![Interreg logo]

Interreg

Danube Transnational Programme
Excellence-in-ReSTI

ReSTI eHandbook
for Organisations

Guide through ReSTI.academy Training Programme

Project co-funded by European Union funds (ERDF, IPA)

CONTENTS

IN A NUTSHELL

The project *Excellence-in-ReSTI* (short title: ReS-TI) stands for Excellence in Research, Social and Technological Innovation Project Management. Following the title, the project was used as a platform to develop and implement a range of results including learning materials and a blended learning environment dedicated to improve the design, management and administration of ReSTI projects while considering the specific qualities of the Danube macro-region.

Following this claim, the *ReSTI.academy* is a programme which includes five training modules dedicated to excellence in research, social and technological innovation in the Danube macro-region – based on a blended learning concept by using an innovative learning approach and tools.

The ReSTI *eHandbook* has been developed for organisations and their trainers who wish to use the ReSTI.academy programme for their own educational offers that may take learners through all or parts of the programme. The eHandbook offers recommendations for engagement and outlines opportunities for support for each module.

Moreover, this publication provides insights about the project and the development process of the ReSTI.academy designed to enable future work with the curriculum and individual modules or courses.

The eHandbook is part of a set of ReSTI instruction documents including eLearning Guides for each module and the document *Course Information and Sequence* available for each course.

FOREWORD FROM THE PROJECT MANAGER

In the digital era, the development, management and implementation of social and technological innovation projects is of paramount importance. The Danube region does not lag behind the rest of Europe when it comes to ideas and initiatives within fields related to research, social and technological Innovation (ReSTI). Still, specific managerial skills necessary for developing ReSTI projects are lacking in the region.

The aim of the Excellence-in-ReSTI project was to remove gaps in knowledge and skills in managing social and technological innovation projects. This was done by the creation of an enabling environment in which interested stakeholders would find easy-to-use checklists, learning modules and advice with a specifically tailored content concerning the management of ReSTI projects. This ReSTI *eHandbook* is offered as a guide for using the final output of the project as an innovative learning system aimed at increasing quality of ReSTI projects and employability of ReSTI project managers.

In order to achieve the main goals of the project, 11 partners from 9 countries created a consortium led by the Centre for Social Innovation (ZSI). Project activities were organised in such way that expertise, experience and contacts of the partners in the ReSTI field played key roles. Each activity set was focused on a different strategic aspect and led by the most experienced partner(s) in the field. Project activities encompassed the build-up of networks, the identification of gaps and opportunities, the elaboration of policy recommendations, the creation of national and regional roadmaps and strategy, the development of guidelines, curricula and learning systems, which all aimed at supporting ReSTI projects in the Danube region.

The three main outcomes are the *ReSTI.academy* training programme, the *Strategy and Roadmap* for building institutional framework and the *Infodesk* for a comprehensive support in the area of R&I project management.

The present *ReSTI eHandbook* is addressed to organisations and trainers interested in using the ReSTI

curriculum and ReSTI.academy in their activities as a scaffolding for their own educational offers that may take participants through all or selected parts of the programme. The handbook offers recommendations for engagement and insights into experiences of pilot participants who joined the co-creation process of ReSTI.academy.

ReSTI.academy is an innovative online training programme based on five learning modules devoted to spreading excellence in ReSTI management, leadership and administration. The modules are primarily oriented towards early-stage ReSTI project managers, as well as administrators in public and private organisations engaged in ReSTI projects within the Danube region.

I would like to thank all consortium partners and our pilot participants for co-creating the ReSTI experience and its truly useful results, which are now available for future ReSTI generations.

On behalf of the Excellence-in-ReSTI project consortium

Gabor Szudi

Centre for Social Innovation (Vienna, Austria)

PROGRAMME INTRODUCTION AND MODULE OUTLINE

Excellence-in-ReSTI stands for Excellence in Research, Social and Technological Innovation Project Management. The ReSTI.academy programme was developed as an open source platform for project managers and administrators in public and private organisations and can be used by all people interested in this topic. As such, the ReSTI.academy programme is offered free of charge, under Creative Commons license CC BY-NC-ND 4.0.

The intent of the ReSTI.academy programme is to inspire an innovative and socially responsible Danube region and allow for participants to hone their competences in research, technological, business and social innovation. Another goal was to co-create a network across the region that learns together and collaborates on various initiatives potentially resulting in EU-funded innovation projects. It goes without saying that the curriculum can be used by any individual organisation outside of the Danube region however its content was tailor-made to the study needs in this region.

The ReSTI.academy programme offers five modules. The completion of each module leads to earning a digital badge that participants can showcase as part of their online profiles and in their digital educational portfolios. Completing all modules leads to the granting of a *ReSTI Professional* super badge.

Modules can be completed in any order, as this is also true for most of the courses. However, a course sequence is suggested for all learners who prefer to follow a roadmap.

The ReSTI.academy programme design accommodates multiple learning styles and gives full control to the learner through the ReSTI *5-Door Approach to eLearning*.

To learn more about the ReSTI 5-Door Approach to eLearning watch a short video [link and QR code to be included] or to check the important links at the end of the *ReSTI eHandbook for organisations*.

Each course ends in a state-of-the-art automated single-choice assessment test to check the acquired knowledge level of participants.

MODULE 1 | EU POLICIES

1.1 EU Institutions and Strategy

1.2 EU Policy Goals and Guidelines

1.3 EU Grant Landscape & Funding Structure

Badge Title: ReSTI Policy Specialist

MODULE 2 | PROJECT DESIGN

2.1 Introduction to Grant Application Writing and Impact

2.2 Advanced project development and Application preparation

2.3 Forming a Consortium

2.4 Budget Development

Badge Title: ReSTI Project Designer

MODULE 3 | PROJECT MANAGEMENT

3.1 Introduction to Project Management

3.2 Risk Management

3.3 Financial Management and Reporting

3.4 Communication and Dissemination, Capitalisation

3.5 Exploitation and IPR

Badge Title: ReSTI Project Manager

**ReSTI
PROJECT
MANAGER**

MODULE 4 | SOCIAL INNOVATION

4.1 Introduction to Social Innovation

4.2 Social Innovation: Approaches and Methodologies

4.3 Designing and Implementing Social Innovations

Badge Title: ReSTI Social Innovator

**ReSTI
SOCIAL
INNOVATOR**

MODULE 5 | INNOVATION IN THE BUSINESS CONTEXT

5.1 Innovation Sandbox

5.2 Introduction to Human-Centred Innovation Practice

5.3 Toward Sustainability: Introduction to Nature-Based Innovation Practice

5.4 Bringing Innovation to Market

5.5 Business Development

Badge Title: ReSTI Entrepreneur

**ReSTI
ENTREPRENEUR**

Click **here** to see more about the programme structure

Click **here** to access ReSTI.academy

ReSTI eLEARNING GUIDE

Further details on each module including general information on

• the ReSTI 5-Door approach
• how to best move through the courses
• technical aspects such as the registration on ReSTI.academy, the assessment, the tracking of study process and the process of earning badges
• and the workload and recommended ECTS per course

are available in the series of five ReSTI *eLearning Guides* which can be downloaded from ReSTI. academy website (by clicking on the titles of each module). This series is addressed to future learners.

Before starting to work with resources (including reading and audio-visual material and activities with exercises), learners are invited to read this module-specific document in order to gain an overview on objectives or further specifics of the chosen module and its courses.

EXCELLENCE IN BLENDED e-LEARNING

Blended and e-learning – such as provided by ReSTI.academy – is a multi-layered experience. For the purposes of accomplishing such an experience, the didactic approach of the **ReSTI 5-door approach to eLearning** was applied, which provided the learners with an opportunity to gain knowledge through collaboration, shared reflection, iterative creation and teamwork. The didactic approach addresses different learning styles by offering multiple entry points to the content through four doors, i.e. the **Library**, the **Café**, the **Playground**, the **Forest**; with a separate fifth door offered for the Assessment. In-between these doors lies the **ReSTI Plaza**, which is a separate forum for interactive document exchange.

In all ReSTI modules, learning is not confined to the Library door only. Quite the opposite. The Library is a repository of recommended learning materials and sources (and activities) that one can turn to as frequently as one needs without having to look for the same material over and over. A successful project manager would not be one who has memorised materials, but rather one who knows where to find relevant sources. Such know-how may come from reading or from cross-media research, from prior experience, as well as from other individual and institutional memories.

Research and innovation projects are always a collaborative effort. Collaborations however are not self-driven. Each project starts with an idea and meticulous consideration of a multitude of factors. To move forward with the idea, someone needs to take initiative, and to bring the project to a successful end, it will require competent leadership throughout its duration. ReSTI.academy offers a unique experience to support and exemplify the type of leadership that must be exercised from ideation to proposal development to project inception and ultimately closure. It is leadership for collaboration – convincing and steering the team around a shared vision for the objectives, activities and the end result.

In order to make the most out of the 5 modules, participants are advised to "walk through" all the learning doors (see also ReSTI 5-door approach), as many times as they enjoy or feel necessary. Every door is important and serves a different learning mode. If a learner just focuses on reading all the materials stored in the Library, one would miss much of the unique experience offered by each course. People learn not just from reading, but also through interacting, sharing and creating together.

The Café and Playground doors are designed to ensure a maximum learning experience through interaction with others or through "play" around different ideas and concepts. The Forest door offers time to observe and reflect upon the learning.
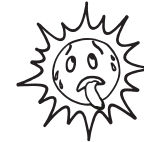
ReSTI Plaza is a space to present outcomes of activities and "findings" and can be used to meet other ReSTI learners. The activities in some of the modules mimic closely the actual process of project management. In the real world, these processes do not always revolve around the challenges of project management per se. Rather, they require critical thinking, a broad horizon, soft skills, and frequently feature varying strategies to deal with complexities and to handle information loads in order to extract relevant meaning.

Based on the ReSTI train-the-trainer concept, content and learning environments of the ReSTI.academy – following the above didactic approach – were co-developed during the pilot phase by ReSTI consortium partners and the participants of the ReSTI. academy. Following an adaptive implementation strategy, a series of three face-to-face workshops and five webinars for each module were implemented, addressing the collaborative and responsive character of the development process. During the *Mid-term meeting* (5 March 2019 in Budapest) with project consortium partners and participants a specific session of "feedback & sharing of experiences of the ReSTI.academy programme" was held to gain insights on cognitive and affective responses to the first half of the pilot programme. In contrast to the course- and module-based feedback sessions, the method allowed a broader perspective and a more connective view of participants' learning environment and their personal progress. The feedback process was supported by all consortium partners and developed by the University of Applied Sciences Burgenland (FHB), and the Centre for Social Innovation (ZSI).

Blended learning:

• 20 online courses

• 3 face-to-face meetings (10/2018: Eisenstadt; 03/2019: Budapest; 07/2019: Prague)

• 5 virtual (feedback) meetings

Timeframe:

• Study completed within 2 semesters (10/2018-06/2019)

Badges and certificate of completion:

• Virtual badges received for successful completion of modules

• 20 out of 25 full participants (80%) and 14 out of 55 virtual participants (25%) finished all modules

SUSTAINABILITY OF EXCELLENCE-IN-ReSTI

• ReSTI License terms and conditions

The ReSTI.academy programme is appropriate for individual learners and was especially designed for organisations/institutions that use it as scaffolding for their own educational offers that may include face-to-face engagement. Its creative commons license allows for organisations or individual consultants to use the ReSTI.academy programme together with their own educational (certification) programme that may be built upon or integrate the ReSTI.academy programme . The license details can be found on the programme's landing page of the ReSTI.academy website and aligns with

The MAYS:

You MAY use the programme, as well as any included module either separately or together royalty-free for personal or educational use.

You MAY copy, distribute or display the programme, as well as any included module.

The MUSTS:

You MUST give credit to the creators.

You MUST provide a link to the original programme.

The MUST NOTS:

You MUST NOT use the programme or any module for commercial use.

You MUST NOT modify or change the programme or any module.

Learn more about the CC BY-NC-ND 4.0 license which is the base of the ReSTI learning materials (https://creativecommons.org/licenses/by-nc-nd/4.0/deed.en):

Please check materials carefully for exceptions: further details are available in the ReSTI eLearning Guide for each module and the Course Information and Sequence documents for each course.

• ReSTI Infodesk

The ReSTI Infodesk has been established in order to provide a first contact point for interested individuals seeking information related to the management of social and technological innovation projects.

The ReSTI Infodesk provides a number of functionalities to stakeholders in English and is free of charge.

• Stakeholders can send their questions via webform on topics related to the project. Experts on each of the topics within the ReSTI consortium will answer these questions. Please note that the division of topics among partners follow their pre-stated expertise and the course(s) developed and/or revised by them.

• A comprehensive Knowledge Base is available to those interested in the ReSTI project management. The Knowledge Base is free and open access. It contains the following: Collection of FAQs, Glossary of terms relevant for ReSTI projects, Project Management Tools – a list of useful project management tools with descriptions and a list of the most important national and EU calls for proposals.

• A self-evaluation test is offered for each course topics. Interested stakeholders are able to assess their existing level of knowledge in the subject areas related to the ReSTI.academy programme. The self-tests are available within the ReSTI.academy website and their main purpose is to allow potential learners to check their related skills before starting with a specific course however they are open for everybody to try.

The ReSTI Infodesk intends to support the professional development of learners at an early career stage but is open to all ReSTI professionals looking for expert know-how **resti.academy/infodesk**

INSIGHTS FROM OUR ReSTI TALENTS ON ReSTI PROJECT MANAGEMENT

INSIGHTS FROM OUR ReSTI TALENTS ON THE PROGRAMME

Project management excellence goes beyond producing project charters, detailed schedules and status reports. Today's project managers must acquire the skills necessary to combat a myriad of contemporary challenges. Factors such as a multidisciplinary world, rising competition and changing dynamics, acting in singular as well as in concert, demand a wide range of skills. At the final face-to-face workshop "From Expectations through Experience to Vision. Your Excellence-in-ReSTI Story — an Appreciative Inquiry" (2 July 2019 in Prague) participants were invited to create their definitions in Twitter style, therefore, using a maximum of 280 characters. More than 25 participants summarized their individual experiences about ReSTI projects and learning outcomes of the ReSTI.academy:

ReSTI Project Management can be defined as…

#1 …a way of organising and managing resources efficiently with the purpose of achieving sustainable results

#2 …a way for fostering and designing/creating a change in your ecosystem #create #leadership #management #ReSTI #better #world

#3 …multidisciplinary area which implement knowledge and interact with disciplines such as economy, psychology, law, political science, environment

#4 …keeping an eye on all important processes to make a bigger thing happen

#5 …structured method of implementing actions for reaching a pre-defined goal in a partnership with expert/specialist organisations

#6 …different activities and tasks during a process which aims to achieve a goal

#7 …process that provides opportunities to #lead #influence #connect #innovation #design #create

#8 …process to organise all the different lines #multidisciplinary

#9 …the successful design, implementation and evaluation of a project with a view to address a problem and have a positive impact

#10 …an activity which can be profitable or not – what matters is making a change in people's lives! Project Management needs a team of people who want to make things for a purpose to make new ways of innovation with lasting results

#11 …a set of knowledge, tools and techniques which leads us through the project life cycle phases smoothly

#12 …a special role to organise, innovate, maintain projects or programmes that bring common value, interest or goals to the same table

#13 …a structured process involving relevant stake-holders in order to lead the way to achieving the defined project goals

#14 …combination of team, ideas and knowledge to something new for society together

#15 …set of soft skills for project implementation

#16 …process with a beginning and an end with coordinated actions which are crucial for the project progress

#17 …a piece of art: you need good technical tools, a light of creativity, a vision and the belief that you are going to do something amazing

#18 …herding cats and dogs to get to the goals

#19 …set of skills that enables you to oversee the project with all its´ phases #initiation #imple-mentation #follow-up

#20 …a set of skills & knowledge needed for setting up a consortium, preparing a project propos-al and leading it to a successful end

#21 …the stressful procedure from project prepa-ration through implementation of project activities to the trial celebration workshop presenting project results #survival

#22 …a series of activities made in order to achieve some results

#23 …scanning the horizon, focusing on the less sunny parts, getting your crew together and making the best of it, one hurdle at a time, one success at a time #team power

#24 …a process of starting, designing, implement-ing and reporting about a time- and re-source-bound action conducted by a team

#25 …initiating, planning, executing of sustaining an idea/plan; managing all aspects of certain projects phases for a period of time

HOW PARTICIPANTS EXPERIENCED ReSTI.ACADEMY

The ReSTI.academy project is one of my greatest educational experiences. Being an academic, I had the chance and privilege to both study and participate in the co-creation of this unique platform. Also, having some experience from previous projects, I was able to put the ReSTI knowledge into context and test it in the context of real cases. Such experiences across the whole ReSTI project ensure that this platform offers a valuable learning experience for everyone interested in project management and innovations.

Assoc. Prof. Atanas Georgiev, PhD, Vice-Dean, Faculty of Economics and Business Administration (FEBA), Sofia University "St. Kliment Ohridski", Bulgaria

My experiences in ReSTI.academy were rich and hands-on. I was able to learn the basics about EU institutions as well as EU funds; knowledge which surely will help me to pursue future EU projects. The academic team which developed Excellence-in-ReSTI ensures a high level of knowledge which is provided during the online sessions. The platform of ReSTI is very well-structured and allows users to test their knowledge very efficiently. I can highly recommend the ReSTI.academy to all who want to increase their understanding of the European Union and to devel-op a set of skills needed to pursue EU projects.

Dr. phil. Gabriela Legaspi de Csáky-Pallavicini, Lic.M.MA., Austria

I found participating in a co-creation process within ReSTI.academy particularly empowering and valuable. Being in a group of devoted professionals working in universities, institutions and organisations across the Danube region enabled quite a thought-provoking exchange of best practices as well as a productive discussion on common challenges and possible solutions. Thus, the added value of ReSTI is the opportunity for a meaningful networking, which is bound to result in further formal or informal, personal or institutional collaboration in the years to come as we tackle similar issues.

I believe that in the future there should be more of such projects providing an immense pool of information and useful materials taught by international experts creating a channel of communication that allows exchange of information, ideas, best practices and opportunities for collaboration. Hence, adding mentoring programmes, study trips and opportunities for short-term professional engagement in organisations experienced in project management might be a beneficial upgrade to the existing programme.

MA Inga Kotlo, Teaching Assistant at University "Džemal Bijedić" of Mostar and Programme Coordinator at American Corner Mostar

In total 20 funded participants and 14 non-funded participants successfully completed the ReSTI.academy pilot training programme in July 2019 – the project consortium congratulates to these ReSTI.Professionals!

IMPORTANT LINKS

• Excellence-in-ReSTI Official Website

http://www.interreg-danube.eu/approved-projects/excellence-in-resti

•Excellence-in-ReSTI Social Media

Check out our videos on the ReSTI Youtube channel!

•Excellence-in-ReSTI Main Outputs

The ReSTI.academy platform with links to ReSTI eLearning Guides per each module

https://resti.academy

The Excellence-in-ReSTI strategy and roadmap on the challenges to management of science, technology and innovation projects within the Danube macro-region

https://bit.ly/34hvRSI

The Excellence-in-ReSTI Infodesk

https://desk.zoho.eu/portal/excellenceinresti/home

A peer-reviewed article on the 5-Door approach

Rowland, R., Weiss, G., Zavrl, I. Praith, J. Kummer, C. (2018). The 5-Door Approach to Learning for the Interreg Excellence in Research, Social, and Technological Innovation Management.

Appears in: INTED2018 Proceedings, Pages: 1016-1022
Publication year: 2018
ISBN: 978-84-697-9480-7
ISSN: 2340-1079
doi: 10.21125/inted.2018.1198

https://bit.ly/34eTyuA

Join the ReSTI LinkedIn Alumni group https://www.linkedin.com/groups/13538663/

We thank all participants of the ReSTI.academy 2018/19 for their valuable contributions!