

Workshop scenario: “Psychological well-being in organizations”

DAY I

Workshop: Mental well-being in organizations	
Activity name	Welcome and introduction
Description	Welcoming the participants and briefly talking about the goals and structure of the workshop, introducing the presenters
Comment	Introduction, workshop start sign, building safety Duration: 10 minutes
Notes	
Activity name	Starting round
Description	Each participant says “what he comes to the workshop with” (what thoughts, feelings, needs).
Comment	It is very important that each participant expresses his or her opinion (building commitment and a sense of belonging to the group). Trainers also speak out. Each participant has to express their feelings. This allows the trainer to understand the state of the group. Duration: 20 minutes
Notes	
Exercise name	Conclusion of a contract
Description of the exercise	Establishing the rules of cooperation in the group. Rules proposed by trainers: <ul style="list-style-type: none"> • Talking to yourself starting the sentence from “I...” • Voluntary • Vegas • Sharing experience (“I” message) • Talking to a person, not about a person • Breaks, schedule • Being “here and now” (without computers, phones) • What else do you need?

	<p>It is worth adding to the proposed rules principles that are important for trainers and participants (e.g. you can drink during classes) Each participant should expressly consent to the contract. <i>Materials needed: flipchart, markers, mounting rubber (e.g. Patafix)</i></p>
<p>Comment</p>	<ul style="list-style-type: none"> • Talking to yourself as you: building partnerships with participants (trainer as a person creating an “educational situation”, not necessarily as an “expert”) • Voluntary: respect for participants’ agency and autonomy • Vegas: Establishing Confidentiality Boundaries • Sharing experience (“I” message): talking about your own experience, without generalizations • Talking “to a person”, not “about a person”: building group cohesion • Breaks, schedule: setting time limits • Being “here and now” (without computers, phones): an invitation to “experiential” work • What else do you need: The group is co-responsible for creating the contract <p>It is important that each participant agrees to the terms of the contract. Otherwise: return to determining the terms of the contract.</p> <p>The contract should be written down on a flipchart and then hung on the wall in a visible place and remain there for the duration of the workshop. If necessary (e.g. difficult situations), trainers can refer to the rules. Duration: 15 minutes</p>
<p>Notes</p>	
<p>Exercise name</p>	<p>Remembering names - “desert island”</p>
<p>Description of the exercise</p>	<p>Participants wonder what they would take to a desert island. It is important that it must be something that begins with the first letter of their name. Each participant takes turns saying their name and the thing they are taking with them. Subsequent people repeat the names of all participants, e.g.</p> <p><i>“My name is Bartek and I’m taking a boomerang to a deserted island.”</i></p> <p><i>Another person:</i></p> <p><i>“Bartek takes a boomerang, and my name is Ala and I’m taking an album to a deserted island.”</i></p>

	<p><i>Another person:</i> <i>“Bartek takes a boomerang, Ala takes an album, and my name is Dominika and I’m taking a tracksuit to a desert island. etc.”</i></p> <p>We repeat until everyone says their name. The first person to start (one of the trainers) ends by repeating the names of all participants.</p>
Comment	<p>An integration exercise that builds a positive atmosphere and helps get to know each other. Duration: 20 minutes</p>
Notes	
Exercise name	What connects us?
Description of the exercise	<p>Participants receive cards and markers. They get up from their seats and their task is to find one (non-obvious – non visible: it cannot be the colour of t-shirt) thing that connects them. We encourage participants to engage in deeper conversations. Participants write down the name of the person they are talking to and a common thing they discovered about themselves. The trainers ring the bell after every 3 minutes and the participants are changed. Everyone looks for a person to talk to on their own. Trainers try to conduct as many “rounds” so that each person has a chance to talk to each of the other participants.</p> <p>After the exercise, the trainers ask you to return to your beanbags and place the written sheets of paper in front of you.</p> <p>Discussing: How do you feel after this exercise? Was approaching strangers easy or difficult? When you look at these cards, what thoughts come to your mind? What do you think about the things you wrote down?</p>
Comment	<p>The aim of the exercise is to build a sense of community, integrate participants and show “similarities”. At this stage of the group process, emphasizing “what is common” serves to build a sense of security and group cohesion.</p> <p>Duration: 45 minutes <i>Materials needed: cards for everyone, markers.</i></p>
Notes	

Exercise name	“I message”
Description of the exercise	<p>Trainers explain what the “I message” is and show an example.</p> <p><i>It irritates me when you interrupt my words.</i></p> <p><i>It was nice when you made coffee for me this morning.</i></p> <p><i>I don’t like attending lectures (instead of, for example, “lectures make no sense at all”).</i></p> <p>Then, participants in pairs with people sitting next to them talk about a topic that connects them (e.g. “my first moments at the university”, “my fears and hopes in connection with the defence of the bachelor’s thesis”). The common topic should be different depending on the group profile.</p> <p>Discussing:</p> <p>How did you use the “I message”?</p> <p>Do you see the difference from other messages?</p> <p>How do you rate this tool?</p>
Comment	<p>The aim of the exercise is to familiarize participants with the communication style from a “personal” level.</p> <p>Using the “I message” we speak from our position. We focus on facts. We describe behaviours and our feelings. This is communication based on partnership.</p> <p>From the point of view of the entire workshop, the “I message” is useful for, for example, preventing generalization, but also so that in subsequent exercises people can share their own experience and engage on a “personal” level.</p> <p>Duration: 30 minutes</p> <p><i>Materials needed: drawing tokens</i></p>
Notes	
Exercise name	Collage
Description of the exercise	<p>Participants are divided into teams of 4-5 people.</p> <p>Participants are asked to create a collage on the topic “mental well-being in organizations”.</p> <p>Each subgroup creates its own image.</p> <p>Working time on the collage: approx. 25 minutes.</p>

	<p>Presentation of collages and discussion by the group: approx. 15 minutes.</p> <p>Participants present their work and explain why they added chosen pictures.</p> <p><u>Discussing:</u> Describe your collage. What does this mean for you? What are your thoughts and feelings after seeing all the collages?</p>
Comment	<p>Collage is a projection technique that is intended to help trigger group reflection on a topic related to the workshop.</p> <p>The technique is intended to be a starting point for a discussion on the role of the organization in taking care of employees' mental health, on the limits of care and responsibility for oneself and one's well-being. The aim is to emphasize the role of the organization in taking care of the mental well-being of employees, but above all, their own role and taking responsibility for themselves and their mental health. It is important to conduct discussions to learn about students' expectations regarding mental health at work and to discuss together how much and whose responsibility it is to take care of them.</p> <p>Duration: 55 minutes</p> <p><i>Materials needed: 1 sheet (flipchart) per group, markers, scissors (at least one per group), glue, newspapers for cutting out pictures, drawing tokens.</i></p>
Notes	
Exercise name	Leader traits
Description of the exercise	<p>Participants are divided into groups of 4-5 people. Each group receives a sheet of paper from a flipchart. The group's task is to write down their expectations regarding the leader.</p> <p><u>Discussing:</u> Introduce your leader. What are his/her characteristics, competences and behaviours? What do you need from him? How did you listen to other people's expectations?</p>
Comment	We divide into groups based on drawing lots (further group integration).

	<p>The aim of the exercise is to reflect on the limits of a leader’s responsibility in “taking care of the well-being” of employees. In the discussion we can show that:</p> <ul style="list-style-type: none"> - expectations towards the leader are numerous, often contradictory and impossible to meet (the leader must be empathetic, decisive, people-oriented, but “delivering” tasks, friendly, energetic, charismatic, warm, caring, “seeing and hearing” us, helpful... - the list is endless) - maybe the “perfect leader” does not exist, we all have limitations, leaders are just people - the pressure of expectations towards the leader may be difficult for him to bear - some of the needs we direct towards the leader may come from the “childish part” (the desire to be fully accepted, seen, cared for, without having to experience any frustration). In adult life we are adults, and we can enter into relationships from an “adult” position. We have the opportunity to take responsibility for ourselves - speaking in the language of transactional analysis: in organizations it is possible to experience relationships from the position of adult - adult, but also adult - child. <p>Duration: 45 minutes</p> <p><i>Materials needed: flipcharts 1 per group, markers, drawing tokens</i></p>
<p>Notes</p>	
<p>Exercise name</p>	<p style="text-align: center;">Outdoor game Does my organization care about my mental well-being?</p>
<p>Description of the exercise</p>	<p>Participants are divided into subgroups of 4-5 people (draw). We ask subgroup participants not to separate. Participants go for a walk around the building and try to find places in the space that, in their opinion, are conducive to their “well-being” and those that are not. They also try to recall various situations (that took place in this building) that will serve as examples of the organization’s care or lack of care for their well-being. They write down all their reflections on a piece of paper.</p> <p>Discussing: How was it for you? How was it working for you? What examples do you have of taking care of you? What anti-examples ? How can an organization take care of the well-being of participants?</p> <p>Duration: 60 minutes</p>

	<i>Materials needed: A4 sheets of paper, one per group, markers, drawing tokens</i>
Comment	<p>Explaining what the “field game” does in the group process (building a group, performing a “task” together, but also discovering a place, getting lost and finding it). Additionally: support in recalling events and situations that are associated with care/lack of care for mental well-being.</p> <p>The exercise is also intended to make you think about how you can influence your well-being through space and the general atmosphere. Participants can discuss possible solutions. The discussion may refer back to the topic of the leader/organization’s responsibility for caring for the mental well-being of the organization’s participants.</p>
Notes	
Exercise name	Assertiveness – assertive refusal: discussion and modelling
Description of the activity	<p>An exercise consisting of 3 stages:</p> <p>Stage I exercise Trainers present 3 variants of the same scene. In the scene, one person has to ask another person for a favour.</p> <p>Variant 1. Aggression A: Please, Monika, could I borrow your car today? M: No, Ania, because I also need a car today. A: Come on, don’t be selfish. I always lend you money when you need it. M: I really need my car today. Maybe take a taxi? A: Take a taxi yourself. You’re horrible. Every time I ask you for something, you refuse.</p> <p>Option 2. Submission. A: Please, Monika, could I borrow your car today? M: No, Ania, because I also need a car today. A: Come on, please, today I have a very important meeting outside the city. M: I really need my car today. Maybe take a taxi? A: But it’s outside the city. This will cost me a fortune. Maybe you can take a taxi and I’ll take your car. I’ll refuel it for you 😊 M: Okay....</p> <p>Variant 2. Assertiveness. A: Please, Monika, could I borrow your car today? M: No, Ania, because I also need a car today.</p>

A: Come on, please, today I have a very important meeting outside the city.

M: No, Ania, because I also need a car today.

A: But it's outside the city. This will cost me a fortune. Maybe you can take a taxi and I'll take your car. I'll refuel it for you

M: No, Ania, because I also need a car today.

Discussing:

How were the scenes different?

How did you feel hearing the rejection?

Which one do you think is the most effective?

The aim of the discussion is to show the difference between assertiveness and aggression and submission.

Showing that assertive refusal means saying NO clearly and giving reasons.

Assertive refusal model: NO + justification + optional relationship protection: Can I help you differently? I see you, I hear you, but I won't do what you ask me to do.

Duration of this part: 15 minutes

Stage II of the exercise

In the next stage of the exercise, we ask participants to refuse a small favour on the forum (e.g. "borrow 5 zlotys"). You can diversify the scenes and give the participants various requests: borrow your phone, can I borrow your jacket?

The participants' task is to refuse the trainers on the forum using the assertive refusal formula: NO + justification.

Discussing:

What was it like to say no to you?

How did you feel?

The purpose of the discussion is to normalize assertive refusal and practice assertive refusal in simple situations.

Duration of this part: 15 minutes

Stage III of the exercise:

Participants are divided into pairs by drawing lots. They receive various situational scenes (described on cards). One person says no to another, then a change happens. We refuse assertively.

Discussing:

How did you feel about saying no?

How did you feel when you heard the rejection?

	<p>Duration of this part: 30 minutes Total duration: 60 minutes</p> <p><i>Materials needed: printed scenes, drawing tokens</i></p>
Comment	<p>Assertiveness is a choice; refusal is a choice. It is important that participants have the opportunity to a) reflect that giving them the right to say “no” also gives them the right to ask for help, b) self-reflection: when is it easier and when is it more difficult for me to say no? What does it depend on? What are the effects of aggression/submissiveness? What does it lead to in relationships? How does it affect my own well-being?</p> <p>Duration: 60 minutes</p>
Notes	
Exercise name	Final round
Description of the exercise	Final round (“what do I leave with”), when participants tell us what thoughts and feelings they have at the end of the first day of the workshop.
Comment	<p>It is important that each participant speaks before the end of the meeting. The goal of the final round is to find out the condition of the participants before the next day. Additionally, you can ask participants to invite another person to speak by using their name (name reminder). This exercise serves to find out what was important to the participants, but also to let everyone have their say in the forum.</p> <p>Duration: 25 minutes</p>
Notes	

DAY II

Exercise name	Starting round
Description of the exercise	A round using DIXIT cards. Each participant chooses the card that best suits his or her mood today. During the round, everyone says what they have come with and why they have chosen this card.
Comment	It is very important that each participant expresses his/her opinion. Trainers also speak out. The aim is to build the commitment of each participant, as well as to recognize the mood of the participants/group. Duration: 20 minutes <i>Materials needed: DIXIT cards</i>
Notes	
Exercise name	Assertive expression of requests - FFE message
Description of the exercise	Trainers present 3 variants of the same scene (expressing requests: criticism in an aggressive / submissive / assertive way) The situation between the manager and the employee: Scene 1: You messed it up! I was counting on you to do everything right, but it's such a tragedy. You were supposed to use my script and I find out you didn't use any of it! Scene 2: I know you prepared this training, but... But what? Oh no, nothing. Scene 3: I found out that you didn't use my script in training. I feel bad that you didn't follow my request. Next time I'd like you to follow instructions exactly. Discussing: How did you listen to this scene? Which one do you find helpful when making requests? How do you feel? The purpose of the discussion is to draw attention to the lack of aggression/submissiveness in the third scene and the assertive approach to the situation. Next, the trainers describe the FFE tool: FACT + FEELING + EXPECTATIONS

	<p>Duration of this part 15 minutes</p> <p>Participants are divided into pairs and each pair gets scenes. Each person has to say something using the FFE message for each scene.</p> <ul style="list-style-type: none"> • A friend from work once again asks you to cover for the Friday shift and explains that she would like to go with her children to the Christmas fair at her son’s kindergarten. You haven’t been feeling well lately, you’re tired after a week of work. You want to have Friday evening off. Refuse. • Your boss asks you to order lunch for the entire team, you should pay for everyone, and “you’ll settle the accounts later.” It was similar recently and to this day not everyone has given you their money back. If you don’t like this idea, say no. • For half a year, you have been leading a four-person team, which was recently joined by a new person. After a week of work, she asks you for permission to work remotely two days each week because she has important classes at the university in the morning. She would like to make up the hours she is absent in the evenings. As a team, you have already developed a way of working together and you feel that remote work is not working. Refuse. • A friend sent an application to the company you work for. She cares about this job very much, so she asks you to “put in a good word” to your boss. You don’t want to do this - you went through the official recruitment process yourself because that’s how it works in this company. Refuse. <p>Discussing: How did you feel in the scenes? How did you like using the FFE message?</p> <p>Duration: 30 minutes</p>
Comment	<p>The aim of this exercise is to familiarize participants with the FFE tool. Scenes should be adapted to the group’s profile. Exercise duration: 45 minutes <i>Materials needed: scenes, drawing tokens</i></p>
Notes	

Exercise name	Accepting criticism and compliments
<p>Description of the exercise</p>	<p>Each participant gets 4 cards. Participants write on one sheet of paper one positive thing about themselves (skills, traits) with which they agree, on the second sheet of paper they write one positive thing with which they disagree, on the third sheet of paper they write something critical about themselves with which they agree, on the fourth sheet of paper they write something critical about themselves that they do not agree with. They sign the cards with their name so that it is known who they belong to.</p> <p>About 10 minutes to prepare.</p> <p>Then we collect the cards and read them on the forum.</p> <p>Participants are asked to respond assertively to praise/criticism, e.g.:</p> <p><i>Wiola, you cook great. - I think so too.</i></p> <p><i>Wiola, I think you are very good at performing in front of an audience. – You know, I don't think of myself that way.</i></p> <p><i>Wiola, you are such a mess. - I do not think so.</i></p> <p><i>Wiola, you could work on parking your car. - Yes, it's true, I'm not very good at parking.</i></p> <p><u>Discussing:</u></p> <p>How did you feel receiving the feedback?</p> <p>How did you feel when you rejected what you heard?</p> <p>Group discussion about what it's like to accept criticism and compliments.</p> <p>The next stage of the exercise: positive feedback and accepting it. You worked in pairs, and you already know each other a bit. I ask you to pair up with someone sitting nearby. Your task will be to give real positive feedback to the other person, and the other person will accept it.</p> <p>Duration 10 minutes</p> <p><u>Discussing:</u></p> <p>What was it like for you to hear positive information from other people?</p> <p>How did you deal with this statement?</p> <p>Duration 10 minutes</p>
<p>Comment</p>	<p>Exercise duration: 1 hour 10 minutes</p> <p>The aim of the exercise is for participants to practice their reactions when they hear criticism and something positive. People often have problems with accepting not only negative feedback, but also positive feedback. The ability to accept positive feedback is very important in building your self-esteem. Understanding that criticism is not about a person, but is an opinion and you can ignore it, is also helpful in building mental resilience.</p> <p><i>Materials needed: small pieces of paper, pens</i></p>
<p>Notes</p>	

Exercise name	“Self-compassion” - introductory exercise
Description of the exercise	<p>Participants receive a piece of paper and a pen. The trainer now asks them to listen to the story.</p> <p><i>Close your eyes and imagine that you have to write a diploma thesis. It's September. The defence is in July. You're full of ideas of what you want to write about. October is starting, it's time to meet friends you haven't seen all summer. In November you start an interesting internship. You have a lot of work in December, and the pre-Christmas period is not conducive to learning.</i></p> <p><i>In January you prepare for the session. There are short holidays in February, so you try to rest. In March, you start reading job requirements and meet with your supervisor. You're conducting research in April, but few people want to schedule interviews. In May, you're still try to write at night, but you get sick from overload and can't get out of bed. In June you know that there will be no defence.</i></p> <p><i>What do you think about yourself in this situation? Write down everything that comes to your mind on a piece of paper. Accurate sentences, expressions.</i></p> <p>Participants write down their thoughts and are asked to put the note in their pocket for later. We would like to emphasize that the cards will not be read on the forum. They are only for them, so please write your answers honestly on the cards.</p>
Comment	<p>An exercise introducing the topic of <i>self-compassion</i>. It is important that participants keep the cards from this exercise - they will be needed in the next part of the exercise, later in the workshop.</p> <p><i>Materials needed: small pieces of paper, pens</i></p> <p>Duration: 10 minutes.</p>
Notes	
Exercise name	Supportive/unsupportive inner monologue
Description of the exercise	<p>Trainers distribute printed materials entitled: “Internal Monologue”. Participants read the sheets of paper on their own and mark the expressions that are close to them. They can also add their own.</p> <p>Duration: 15 minutes.</p> <p>Then the participants talk in pairs: did they find it difficult to read?</p>
Comment	<p>The aim of the exercise is to increase self-awareness - recognizing your inner critic and identifying him in difficult situations.</p>

	<p><i>Materials needed: printed monologue, pens</i> Duration: 30 minutes.</p>
Notes	
Exercise name	Resources
Description of the exercise	<p>Trainers hand out printed materials titled: “Resources”. Participants fill out a sheet of paper on their own, indicating the resources they have that will be helpful in completing a given task (e.g. writing a master’s thesis). Duration: 20 minutes</p> <p>Then, participants discuss in pairs about their resources and exchange observations.</p> <p>Discussing: How do you look at your resources now? Did anything surprise you? What are your thoughts? Duration: 25 minutes</p>
Comment	<p>It is important to try to choose a real situation that is the participants’ lived experience (e.g. diploma thesis in the case of third-year bachelor’s degree students). The aim of the exercise is to recognize and strengthen your own resources, as well as reflect on how you can use them.</p> <p><i>Materials needed: printed “resources” card, pens</i> Duration: 45 minutes.</p>
Notes	
Exercise name	“Self-compassion” – the second part of the exercise
Description of the exercise	<p>Participants receive a piece of paper and a pen. The trainer now asks them to listen to the story. They closed their eyes and felt the atmosphere of what he would say.</p> <p><i>Imagine that your friend comes to you. He is devastated. He tells you that he already knows that he will not be able to defend himself in June. You understand how sorry he is. You remember well how in September he talked enthusiastically about his great ideas regarding the topic of his diploma thesis. In October, he often met with friends he hadn’t seen during the holidays, including you. Then in November he got a job offer and actually didn’t even have time for socializing. In December - you know, Christmas.</i></p>

	<p><i>In January, preparation for the session. February was a short break and everyone was exhausted. March passed quickly. Do you remember that in April he was at a seminar and said that he had already started research for work. He didn't go with you on the May weekend because he was writing a paper. But as you can see, it couldn't be finished.</i></p> <p><i>What do you tell your friend? Write down everything that comes to your mind on a piece of paper. Accurate sentences, expressions.</i></p> <p>Participants write down their thoughts on pieces of paper. We would like to emphasize that the cards will not be read on the forum. Duration: 10 minutes</p> <p>Discussing: Take out the previous cards (from the introductory exercise). Compare if there are any differences in what you said to yourself and to your friend. Why is it so different? What can you do about it?</p> <p>Duration: 20 minutes</p>
<p>Comment</p>	<p>The purpose of the exercise is to draw attention to the fact that we often send unsupportive, critical messages to ourselves. This type of internal monologue is not conducive to motivation. We are talking about the so-called <i>self-compassion</i> and self-care (being in a friendly relationship with yourself).</p> <p><i>Materials needed: small pieces of paper, pens</i></p> <p>Duration: 30 minutes</p>
<p>Notes</p>	
<p>Exercise name</p>	<p>Energizer</p>
<p>Description of the exercise</p>	<p>The exercise is planned when participants return from lunch. Trainers can do whatever exercise they feel most confident in. Exercise proposal: Cell phones for rent. We remove one beanbag from the circle so that one person stands in the middle and has no seat. The person in the middle starts the sentence with: "All those who..... They get up" or "Who, like me..." Instead of dots, everyone who stands in the middle indicates a feature of their own, an activity that they also look for in others, e.g. "everyone who wears glasses stands up" or "who wears glasses like me." And then</p>

	everyone who wears glasses gets up and their task is to find another place to sit. Meanwhile, the person in the middle looks for a place to sit. The one who doesn't have a place to sit stands in the middle and starts again, e.g. "everyone who was in Greece." The game lasts about 20 minutes.
Comment	The aim of the game is to increase the energy level in the group (e.g. after a lunch break). The recommended exercise also helps participants get to know each other better. Duration: 20 minutes
Notes	
Exercise name	mindfulness techniques
Description of the exercise	Two versions of relaxation exercises. Depending on the competences of the people running the workshop. Version 1. For people prepared to conduct exercises using mindfulness techniques : a short exercise using mindfulness. Version 2. For people without preparation for relaxation. Trainers hand out sticky notes to participants asking them to write down "vital activities" / ways to relax. Then, in subteams of 4-5 people, they exchange strategies and wonder which one appears most often. <u>Discussing:</u> How did you listen to other strategies? How do you feel? Which strategy did you use last week?
Comment	The exercise is intended to draw attention to the need to stop in life (getting out of the "task" mode). Duration 30 minutes
Notes	
Exercise name	"Demotivator"
Description of the exercise	The trainer asks the participants to imagine that they have a difficult, stressful task to perform... asking them to write it down on a piece of paper. Then the participants are divided into pairs. In pairs, they talk about the task written on the paper. The partner's task is to convince the other person to abandon the task. The other person's task is to formulate counterarguments and stick to their decision. Duration: 15 minutes. <u>Discussing:</u> How did you feel when you heard someone telling you to give up on a task? What was difficult?

	What prevented you from abandoning the task? How can you use the experience from this exercise?
Comment	The goal is for participants to find sources of their own motivation to perform difficult tasks. Duration: 40 minutes. <i>Materials needed: drawing tokens</i>
Notes	
Exercise name	Final round
Description of the exercise	Final round, when participants tell us what thoughts and feelings they leave the workshop with.
Comment	It is important that each participant expresses his or her opinion and tries to look at the workshop from the perspective of the benefits they have gained. The aim of the final round is to find out the condition of the participants after the workshop. Duration: 40 minutes
Notes	

Organizational notes:

Preparing the room: placing beanbag in a circle. Place for a flipchart.

During the workshop, there is an hour-long lunch break and two 15-minute breaks. Breaks are determined depending on the course of the educational process and the needs of participants.

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