




Activity name	ADDED VALUE
Objective of the activity	It is an analysis of the time available to the participants during the day (24 hours), or five days, and then naming the biggest blocks and the "time guzzlers" within them. Following are suggestions on how to make better use of the poorly used time.
Keywords	Value-Added, Business Non - Value Added, Non Value Added, Waste, Brainstorming, Brainwriting, Teamwork
Time range	45-60 minutes as needed, depending on teaching possibilities, possibly + homework
Target group	secondary school students
Tools and aids	explanation of methodology and basic theory (Word), prepared interactive material for seminar (PowerPoint) METHOD: specific tool (lecture, seminar) FORM: individual, collective, duration, environment. TOOLS: flipchart, flipchart paper, computer, whiteboard, papers, markers, writing utensils, etc.
Annotation	<p>The seminar focuses on one of the most important items for life and business, which is our own time.</p> <p>Completion of this seminar will enable students to understand how imperfectly it is managed and often used for non-essential activities. While working in a team, seminar participants can become aware of the different understandings of meaningful time use, and how much time can be wasted in smaller or larger departments.</p> <p>Finding a better use of time is a personal and business shift.</p>
Methodology 	<p>The seminar is designed to be interactive. Students can do the whole activity alone or work in a group. The seminar is primarily based on responsible self-reflection of all participants.</p> <p>Individual. Analyzes one or five working days. = 24 hours, 120 hours</p> <ul style="list-style-type: none"> • The total time should be divided into individual time blocks, areas, so that as a whole they give 24 hours or 120 hours, e.g.: sleep, lessons, travel to and from school, studying, clubs, relaxation, social networks, etc. Not expected, exact time allocation. The naming of each block is up to the student. • For each area, the time that belongs to VA, BNVA, NVA and the percentage of the total time must be indicated. • Quantify the potential time savings (BNVA and NVA), i.e. how much maximum you can save and how much you are actually willing to save. • The final step is to make suggestions on how to make better use of the time saved. • If the student perceives their data as too personal, there is no need to present it or just in general terms, the lessons learned.

	<p>Team. Analyzes one or five working days. = 24 hours, 120 hours</p> <ul style="list-style-type: none"> • The total time should be divided into individual time blocks, areas, so that as a whole they give 24 hours or 120 hours, e.g.: sleep, lessons, travel to and from school, studying, clubs, relaxation, social networks, etc. Not expected, exact time allocation. The naming of each side is up to the student. • This is followed by a mutual comparison, among team members, of the largest time blocks ("time guzzlers") and a consensus on the common largest, including their totals, according to the number of students in the team. Smaller mutually distinct time blocks are not addressed by the team; the team focuses on the largest ones. • For each area, the time that belongs to VA, BNVA, NVA and the percentage of the total time (always for the whole team) must be indicated. • Quantify the potential time savings (BNVA and NVA), i.e. how much maximum you can save and how much you are actually willing to save as a team. • The final step is to make suggestions on how to make better use of the time saved. <p>During the teamwork there is room for awareness of the differences in the use of time and its correction. Team decisions and results will certainly be presented with more boldness and will serve to possibly teach others. Presentations by individuals and teams can show a common perception of time use, but also allow a natural way to find and present those who are systematically and purposefully pursuing their goals.</p>
<p>Theories</p> 	<p>The explanation of the theory corresponds to the prepared presentation. It is therefore about linking theory and methodological instructions on how to conduct the seminar. Further explanation of the theory is also directly in the prepared presentation.</p>
<p>Practical examples</p> 	<p>Brainstorming Brainwriting</p>
<p>Sources used</p>	<ul style="list-style-type: none"> • ARMSTRONG, Michael. Human resource management: latest trends and practices. Translated by Josef KOUBEK. Prague: Grada Publishing, 2007. Expert. ISBN 978-80-247-1407-3. • KOUBEK, Josef. Work performance management. Prague: Management Press, 2004. ISBN 80-7261-116-X. • KOŠTURIÁK, Ján. Kaizen: best practices of Czech and Slovak companies. Brno: Computer Press, 2010. Business books. ISBN 978-80-251-2349-2. • PLAMÍNEK, Jiří. Adult education: a guide for trainers, participants and commissioners. Prague: Grada, 2014. ISBN 978-80-247-8945-3. • NIEROSTEK, Lech. Own teaching materials • Lean Six Sigma [online]. 6 Aug. 2023 [cited 2023-08-06.] Available from: • https://lean6sigma.cz/procesni-analyza/

