



Website strategy

Overview and strategy of the website



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Executive summary

The RESPRO project aims to enhance project management education by developing people skills and focusing on responsible leadership and well-being at work. With the rise of international projects and the increasing complexity of team dynamics, the need for project managers to possess strong leadership and interpersonal skills has become more critical. The project addresses these needs by creating innovative learning tools: easy-access short courses and an e-simulation game focusing on responsible leadership components. These tools promote team well-being with proactive leadership, and using job crafting, responding to Europe's growing demand for soft skills in project management education. Led by a consortium of four higher education institutions from Spain, Finland, Latvia, and Austria, RESPRO leverages interdisciplinary expertise to ensure the relevance and sustainability of its outcomes. Through transnational collaboration and integrating innovative pedagogical approaches, RESPRO aims to strengthen project managers' ability to lead effectively in diverse and complex environments, fostering a more resilient and people-focused approach to project management.

Introduction

About the project

Mission

The mission of the RESPRO project is to reinforce the people skills in project management education across European HEIs by analysing best practices in responsible leadership, integrating these principles into curricula, and delivering Easy-Accessible Short (EAS) courses, an e-simulation game, and a Teacher Guidebook that can help HEIs institutions to create these skills in their students.

Vision

The vision that guides the project is create a higher-education ecosystem where responsible leadership and well-being at work are embedded as core competences of every project manager; where educators and students use job crafting as a method to achieve this ecosystem; and where RESPRO's open resources are used as a model of tools to use.

Values

The RESPRO project is guided by a series of values that must be followed to ensure a framework of understanding that is both caring and efficient. These values are as follows:

- Responsibility & Ethics. We consider responsibility as the knowledge of the consequences of decisions.
- Well-being & Psychological Safety – We foreground team well-being as a driver of progress.
- Openness – We commit to open access for results and materials, enabling broad adoption and reuse.
- Inclusion & Accessibility – We design for diverse learners and contexts, ensuring activities and outputs are accessible to all.
- Evidence-based Improvement – We ground decisions in research and evidence to refine processes and outputs.
- Co-creation – We build with and for our communities: students, teachers, practitioners, and associated partners.

- Digital Readiness – We deliver practical, user-friendly digital solutions that enhance teaching and learning.
- Impact Orientation – We focus on measurable value for learners, educators, institutions, and the labour market, and on the transferability of results.

About this document

This document describes the strategy on which the design of the website is based. In this strategy, we will try to have a dynamic point since the project is based on the PDCA philosophy.

Introduction

This document describes the strategy that the project website will follow when creating the structure and content of the project website. It has been decided that it will have a structure that is not based on work packages but on the dynamic progress of the tasks. For this purpose, the home page will show the project objectives and the people who will carry it out, in addition to including all the legal aspects. The second page will be the project description, which will show the work packages and how these work packages must correspond to the project objectives. Unlike other pages, instead of directly showing the results, there will be a section called Task board. This panel will consist of a series of tabs, one for each work package, and it will show how each work package has its tasks organized by means of a Kanban board. This Kanban board shows the evolution of the tasks in the three columns for doing and done.

Finally, the web page will have the results section. This section is very important since the previous page showed the tasks, while this section will show how these tasks are made up of results. At the same time, while the previous page even shows intermediate results, this page will show the complete results of the project.

Website

Host and URL

The first decision concerned the website's hosting model. Many European projects register a new, dedicated domain, but this entails not only reserving the name during the project lifecycle, it also requires funding its upkeep after the project ends. Our experience shows that traffic remains high for one to two years post-completion; while visits decline thereafter, interest in the content often persists. A stand-alone domain serves the short term well, but ensuring access for a much longer horizon (10–15 years) demands infrastructure that can guarantee continuity without additional post-project funding from the consortium or the EU. Consequently, we decided to host the site on the coordinating partner's institutional servers, providing long-term stability and sustained access to the results at no extra cost. Consequently, the URL is:

<https://respro.webs.upv.es>

Accordingly, we chose to host the website on the coordinating institution's servers Technical University of Valencia (Universitat Politècnica de València, UPV). This approach provides long-term, institution-backed access to all site content, consistent with UPV's server policies for preserving project results. The materials will remain available unless the funding body specifies otherwise; as long as the European Union requires public access, the site will continue to be accessible for years to come.

Strategy

The website is not only a showcase of the project to the Internet world but will also be considered a valuable tool to monitor and demonstrate all the work and effort behind a project. To do this, it has been decided to use Kanban boards for each work package, and these boards will be easily accessible from the website, meaning the website can be used to show the progress of the project to all project participants, teachers and students, and additionally to all the stakeholders.

Structure

Main sections

Consequently, the website is structured into two sections: a static section, where updates are rare, and a dynamic section, which evolves over time as new results are added. This dual structure is illustrated in the figure.

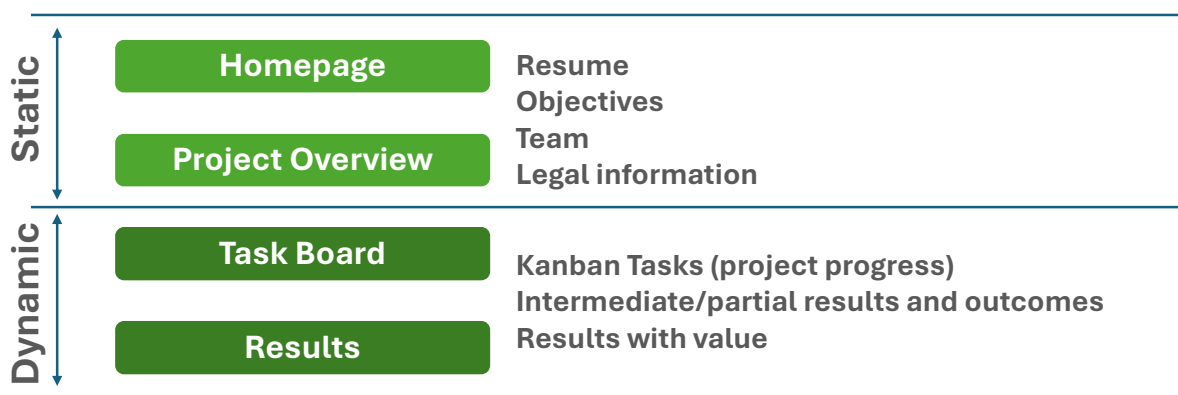


Figure 1. Main blocks of the website.

The Taskboard

The figure shows one of the project’s Kanban boards. It features the three standard task columns, and each task links to a brief description of its scope. Where a partial result exists—and the consortium has designated it as public—a link to that output is also provided.

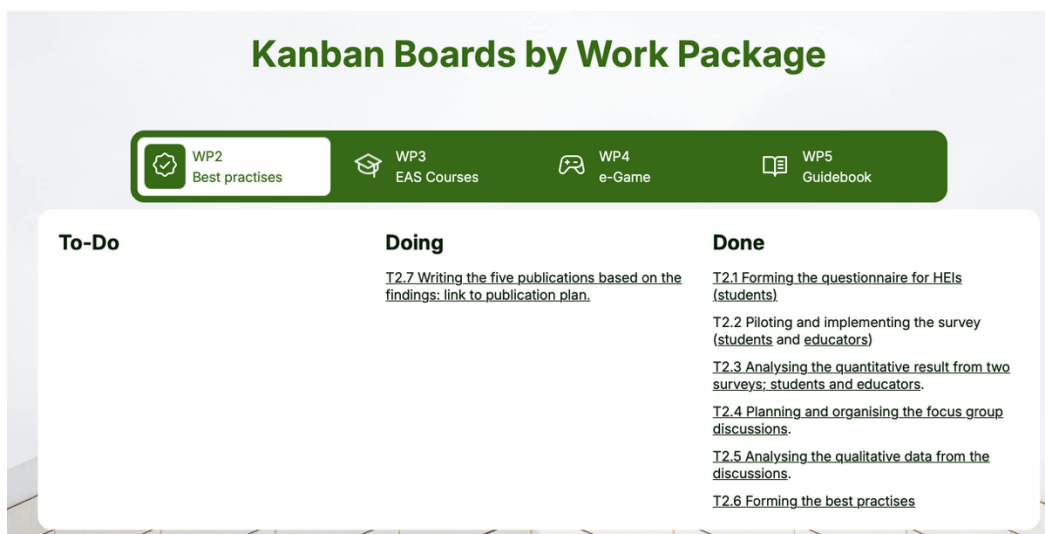


Figure 2. Public Kanban board of the project.

The figure shows part of these intermediate results in the case where there is a link, this is shown through the word link

Complete List of Tasks



Task 2.1

To create the questionnaires, the project team have been researching existing questionnaires and matching the results with the focus groups' (companies' needs) analysis. The result is a set of guidelines for implementing the questionnaires.



Task 2.2 (activity 1)

(Activity 1). The main result was a questionnaire for students from the four partner universities. This questionnaire has been answered by about 200 students, reaching the minimum required number (120 students). It is possible to access the questionnaire via this [link](#).

Figure 3. Example of partial results.

These interim outputs offer valuable insight into how the final results take shape—for example, the methodologies for accessible courses or the game's design phase. They're especially useful for anyone who wants to understand how high-quality final deliverables emerge from well-documented intermediate steps.

Conclusions

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