives the opportunity for in-depth understanding, and learning at your own pace strengthens the educational effect. Affordable prices (or sometimes free courses) justify the choice for many poor people.
- Responsibility, learning choices, independence in making decisions - these are the necessary skills for effective action. By simulating the situation from everyday life, we make decisions and teach through action, participating actively in the decision-making process and learning about its effects, directly affecting our satisfaction. By learning about analytical methods of making decisions, we learn critically and with a distance approach to many matters. Wanting to learn independence, we learn mindfulness for other people, empathy and focusing attention on ourselves - a proper balance between these skills allows us to get rid of the impact of the case on our lives and conscious existence.
- Being in an environment that gives space to study your needs - there is a theorem, that associating with a suitably adapted environment allows for achieving a high level of achievement. The beneficial interaction of the necessary abilities, motivational and personality factors gives favorable conditions for the development of intelligence. Together, discussing events, we enrich thinking, broaden our vocabulary, and by increasing difficulties, we raise our level of eloquence. By offering people interested in working with the body, we adapt to the diverse needs of the participants.

- Responsibility for the learning process - participants have created conditions to take responsibility for their educational process. Sometimes you have to find the right mentor yourself, often the pre-proposed "resources" are not "served on a tray", which forces you to learn independence and increases self-esteem. Having constant support and knowing that after several unsuccessful attempts will be given a "helping hand", it is easier to decide on action. At the same time, the participant is responsible for the entire process, being aware that the tangible benefits of conscious participation will primarily be its benefit. Showing opportunities and providing guidance to take action, while offering support is a unique way to self-development.

LEVEL III

A proposal to complete internships in organizations - as an option to gain real experience. This is the stage of practical education. After experiencing Stage I and II, it's time to check in the organization. This is an important stage from the point of view of a young person - just then we find out whether the chosen job is something that we can do for the next few years. It's a time to move from theoretical knowledge to practice, but also to gain knowledge of what we lack and what we can improve. This is the stage of building a network of contacts and skilful management of them. Not everyone entering an ordered structure will find something for themselves. For those who will not find it - the next STAGE IV.

LEVEL IV

- Creation of startups and own ventures - participants fascinated by running their own company receive tips on how they can cope on the labor market by creating their own ventures (from the review of financial support options to substantive and accounting-tax support in the basic scope). Here is a useful platform www.tuplatforma.pl again, where we can find suggestions for beginner startups (from supporting incubators to so-called business angels).
- Applying experience - through active participation in bringing the opportunity to find an adequate one for yourself work. The space experienced by participants while passing through the various stages of the GAP Year program is a unique opportunity for self-discovery and each time contact with other participants gives a sense of meaning and action in harmony with each other.

LEVEL V

- Building your own portfolio - we help in creating your individual personal brand. Using the tools presented on the platform www.tuplatforma.pl we help participants in creating a portfolio - a set of experiences, skills or completed projects that describe our figure - is the starting base for creating a personal brand, desired and indispensable in a modern world.

SUMMARY

The proposed GAP Year for young people - a program that perfectly fills the gap when at some stage of life we are surprised by the lack of options that suit us - is the optimal solution for fluctuating.

The program offers a chance to eliminate tripping that could extend our temporarily unstable decision-making situation. The program can last 3 months, but you can also join the stage you choose - optimal for everyone.

The program can participate on an individually selected stage - it is its outstanding advantage, because everyone he is different from us, he learns in different ways and at different times. Being at any time in your life, wanting to broaden your horizons, we create the possibility of continuous development at your own pace.

The GAP Year program for youth provides 5 pillars of effective development:

1. A supporting community.
2. Support for mentors and practitioners.
3. Continuous inspiration (workshops, discussions, mooc'i, events).
4. Tools supporting operation.
5. Experience embedded in the real world (internship + project / startup).

**3 modules - inspiration, action, reflection - will appear at every stage
program. however, the emphasis will be on the specific area at each exit**.

2 weekend meetings in the first month	**INSPIRATION & SELF-CONSCIOUSNESS**	testing and questioning assumptions, increasing self-awareness, setting goals, determining the area of interest, developmental needs, dream, organizing discussions, participation in events around social innovations and activism
2 weekend meetings in the second month	**ACTION**	łączenie się w teamy projektowe, udział w warsztatach wokół działania, wymyślanie, tworzenie i wdrażanie własnych pomysłów (tworzenie projektu lub udział w stażu)
1 weekend meeting in the third month	**REFLECTION & DOCUMENTATION**	summary of experiences celebration building a portfolio planning for further development

FIELDS OF KNOWLEDGE

project management
design thinking
leadership
entrepreneurship
product development
organization development
social innovations
education
economics, capitalism, the labor market
communication & branding
interpersonal relations
organization culture & NVC
futurism self-awareness self-management
development planning
mentoring & coaching
management systems
work with the body

DEVELOPED COMPETENCES

Profile of competencies that will be developed in the planned activities in the program:

- Realistic self-esteem
- Self-confidence
- Building a relationship
- Empathy (understanding others)
- Flexibility (change and adaptation)
- Acquiring information

In what elements of the program, participants will be able to develop individual competences:

Stage of operation	Self-confidence Gaining information Flexibility Building relationships Empathy (understanding of others)
The entire program	Building a relationship Empathy (understanding others) Flexibility
Coaching and mentoring	Realistic self-esteem. Self-confidence Acquiring information
Inspiration stage	Getting information

EDUCATIONAL OUTCOMES

KNOWLEDGE

- He/she knows tools useful in the process of creation and operation
- He/she knows how to take care of himself and his personal development
- He/she has knowledge about startups, projects and social campaigns
- He/she knows the rules of communication
- Has knowledge about global trends
- Has basic knowledge on design thinking
- He/she knows the basics of project management

SKILLS

- Has communication skills
- Has the ability to make decisions
- Has the ability to think critically
- He/she can analyze problems and find solutions
- He/she can take initiatives
- Has entrepreneurial skills
- Skillful find information
- He/she can find himself in difficult situations - comprehensively solve problems
- He/she can manage time and himself in time
- Has the ability to learn
- He/she can plan his development
- He/she can create and implement real projects
- Has the ability to build your own portfolio, individual values, create a personal brand
- Has the ability to use events, events, conferences, etc.
- Has the ability to improve his / her competences, including professional qualifications

SOCIAL COMPETENCE

- Has emotional intelligence
- Has cognitive flexibility
- Has the ability to work in a team
- He/she actively cooperates with others, including mentors
- He/she has self-awareness, including his own emotions
- Has a proactive approach to life
- Has the ability to cooperate
- He/she can solve conflicts in a group
- He/she can build healthy relationships based on empathy and NVC philosophy

DESCRIPTION OF MODULES

1. INSPIARTION& SELF-CONSCIOUSNESS

In the first stage of the program, participants will receive coaching support in discovering areas of interest and raising awareness about your own developmental needs. They will find out what they want to learn and why. Clear objectives and outcomes of the learning process will help to systematically work towards their achievement. We want to actively support the participants, indicating the relevant knowledge and their strengths, which they will bring to the educational process so that they can build new values on them.

By organizing inspirational parts, based on a critical analysis of the world and reflection, we create a space for questioning reality, creative approach to world problems and arouse curiosity among members of the community. This will be possible through shared reading, discussions and watching movies.

We do not realize how important in our lives and what a huge impact on the shaping of identity, worldview have these activities. Common discussions, joint reading of valuable books develops cognitively, is a source of knowledge about the surrounding world, influences the shaping of attitudes, affects many senses, develops in us a sense of aesthetics and imagination, enriches vocabulary. Communing with the products of culture, especially with the book, film and theater, we get to know the stories and experiences of other people, which we later have the chance to bring to our lives. If so far, this experience of the world has not been given to us, we will quickly gain awareness of the value of the shared experience of culture; we want the participants to inspireto each other through, for example, a conversation after a film screening, which often has more impact than any kind of "talkative" remembered remembered from school. Such education is more valuable because we acquire information in a friendly atmosphere and interesting external circumstances.

We want the participants to support each other also outside weekend meetings - by participating in events or recommending online educational sources on the facebook group, therefore a large part of the first conventions will include integration parts.

2. AKTION

Program participants will develop their competences and gain experience in practice - creating a project or taking part in an internship. Acting in project teams that will become established among members of the community, they will increase their skills of acting, entrepreneurship and efficiency. They will have the opportunity to test themselves in various roles and test their areas of interest.

Learning is drawing conclusions and meaning from the experiences and meetings that happen to us every day, not only those traditionally understood as educational - for example, lessons at school. By embedding a specific issue in participants' experiences and creating real experiences among the challenges of the world, knowledge and development is transferred from the 'class' to the sphere of practice.

Practical activity enables the application of the theoretical knowledge acquired, allows to learn about relationships and dependencies regarding specific phenomena and processes. In addition, it enables a better understanding and longer-lasting memorization of the acquired messages. Practical activity is also a factor conducive to the learning of independence, which is why it is so important to enable participation in solving practical problems in selected areas of life.

One of the advocates of practical action in the education process was John Dewey (1859-1952) - American philosopher, psychologist and educator, professor at the University of Chicago. He created a pedagogical system based on the assumption that the content and methods of teaching should be adapted to the nature of the child, and the main principle should be "learning through action". John Dewey was the initiator of the concept of a school of work, in which students gained knowledge by means of performing various craft works. His main works are: "My pedagogical creed" (1897), "School and Society" (1899), "How We Think" (1910), and "Democracy and upbringing "(1916).

The action will consist in engaging in co-organizing meetings within the program, organizing meetings for community members between conferences or creating projects. Exchange of experience, drawing conclusions and supporting and planning subsequent stages of activities will take place during conventions in the form of Action Learning.

3. REFLECTION AND DOCUMENTATION

The last part of the program supports reflection on the experience gained, its documentation and planning of the further plan on itself. This stage will allow participants to increase self-awareness and their own way of learning effectively. In our opinion, reflection is an indispensable element of learning. The concept of reflection is associated with a man who thinks, wonders. Often, we commonly emphasize that "we have to think something over", "think about it peacefully". Reflective authors agree that it is a conscious and active process (Dewey, Moon, Kolb). It begins when we learn complex issues when working, learning, for which there are no simple and unambiguous answers. Deciding to reflect, we use what we already know - our experience, ideas, but also emotions, observing actively and analyzing possible solutions, or ways to achieve the goal. Reflection mainly concerns practice - learning through experience. It is a highly individualized and personal process.

You can ask about the purpose of the reflection and it will be a valid question, because the reflection is present wherever the learner tries to remember and, above all, to understand the material and refer it to his previous experience.

Thanks to reflection it is possible, for example, to reformulate or discuss your ideas.

Why are we learning better when we think about it? There are 3 basic reasons for this (Moon):

- Reflection slows down activities, causing the absorption of facts and the chance to connect them, asking questions.
- Engaging in reflection, what we do takes on a greater meaning for us.
- Our learning awareness is increasing.

Man needs a lot of different educational situations to clearly distinguish key aspects of their contexts, so as to use as many potential as potential for development. Therefore, we will introduce practices that involve participants in their own learning process and create conditions for evaluation and personal evaluation of the various forms in the program.

MODULE 1. INSPIRATION & SELF-AUTHORITY

Researching the answers to the questions: who am I (personal development)? In what world would I want to live (social innovations)? An attempt to question existing assumptions, increase self-awareness with for example setting goals (short-term and long-term) - grasping the importance of having a goal.

This module will define our area of interest and development needs, which is important from the point of view of the decisions we take. Through discussions, during which we will learn to look for arguments and to portray them sensibly, we will gain the ability to draw conclusions.

We will also encourage you to participate in events, where you will have the opportunity to get to know and talk with mentors - people whom it is usually not possible to reach every day.

<p align="center"><u>permanent elements of meetings:</u></p>

circle of community
the moment of reflection on personal experiences in the program, joint creation of the program – creating circles is also aimed at enabling the solution of potential conflicts that may occur in the group. The author of the circle method Dominic Barter is the corrective one, combining the idea of justice with the communication model of non-violent communication (NVC).
This method consists in hearing and taking into account the positions of all group members affected by the given situation (directly and indirectly).

group project
working together on any project that will allow you to develop cooperation and communication skills and allows you to influence the change of the world and stimulate the activity necessary for effective and satisfying operation - proceeding according to the subsequent phases of the project method: project preparation, implementation, presentation of results and evaluation of these results allows you to spare time (learning self-management over time).

mindfulness
spending the day in nature alone in search of inspiration and reflection on its further path - a moment that allows you to synthesize your thoughts in isolation from everyday life. The moment necessary for self-analysis and doing a kind of summary.

the presentation
presenting to others what everyone learned about themselves at the end of the first two conventions - in a few sentences, in simple words, a description.

coaching
have one personal coaching session.

dream

sharing what's most energy-generating and what we dream about - when we have a goal, we do everything to move in the right direction. We reject old habits by acquiring new skills. It does not matter in what area this change should be, if we decided to act in accordance with the goal we set for ourselves, we motivate each other, sticking to a few simple rules: set your goal (short-term - long-term), set the first step and start work. Collaboration in the group will be motivating and will sustain the achievement of the goal.

looking for a personal mission

looking for challenges and impacts on the world that makes the most satisfaction - Dan Buettner, an American researcher looking for a recipe for longevity, said that one of the main conditions for longevity (next to diet, active lifestyle and close relationships with others) is to define his life mission - because for which we get up every morning from the bed. This awareness of mission is of great importance not only because of the length of life, but above all of its quality.

Viktor Frankl, Austrian psychiatrist, in his book "Man in the search for sense" created a theory, a method of therapeutic work with the client, helping him find the "meaning of life" - a life mission. Frankl noticed that lack of sense in life is also a problem of the modern world. When a man does not know his vocation, he lives according to the values and goals of others: parents, community, company, external ideologies. As long as he does not know his mission and does not follow it, he suffers more or less consciously, is not creative, has a sense of emptiness.

leadership

discovering your strengths and building on them - current approach, upbringing, education and professional development were mainly focused on looking for gaps in us, competence gaps, and weaknesses. Building your career on the fight against weaknesses or lack of predisposition is a straight path to frustration and not fulfilling. According to the latest research, the right direction is to assume that each of us has a set of unique predispositions and abilities.

There are several elements on strengths: knowledge (theoretical, empirical), skills (all this, in what we are the best) and talent (natural, individual pattern of behavior, thinking, feeling, communication).

work with the body and meditation

Working with mindfulness - when we are focused, we are better aware of our own thoughts, emotions and manage them more easily. "Mindfulness is about learning to notice your thoughts, body, physical sensations and the world around us - being aware of what we are experiencing at the moment, fully accepting it" (Christophr Germer, psychiatry lecturer, Harvard Medical School). By practicing mindfulness through simple but deeply working exercises, we develop the ability to break cycles of anxiety, stress, fatigue, or a sense of unhappiness.

challenges of the world

study of the challenges facing the world, checking current solutions and creating new ones - confrontation of observations made and exchange of opinions, views on currently functioning challenges. Depending on the purpose of the study and the scale of the project, interviews with the world's observers, we check the availability of the necessary development tools, some rejecting as obsolete and not very useful, proposing in this new place, more adapted to the modern world.

learning

understanding of the learning process and reflection on one's own way of development - learning is a process in which a person participates every day, throughout life. It does not always do it in a conscious way. School, organizing the learning process, does not always create a chance to engage in a planned, purposeful learning process, rarely creates educational situations in such a way that the students have the opportunity to participate authentically and consciously in this process.

During the workshop, we propose reflective, thoughtful use of learning strategies, pointing to the important role of motivation and stimulating its level. Learning is the process of mastering information, behavior, modifying existing forms of behavior (Okoń, 2003). We learn not only specific messages, but also values, attitudes, make distinctions, concrete and abstract concepts, rules (Galloway, 1988).

Psychologist, Ewa Czarniawska emphasizes that learning strategies are ways of acting, specific activities, taken consciously to remember information and be able to remember them in a specific situation. A person who consciously uses learning strategies can answer not only the question "how do I act?", But also "why in a given educational situation do I act in this way?".

brainstorming

collecting ideas for a group project. Currently, the term "brainstorming" is used to describe the activities of generating ideas by the group, originally (in the 1950s), however, it was a specific technique proposed by Alex Osborn - director of the advertising industry. It was Osborn who codified the basic principles which many people use today during joint sessions of generating ideas: offer them as much as possible, do not worry if they are too crazy, develop proposed proposals, at the beginning refrain from criticism.

project design

designing the foundations of a group project - teamwork on the solution of a password for a given project problem, according to the project management methodology. Project teams of 3-5 people undertake the implementation of a project selected from among the proposals submitted. The work of each team is supervised by the project's supervisor. The key to success in the project method is to convince the teams to take over responsibility for performing specific tasks in the project. The project supervisor should not be the only expert in the field and should not be you who "knows more".
A group project requires organizational skills, division of tasks, efficient communication and cooperation.

- support instead of exhumation,
- stimulation to develop interests,
- encouraging creative problem solving,
- encouraging the use of various sources of information,
- creating opportunities to discuss and negotiate proposed solutions,
- encouraging the analysis of mistakes made (drawing conclusions from them).

MODULE 2. AKTION

Surching answers to the questions: how to create a project to introduce the change that I dream about? (product design and development, project management, organization development, communication & branding). Creating project teams - each team receives information about the objective of the action, and every person in the team knows what will be its final contribution to the shape of the final product - we determine the leader and people performing individual activities. Establishing clear communication rules allows for a good start with the project.

permanent elements of meetings:

circle of community
a moment of reflection on personal experiences in the program, joint creation of the program individual project moving from dreams to action, working on any project or getting an internship that will allow you to develop skills and influence the world

the presentation
presenting before others what everyone learned about themselves at the end of the module

mentoring
the possibility of inspiration or getting support from a mentor in the challenge that will appear during the second module

possible workshops:

NVC
learning communication from the level of needs and feelings, learning to solve conflicts - the creator of this method is Marshall Rosenberg, who formulated the 4 steps model - a tool that favors learning a new way of communicating, facilitates establishing contact. Thanks to this method, we can easily and briefly provide what is important to us (using less than 40 words). The model is based on combining observations - facts with our feelings and needs, on the conscious expression and formulation of a clear request. The intention of the speech is an agreement that takes into account the needs of both parties.
Needs are an essential element of the entire model because they motivate every human activity. Our behaviors serve the needs. In contrast, empathy is understood as an attempt to follow the feelings and needs of other people. The non violence communication teaches finding a strategy of action so that the needs of all parties can be met. We are looking for solutions knowing that there are many strategies to meet one's needs and that we have tools to resolve the conflict from the "win-win" position.

facilitation

learning how to facilitate meetings, workshops and processes in a group-level organization. Facilitation is a process in which a person referred to as a facilitator, neutral and not entitled to the merits of a meeting, increases the effectiveness of group work in achieving the intended goals, in complicated situations of uncertainty, helping in: identifying the problem, identifying possible solutions, making decisions and preparing for further actions.

The basic assumption of facilitation is to help groups find their own answers to the previously asked question. Development and wider use of facilitation in the last 20 years in various areas of business, or local communities results from a departure from the management style of management and a greater interest in the approach oriented to the broad participation of members of the organization in the decisions made.

product & service creation

learning the creation processes of experiences, services and products that are consistent with the needs of the target group and having an impact on the world - "The product strategy, in order to be effective, must be coordinated with other marketing strategies: price, distribution and promotion" (M. Pańczyk, 2015). This is unfortunately not enough to predict and effectively select the target group. From the entrepreneur's point of view, it is necessary to properly select the target group, because it translates into the company's ability to operate and ways of selling products or services offered. Without knowing who our clients are, getting to know their tastes and typical behaviors, the probability of achieving high profits is negligible.

startup building & business models

getting to know the practical dimension of running a startup and creating profitable ventures - we give you the opportunity to confront your ideas for business with the opinion of mentors (representatives of venture capital funds, start-up ventures, marketing experts). Based on the observation of the world, what already exists, we can learn how to modify existing ideas - creation is the principle today. Continuous testing is an additional indication; Thomas Edison said he never failed - he just discovered 10,000 erroneous solutions.

marketing & communication

discovering ways to communicate well and present your ideas and projects - using modern technologies in contact with clients, unlearning the use of outdated, ineffective tools. Traditional methods do not always fulfill their task, while new, unconventional techniques and marketing tools are created that allow effective achievement of the assumed effects, such as content marketing - a technique consisting in creating and disseminating relevant and valuable content (in the form e-books, videos, case studies, online presentations, infographics, tutorials, podcasts, webinars), seeking to attract, acquire and involve a clearly defined target audience (Content Marketing Institute).

There is a need for constant education and continuous observation of activities in the field of marketing; today we can already say that tools such as social media or blogs will strengthen their role and become even more desirable as a way to achieve the business objectives of many organizations.

MODULE 3. REFLECTION AND DOCUMENTATION

Researching the answers to the questions: what have I learned about myself, the world, the creation and what I intend to do next? What are my thoughts, conclusions from the analysis of decisions made so far by me. What I can / should / should correct in my deal with whom I may possibly be meet / have a coaching session to confirm in my decisions?

Finally, the creation of a simplified form of the report, which may be a simple project card (its title, description of effects, justification of the topic selection, the main objective of the project and research methods, analysis of results and conclusions recommendations).

permanent elements of meetings:

circle of community
moment of reflection on personal experiences in the program, joint creation of the program.

the presentation
presenting to others what everyone learned about themselves, the world and creating at the end of the program, reflection on a personal path.

coaching
have one personal coaching session.

possible workshops:

building a portfolio
learning to present and create your own "portfolio" of experiences - changing reality brings with it numerous challenges such as the need for practical application of knowledge, skills and social competences. The portfolio is nothing more than devotion to our work, revealing our attitude towards the world, other people - it is a reflection of our activity (their description illustrated in a creative, personalized way by making a prudent choice of media and materials such as photographs, video images, presentations media, fragments of texts.

building a personal brand
learning about ways to create your image and promotion - a personal brand understood as something more than just an image, but also something that distinguishes us (personality, education, even our exterior). Building a personal brand is a skillful improvement in your field combined with communicating your expert profile to key recipient groups.

THE METHOD OF DEVELOPING THE COMPETENCE OF ACTION, CRITICAL THOUGHT AND SELF-MEDIA

A. CRITICAL THINKING

- Asking questions to participants, no ready answers, giving space to discover things yourself, while learning tools or stages of inspiration, counseling participants to use something or they took their own only when they actually feel that way.
- Questioning the basic assumptions we have about the world and ourselves - introducing critical thinking by verifying available information. In contrast to the past, when we had to search for information, today we segregate the messages we receive. Therefore, the change consists in: analyzing available information, distinguishing facts from opinions, creating logical arguments, predicting the consequences of your decisions, or creating creative solutions.
- Pay attention to cognitive biases.
- Examination of apparent "evidence" of existence, searching for other options.
- Inspiration through contact with authorities (eg thinkers or activists).

B. AKTION

Learning tools:
- supporting the creation process:
  > design thinking (empathy maps, persona, ideation, brainstorming tools, prototyping tools),
  > the golden circle,
  > theory of change,
- for team work & development of communication skills:
  > facilitation tools,
  > NVC
  > giving & receiving feedback.

C. SELF-AWERNESS

- Group feedback, getting to know your specific potential.
- Reflections at the end of each day and program stage.
- Why discovery workshops.
- Work with the body.
- Learning to go through 3 states of consciousness (surroundings, emotions, thoughts).
- Work with mindfulness.
- Individual coaching support.

COACHING

Coaching – often understood and used as a synonym for mentoring. In fact, coaching is a process in which the participant does not receive ready advice. The task of the coach (the teacher) is to skillfully direct the conversation in such a way that the participant himself finds the most accurate solution to his problems and the way to achieve a specific goal. By asking a lot of questions so-called to coaching the participants to reflect, coaching is to broaden the perspective, stimulate creative thinking, to discover new solutions. Importantly, the coach does not have to be an expert on a given topic, the most important thing is to know the assumptions of coaching and have appropriate knowledge in the field of psychology and have experience in personal support and development of the participant.

Possible topics to move during coaching are: understanding of the authority and emotional relation to it, what is related to it; aspirations; realizing what competencies are necessary to realize their aspirations; relationships that participants would like to have with other people in their lives. Coaching meetings should be tailored to the individual needs of the participant, and their subject matter may be slightly different.

The program will use feedback not only between the leaders and participants, but also participants themselves in order to support each other's development. Self-reflection and getting feedback from others can significantly strengthen the learning process and notice the results of your efforts.

MENTORING

Mentoring – it is most often referred to as a master-student relationship. A person experienced in a specific field, familiar with the details and specificity of work in a given industry and a specific role, provides support to a less experienced participant. Mentoring therefore relies on development based on the transfer of knowledge, skills - both technical, related to the manner of implementation of specific tasks, as well as by indicating ways of coping with stress or resolving conflicts. Mentor is often for the teacher participant.

Each participant has their own mentor in the program. Mentoring is understood as a form of accompaniment, emotional and substantive support as well as inspiration.

ASSUMPTIONS

COMMUNITY LEARNING

A community of people with the same goal can be a big support in the development process. We create space for mutual support during learning through sharing knowledge, experience and other valuable resources, integrating diverse views of participants and program leaders, as well as creating a space for their cooperation, mutual assistance and the use of a network of contacts.

We care about the feeling of belonging and security among program participants. Their level of commitment and how big challenges they will face depends, among other things, on how they feel.

We care about the large diversity of members of the community - in terms of gender, age, race, religion, sexuality or learning practices. We believe that a diverse community in terms of experience and views will be a value for all its members.

RESPONSIBILITY

We think that everyone should be responsible for themselves. Therefore, program participants will plan their own development. They will be able to count on advice and inspiration from experienced mentors and other community members.

The program consists of both planned workshops and space for the participants to manage it themselves - by organizing their own workshops, discussions on topics that interest them or making decisions about participating in events.

In addition to providing a framework and tools to help in action, the topic and the complexity of projects depends only on the participants.

FORM FLEXIBILITY

Being responsible for your own learning is only possible if you have the freedom to plan it. Everyone has the right to choose what, with whom and how to learn. The entire educational offer is a proposal that participants can use in accordance with their own appreciation. Participants have the space to co-create the program - giving feedback and influencing the final appearance of the program.

DEVELOPMENT

Participants will develop by trying, testing and finding answers to bothering questions. The program will not be a preparation for life, but a life in itself.

We encourage participants to reflect on what and how they learn, we suggest a conversation about learning to learn.

SKILLS 21 CENTURIES

We have created a program responding to the needs of the present world. It develops the competences needed currently on the labor market. It broadens self-awareness and gives access to tools needed for lifelong learning. Develops the ability to use and creatively use information in a world of constant change and access to information at all times.

"Entering the educational process in the environment of the daily functioning of a trainee or workshop participant, in his routine, is one of the greatest challenges for those responsible for broadening employee competences. We learn all the time, although not everything we do is a conscious process aimed at expanding knowledge. The amount of content that a modern man assumes is unbelievably greater than even the generations of his great-grandparents. For example, from the dawn of time until the end of 2003, humanity produced 5 data extrabajt (5 * 1018) and already in 2012 we produced the same amount of data in only 48 hours. Our minds are overloaded with information, which is why it is so important to use tools that, based on knowledge in the field of psychology or pedagogy, will help you effectively manage the acquired content within your own memory. As a society, we need effective, well-designed tools to overcome the information chaos that has arisen and arises in our heads through the information revolution. "*

*A fragment of a conversation with Grzegorz Święchem - a partner in Nowe Motywacje >

https://www.pulshr.pl/zarzadzanie/za-10-lat-bedziemy-rekrutowali-zupelnie-innych-pracownikow-niz-dzisiaj,56683.html
According to the President of the Startup Poland Foundation, Julia Krzysztofiak-Szopa, "The imperfect educational system, which does not produce enough entrepreneurial experts, is becoming a huge obstacle to Polish innovation. First of all, the offer of universities in Poland does not exceed the challenges of the future (...)"(Polish startups Report 2018).

The GAP Year program created by us for the needs of people who want to manage their education in a manner adapted to the current requirements of the labor market is a response to market demand.

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