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Concept Design in Voluntary Media Productions

With Project Management

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<p>The aim of this project was to create a concept for an advertising campaign for IT & Media Engineering study program at Metropolia UAS. The concept should be shown with a visual implementation, in the form of a 30 second long video.</p> <p>The goal was to be reached through project management, with students volunteering to help carry it out. This was mainly done at meetings where the relevant topics for the week were discussed, and then implemented during the practical work, such as recording and editing.</p> <p>The result of this process was a video named the Pilot, and a concept describing how to create a similar video for another degree.</p> <p>The thesis as a whole is very important for the person who is to continue the advertising campaign. It provides a guide on how to implement the concept, and what to be aware of during the process. It is recommended to have a close look at the theory part, so it is clear what has to be done before starting the project. This will also make it easier to avoid some of the problems that occurred during this project. These were problems such as lack of planning and keeping the group motivated. Overall it is a guide to ensure success in future implementations.</p>	
Keywords	Project management, voluntary work, concept design

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1 Introduction

The purpose of the thesis was to show that it is possible to obtain a concept for an advertising campaign, through project management. The IT & Media department of Metropolia wished to have a concept for advertising the different study programs, and wanted a visual representation to show this concept. The scope was simple: create a 30 second long video to show the different aspects of studying at Metropolia. The video was to be shown at both webpages and presentations. It was to give a different view on studying, and not just show what happens in the classrooms, but also what the students do between classes and at student events.

In the end the goal was to be a complete concept that could easily be implemented to other videos. To reach this goal, a group of students led by a project manager, should come together and create the concept and then make a video to show it. The task of the project manager was to keep an overview of the project, and act as the producer who has a vision for the final product. The project manager has to be able to utilize many tools, both professional and personal. It is not always easy to know where to start and end a project, so another aim for this thesis is to clarify the many steps of a project.

The overall goal for this thesis is to provide a guide for the next person that is to implement the concept. The theory part covers many do's and don'ts for project management, voluntary work and concept design. The project chapter covers all the details of the implementation of the project. Finally it will sum up what the concept is and how to use it.

2 Management guide with theory

The main areas of this thesis are project management, concept design and voluntary work. Therefore, the following theory part will cover this. Furthermore, it will focus on different areas of the 3 areas; topics such as time management, planning, motivation and communication will be discussed. The aim is to provide a sort of guide for other newcomers to the field of management.

2.1 Project management

Before going into details about project management, it is wise to define what a project is. There is rarely any set definition for project, since the definition differs from project to project. Still, generally, there is a set of criteria that covers most projects [1, 4], so they can be easily identified:

- Non-repetitive activities
- An activity that produces high quality exclusive products or services
- A temporary activity undertaken to produce a unique product or service
- Any activity with a defined start and finish
- A set of coordinated activities undertaken by an individual or an organisation to meet specific goals within a defined schedule, cost and performance parameters

As with many things, projects are also very difficult to describe with a list of criteria, since a project can be everything from painting a house to developing a new software system. Furthermore, unless the project has been ordered by a client, they rarely have a specific starting point. They just happen when there is a need for something to be changed or improved. Even if a product has been ordered by a client, the idea often starts out in someone's mind, where they build and mould it for an unknown amount of time. Finally it is presented at a meeting, where it gets a name, a structure and a team assigned to carry it into life.

The goal is rarely very specific when the project is started, and during the process, it can change many times, as new ideas arise. The team assembled also grows and learns with the project. Things that can seem easy in the beginning can turn out to be

impossible to implement, and then the goal has to change. This just shows that the process has to be dynamic, and all parts involved must be able to change with it.

2.2 Concept Design

Concept design is essentially a creative process, where all ideas regarding the future of the project are gathered. It usually happens before the actual project is started, since at that point it is not known what exactly the final product is supposed to be. It is an opportunity to explore every possibility of what the project can become. It can be said that concept design covers all stages where the project is developed. [2, 14]

There is no specific definition for what a concept is; as it varies all the time depending on what is to be developed. For a piece of furniture, it can be a prototype, and for a webpage it can be a list of criteria accompanied by a sketch. As long as it provides an idea of something that will benefit the final project, it can be a part of the concept development phase. Factors that affect the final concept can be as following:

- Needs of the customers
- Target group
- Trends
- Company objectives
- Purchasing
- Technology
- Competitors

All these factors will have an influence on the ideas, and how these ideas come together and become a concept. [2, 156]

In the beginning everybody is usually excited about starting a new thing, and the ideas will be flowing. However, not all ideas are always usable, and the best ones has to be filtered out at some point. The following 3 reasons can be helpful when it is time to narrow down the amount of ideas:

- Analyse the market, what ideas fit the target group
- Which ones are financially possible
- What fits the general idea of the project

The aim with this is to end up with ideas that can be applied to the project, and help create the complete definition.

Some companies are known to give their employee a certain percentage of their working week to be creative. In practice this means that the employee has, for example, 4 hours a week where they can be as creative as they wish. A company that has this policy often has a great output of new innovative products. For this to be able to work the employee should feel that the ideas they develop are their own. If the company immediately takes ownership, and no credit is given to the employee, they will be less likely to share anything in the future. The ideas that have potential should be tested as soon as possible, this will quickly show if they work or not. If not then there is no lingering, and everybody can move on. If the idea is good, then it is already one step closer to becoming reality. [1, 77-80]

2.3 Voluntary Work

The definition of volunteering is to do something for a person or organization unpaid. The work should benefit both the volunteer and receiver. Originally volunteering was done because of welfare concerns for others. However, today it is more for the enjoyment and interest of the volunteer. The biggest obstacle when it comes to this kind of work is the motivation. With a regular job, the motivation is the pay, but there is no such thing when volunteering. Depending on the person there can be several motivators. Some might do it for social status, others because they enjoy working with other people and some because it helps them develop new or existing skills. [3, 3-4; 3, 21]

As a project manager is it important to have a level of communication with the team members, so the manager can learn what motivates them. If it is not immediately obvious what makes them help with a project, then the answer is only a matter of asking them. The advantage of having voluntary workers can obviously also be that they are not being paid. Furthermore, because they are not paid, one can be sure that they are participating because they really want to and feel that the project can give them something in return.

2.4 The Role of the Project Manager

The roles of project managers today are vastly different than they were just 20 years ago. Earlier managers just told employees what to do, and made sure that it got done. Today they have to pay attention to the individual, personal skills and needs and be more of a leader. Below is a list to give a better view of the activities a managers is involved in: [4, 5]

- Define the purpose of the project
- Break the purpose into goals and objectives
- Planning the process for reaching to goals
- Defining a structure and maintaining systems so it is possible to stick to the plan
- Keeping a budget for the project
- Making sure the required recourses are available
- Have people ready to do the work
- Coach people to make sure they have the required skills
- Motivate the people to work towards the goals
- Make sure that there is progress and that it is up to the set standard
- Adjust the plans according to the progress of the project
- Have a steady flow of information
- Solve conflicts between disagreeing parties
- Seeing the big picture

Looking upon this list it becomes clear that project managers need a lot of skills and knowledge, not just technical but also social. They need to be able to communicate both with the people above them in the organizational hierarchy, but also below them. These two groups rarely see each other, so the project manager has to advocate for both sides, if there is a dispute over some part of the project. Furthermore, they have to keep their head high and always show confidence in the project, otherwise the whole group can lose motivation.

Even though they might not have the specific knowledge of all parts of the project, they still, to a certain level, have to be able to understand them. If not, it will be very hard to help, guide or even define what is needed within that area of the project. More importantly they need a great understanding for different situations, to ensure a smooth process. Of course personal interest and education is also needed. This is to keep up

with the latest trends and technological tools, that can help organize and keep track of the process.

This is why managers tend to specialize in a field that fits their personal strengths. Within middle sized to large corporations this is no problem, since there are so many fields that all require managers to make sure the department runs. This is often easier said than done, since most managers are promoted to that role based on their technical knowledge, not their ability to lead. Another reason this kind of promotion is dangerous, is because they often can get tempted by the project. They will wish to use their technical skills, and then forget to manage the project at the same time [5, 27]. Therefore, it is better if the project manager is an all-around kind of person that can relate to most of the team members function areas. [6, 182-183]

On the following page, a figure shows the role of leadership and management, and how this role is affected by factors of the manager's life.

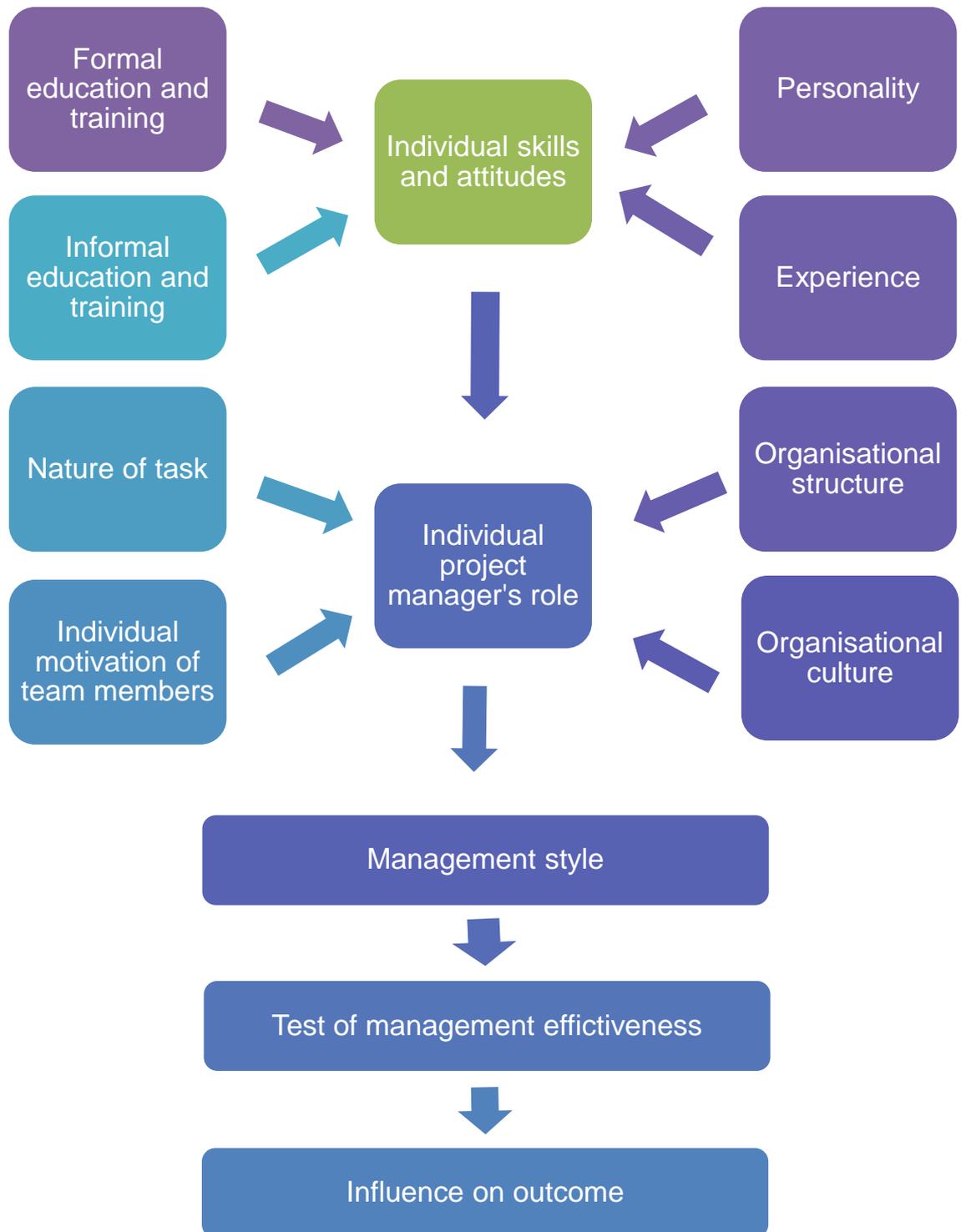


Figure 1: The role of leadership and management [1, 247].

Figure 1 shows a diagram covering skills and education they might have. The diagram is organised so it shows how the different skills affect each other and the person's ability to manage a project. Of course having all these skills does not mean that a project will be successful, since there are always unforeseen external forces that can play a

role. However if the manager is in possession of these skills they will have a better chance of dealing with unforeseen events, and turning them in a positive direction.

2.5 Creating a Strategy

Developing a strategy is a good place to start when embarking on a new. The strategy is to ensure a greater chance of success, and be better prepared for things that might go wrong. When creating a strategy a good place to start is by identifying strengths and weaknesses. In a SWOT analysis, all strengths, weaknesses, opportunities and threats are listed in a diagram. This makes them easy to understand and identify so the negative predictions can be dealt with or prevented. The positive additions can be emphasized in marketing, and give newly started project a boost of confidence.

The following list is taken from the book Technology Ventures [7, 81-82], with suggestions for a start-up company, which have been rewritten to fit a project. It describes the areas that should be taken into consideration when creating a strategy:

- Develop the goal and milestones in the project
- Describe the core abilities and the target group
- Describe the market and competitors
- Determine strengths and weaknesses
- Describe the opportunities and threats
- Identify the necessary elements for success
- Select the strategy based on the obtained results
- Translate the strategy into plans and steps

As can be seen the list very much depends on the SWOT analysis, and this emphasizes how useful a tool it is in many situations.

2.6 Strategic Management

With long running project, such as major construction or reorganising a company, an overall strategy will be needed. This type of strategy is not much different from a regular sized project (one that does not take years to complete), except it does not cover all details. It is a better plan to break down the overall project into minor more easily managed projects. A project of this size is often supervised by the senior management, which develop the strategy with the individual project managers. Because these strate-

gies often are made in the very beginning of a project, little information is available. This means the uncertainty is very high, and the plans for the individual parts should cover the risks involved for that part of the project. However, for making the overall strategy, it is best to keep the focus on making the puzzle of all the small parts fit into the big picture. [4, 8-9]

2.7 Planning

Planning is essential to all project and the next following chapters will show why. They will also provide ideas and guides as to how one can manage a project to ensure a greater chance of success.

2.7.1 Time Management

Time management is an important part of any project, and it is the project manager's job to make sure that everybody works within the given time frame. For some people this might not be a problem, especially here in the Nordic countries, but for some other cultures, time might be a more vague definition [8]. Therefore, it can be helpful to be creative, for example, if it is a problem that some team members always are late for a meeting. In some companies it is the rule that if an employee is late for a meeting, they either have to sing a song, do push ups or bring doughnuts [9, 11]. This tactic can both make people laugh, but also embarrassed enough so they will strive to be on time for the next meeting. In less humorous settings, the latecomer might not be allowed into the meeting room. However, this is not a recommended strategy, since most meeting are held for a reason, and time would still be wasted later, on bringing the latecomer up to speed.

Time management can also be challenging for the project manager. They need to be able to identify important tasks, and prioritize them, not just solve the easy ones first. Managers are also often interrupted, which can make it difficult to concentrate for longer period of time. Because of this it can easily become comfortable only to work on tasks for 10-15 min at the time. However, this is not always possible, if there is a long meeting or an extensive report that need to written. Therefore, one should learn to concentrate, but at the same time be available if someone in the teams needs assistance. [9, 11-12]

Often time management is something that can be taught to the project manager, and many useful tools are also available. Many managers plan themselves out of the problem, but a study show [1, 250] that not all are that fortunate. A sample of the study revealed how managers without any time management training spend their time:

- 49% of the tasks could be done by secretaries
- 5% could be delegated to subordinates
- 43% could be delegated to their colleagues
- 3% is of their time is spend on tasks worthy of their time

The study clearly shows why many managers work overtime and still are not able to find time to do their own tasks. One unfortunate result of this is often stress. In small amounts stress can be beneficial, since it releases adrenaline, which increases performance. However, over longer periods of time stress can develop into a disease. The best way to avoid this is often by planning the situation that causes stress, so it becomes possible to see an end to it. Realising that no one is expected to be a super human can also help. No one is every expected to do everything, and delegating is not a sign of weakness. [1, 251]

2.7.2 Schedule

Creating schedules is an essential part of any project, but some schedules are more important than others. A performance schedule defines each task in the project, and clearly shows the start and end points of each task. This is meant for the employees of the project as an overview, so they know what to focus on, and when. The personnel schedule is for the employees to see what they are supposed to be doing. It also covers how many hours they are expected to spend on each task, and within what timeframe. These two types of schedule are key tools for the project manager. They can use them to divide the tasks more evenly and make sure that everyone is using their time efficiently. If this is done well, the project often goes more smoothly, and deadlines are easier met and costs are not exceeded. Another schedule worth mentioning is the cost schedule. This should show how much each task is expected to cost. This cost is most often connected to the time spend working on each task. All these schedules are often expected to be made before the actual work on the project beings. Different versions are often presented, so the client can pick the one they are most comfortable with, and base the funding on those estimations. [6, 97]

2.7.3 Phases

To make the project more manageable, it is a good idea to break it into smaller parts, here referred to as phases. The number of phases depends on the project, since they are often created from parts of the project, which has individual tasks which needs solving. Different phases might have their own schedule and team working on them, but common for all of them is that they contribute to the project. An example of project phases goes as following:

- Project beginning
- Project definition
- Project planning
- Project development
- Project ending
- Project evaluation

As seen the phases are relatively big, and the definition quite unclear, which is why the phases needs to be accompanied by a proper schedule [10, 34]. The first 2 phases are used for determining the reason for the projects existence. Why is it needed? Is it really needed? Brainstorm on potential problems, and see if there is a way around them. In the planning phases all the schedules and plans should come together. The risks should be evaluated and accounted for, and the teams should be constructed. Development is the most time consuming phase, since the whole product needs to be done in this phase. It should be implemented while utilizing the plans made in the previous phases. By doing this the project should run smoothly, with no unpleasant surprises. During the ending and evaluation phases, the project is put under the loop. What was great? What could be done better, and what was learned that should be remembered for the next project? [1, 28-29]

2.7.4 Phase Gates

A phase gates is a tool that can be used by the project management to ensure quality and proper evaluation of the different phases. They are named gates, because the next phase is supposed to be “locked” until the previous one has been approved by the project management. The gates are not meant to be viewed as a constraint, but insurance for quality. Before moving on the next phase, the current one should be validated

based on if it's the project is still relevant, if the risks acceptable and satisfactory evaluation. If they are the next gate can be unlocked, if not the problem areas need to be fixed before moving on. [10, 34-35]

2.7.5 Why Plan?

The simple answer is: without a plan you have no control. To have any sort of idea of where the project is, and where it is headed a plan is needed. Without a plan deviations are just a part of the process. However, if there is a plan it is possible to see when the focus has shifted, and then steer it back onto the goal. Many view the planning phase as a waste of time, and urges employees to start working [5, 32]. These are also most likely the people that will become angry when the project is not finished on time, and the budget has been exceeded. The list of things to be aware of while creating the plan is in some ways very similar to the one for Creating a Strategy. The two phases are both in the beginning of the project, and are both done to ensure success:

- Collect a list of all deliverables, and mark them down as milestones.
- Determine criteria for the milestones, so it will be easier to determine when they are finished.
- List the specifications that have to be met.
- Break down the work, and identify all tasks.
- Create schedules for the milestones and tasks.
- List possible risks

Even though planning might take up some time, few end up regretting it, since it gives them control, and an upper hand in terms of finishing on time, and within the budget. [5, 31-38]

2.8 Creating a Team

A number of people can always be put together and called a group, but a group is not always a team. For a group to be a team they need to be able to rely on each other and their independent skills, to be able to reach a common goal. The best example for this is a sports team. While watching any sort of team sport is it immediately visible to the viewer if the team of not working together, and often it shows in the result of the match as well. The same goes for all other projects, if the individuals do not work together, the chance for success significantly decreases. The manager's role is to coach the group

into becoming a team. They need to be able to utilise the skills of a certain person, and identify obstacles. It really is important to get the group together and create a team spirit. This can be done by involving the whole team in the beginning of the project, so they help plan and make decisions. This will get them a sort of ownership feeling, and thereby take more responsibility, and can invoke a feeling of pride when the project goes well.

A well-functioning team is like well-oiled machinery; all parts work together so the machine runs perfectly. All team members should work together to aim for a higher goal than the project requires. To make this happen everybody needs to feel like they are in a place that allows for them to be creative and come up with ideas. This would make the team feel motivated, both to complete their shared goal but also their own personal ones. The atmosphere should allow for the members to grow and develop, so the project helps them obtain new skills and not only use the ones they already have. A successful team will see a problem, and go together to find a solution for it, and not see an obstacle that is considered a setback. The top members of the team also learn not to dominate the environment, but to assist others if needed, and still make their own progress. The proverb "*a chain is only as strong as its weakest link*" also goes for a team. Therefore, all should work together to lift the work to the next level.

Many factors play in when the team has to be assembled. Firstly, they must have the necessary experience to do the required tasks. Secondly, their personality plays a big part, since they have to be able to work within a team. Personality tests are widely available online for free, though it can be worth the investment to find a more reliable one that cost a bit. A good test will be able to show characteristics, and whether the person has what it takes to be a part of the team. This could be basic personality, mental abilities, values, motivation and role. Of course not everything about a person can be determined based on a test. Therefore, if using personality tests they should be accompanied by interviews, since the test is only meant as a helping tool.

The next figure shows the most common roles within a team, and what their weaknesses are.

	<i>Roles and descriptions – team-role contribution</i>	<i>Allowable weaknesses</i>
	Plant: creative, imaginative, unorthodox. Solves difficult problems.	Ignores details. Too pre-occupied to communicate effectively.
	Resource investigator: extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts.	Overoptimistic. Loses interest once initial enthusiasm has passed.
	Coordinator: mature, confident, a good chairperson. Clarifies goals, promotes decision-making, delegates well.	Can be seen as manipulative. Delegates personal work.
	Shaper: challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Can provoke others. Hurts people's feelings.
	Monitor evaluator: sober, strategic and discerning. Sees all options. Judges accurately.	Lacks drive and ability to inspire others. Overly critical.
	Teamworker: cooperative, mild, perceptive and diplomatic. Listens, builds, averts friction, calms the waters.	Indecisive in crunch situations. Can be easily influenced.
	Implementer: disciplined, reliable, conservative and efficient. Turns ideas into practical actions.	Somewhat inflexible. Slow to respond to new possibilities.
	Completer: painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time.	Inclined to worry unduly. Reluctant to delegate. Can be a nit-picker.
	Specialist: single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Contributes on only a narrow front. Dwells on technicalities. Overlooks the 'big picture'.

Figure 2: The roles in a team and their weaknesses [1, 233].

Every type of personality comes with strengths and weaknesses. Figure 2 shows the most common ones. Having the roles listed like that can help the project manager identify what position would be best for the individual team member.

2.9 Risk Management

Risk management is the action of either identifying risks connected to the project or how to handle them if they occur. An advantage of identifying risks even before the project has started is to find out if it is even worth completing. If the number of risks greatly outweighs the advantages, there rarely is a reason to begin the project, since it

is very likely to either become too expensive, or just useless. However this is most likely to happen in very large projects, like construction or difficult technological projects, like space programs. Looking at the financial risks is also important. This type of risk is often determined through market research, which quickly can show if a new product will be popular or not. If not, then there is a great risk that the project will be financial disaster, and there is no purpose of developing it.

Some kinds of risks can even be planned. It can be decided to go with a cheaper solution for one problem, but it can never be known if this will end up costing more in the long run, because of potential problems. It might also pay off, and work just as well as an expensive solution. In any case it is a risk the manager will have to evaluate to see if it is worth the gamble of not. These type of risk it typically seen in finance, where a great, but risky investment chance can cast off a fortune, or ruin the investor.

Some risks can also be the result of some things that are happening within the project. They often mean that something is going wrong within the project, and instead of handling the risk the symptom needs to be dealt with. The indicator is often a missing report, or some part that has been left undone. This will show that everything is not going as it should, and the project manager has to determine to what degree the project will be affected. If it's nothing serious such as a team member's illness, then there is no need to worry about the outcome. However, it could also be because a whole group is not working together, and then the plan needs to be altered.

If it is a big project that is in the planning phase and the investors wish to know more about the risk, there is also the possibility to hire external experts. Almost within every field there is some company that offers guidance for risk management, and will know exactly where to look for potential risks. So if it is already a high cost project with high risks, it can be a valuable investment to have experts assess it.

To determine whether or not the risks are too great to proceed with the project, one can work with a scale. The scale can be from 1 to 10, where 1 being highly improbable for the risk to occur, and 10 being very likely. After that you can rank the risks into 3 categories, critical, major and minor. Critical means a complete failure of some part of the project. Major can be a hold up or increase of cost and minor is something inconvenient, but manageable. Depending on how many there are of each type of risk and their

likeliness to occur it should be simpler to determine if it is worth starting the project or not. [1, 191-195]

2.10 Communication

The ability to communicate is the most important tool for a project manager, without it the whole project can potentially fall apart. The manager must be able to target their communication at variety of audience, in order to get the correct message through to everything from stakeholders to secretaries. Knowing the team members is also an advantage, because it will be easier to give them exactly the information they need. A good way to build a proper relationship to everyone from the beginning, is simply by asking them what information they wish to receive during the process. Type the answers into a sheet, so it is always easy to find out what to tell who and when. This makes the manager look both professional but also makes all parties involved feel good, since their wishes are being respected.

By starting with a good communicational relationship, people are most likely to respect the manager more and keep sharing information with them. It is, therefore, extremely important that the involved parties feel like they can come to the manager, and that what they say is being valued. The manager does not necessarily need to agree with everything that is being said, but should be thankful for the input and take it into consideration. It might not be possible to agree with everything that is being said every time. This is okay as long as it is being done in a respectful way, and it is still clear who is the decision maker afterwards. Just by listening and responding, team members and superiors will feel like they are actively contributing.

Something every person in a managing position should know, is that there is no limit for how good they can become at communicating. There is always going to be room for improvement! This can be obtained from classes, books and just by paying attention to how others do it. Just do not stop learning, because there will always be something more to know. No matter how good someone becomes at communication, there will still be setbacks. This should, however, be put behind, and not let it affect future encounters, since a lack of confidence both shows, and affects the behaviour.

Not only spoken communication abilities are important, since nowadays everything goes onto paper as well. One way of improving in this area is by reading material similar to what the managing role requires one to write. Furthermore, many companies pro-

vide templates, so it is possible to see what is required, and what tone it should be written in. However, the idea is the same as with spoken words, practice till it is good, and then keep on practicing. [9, 2; 9, 11]

By encouraging an open flow of communication, a company can utilize the knowledge of its employees better. For example in a medium sized company there can be 200-500 employees, and they all have some knowledge of various topics. If all these people feel like it is okay to share this knowledge, the company can profit greatly from this. All the ranks from interns to directors can make the company a better place to be, by speaking up if there is something they feel they can contribute to. The next big idea for a product can potentially be hidden inside the mind of someone that does not dare say so. So make sure the communication flows, and everybody will benefit from it. [7, 203-210]

2.10.1 Motivational tools for the manager

Something everybody wants to feel, is to be happy to go to work every day. This can be accomplished with a good manager that can motivate their team. If an employee can take pride in their work, they are more likely to make a good job with it. They will work more efficiently and produce a higher quality product. If the manager is good, they can get the whole team together, and lift them to the next level of working, where it is enjoyable and productive.

To be able to motivate people, the manager should have some basic knowledge of human needs. A good place to start is with Maslow's hierarchy of needs. This pyramid is often mentioned in relation to many different topics related to human needs, like education, job and hobbies. Here it has been chosen because it is relatively easy to understand for someone that does not have any training in human psychology.

Maslow's hierarchy of needs is a pyramid shaped figure which shows basic human needs.

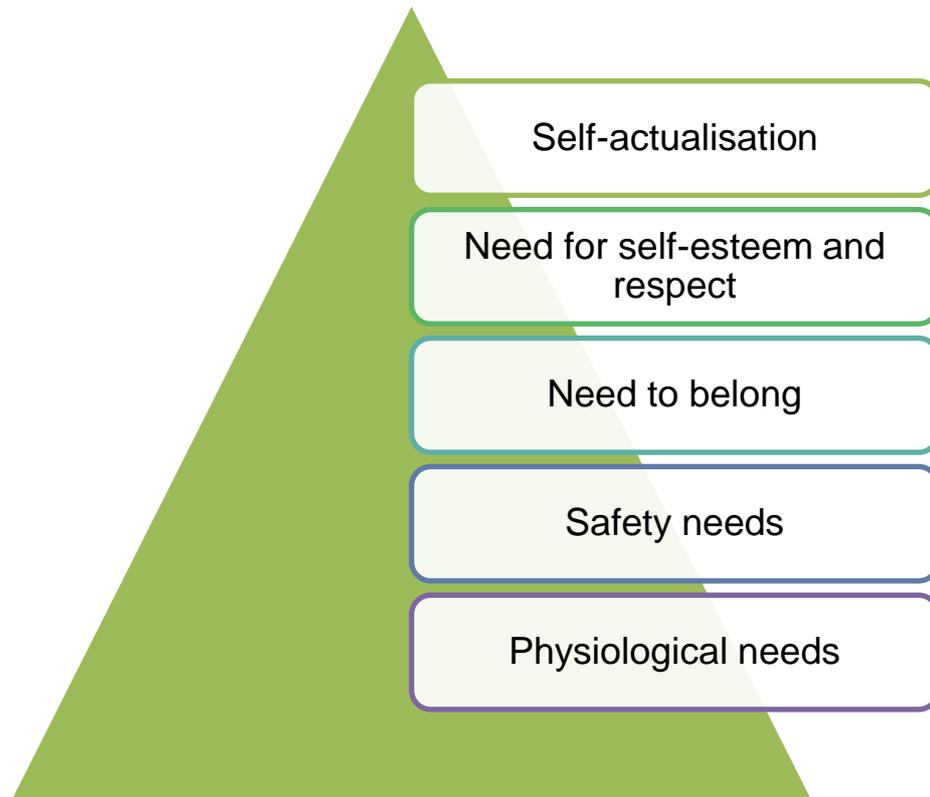


Figure 3: Maslow's hierarchy of needs.

Even though the theory is from 1943, and does not always fit the individual, there is still some truth to it. The bottom step in the pyramid, which is shown in Figure 3, lists physiological needs. These are things like food, water and sleep. Set in context with motivating, it is quite clear that it is impossible to motivate anyone to perform well at work if they are starving. Humans are social beings, so by getting them on a team that can fulfil their need to belong, they can be moved up to the next step in the pyramid. The need for self-esteem and respect is often the reason why people excel at their job. For this to happen the manager should try to create an environment that safe is and inspiring.

Certain tools can be used by the manager to reinforce the motivation:

- Give praise, it should be specific and connected to something that happened
- The praise should be given as soon as the good thing has happened, so employees will connect good work with praise
- Give targets that are manageable, so nothing feels too big
- Make the little things count, they are better motivators than pay

- Try new things, and an unexpected praise counts more than one the employee sees coming

The biggest challenge for the manager will be to obtain the right environment for all members of their teams, since everybody has different things that make them tick.

2.10.2 Conflict Management

The word conflict is most commonly associated with negative feelings, which result in things going bad. This used to be the case back when most projects were completed by someone telling a group of people to do something. However, in these days communication should run more freely, and with some proactive measures a conflict can be turned into something useful. When a group of people is put together, it is virtually impossible to avoid all conflicts, since everybody cannot be expected to share the same opinion always. In most project conflicts occur when two people have different views on the same thing. This kind of conflict can easily be avoided by not having overlapping tasks, and that way eliminate the reason for the conflict. Often it is possible to see a conflict coming from a mile away. But rather than letting it grow until the situation explodes, a smart project manager could try to use the situation. The conflicting parties could be gathered in a meeting, at a point in the process where they are still capable of appropriate communication. Both sides of the story should be heard, and reasons for opinions shared. This can in most cases be enough for the parties to understand why they both have been acting in a certain way. If not and all involved are still acting in a mature matter, a compromise should be reached. This way not too much time has been wasted on the conflict, and the manager gets to hear different views on the approach of a certain part. The views should be remembered as a lesson; on the other hand, conflict left unresolved can lead to open warfare, with the fighting parties obstructing each other's work. [6, 211-217]

2.11 Problem Management

In order to be able to handle any problems that should arise, it is advised to have a strategy for how to solve them. With a project it lies upon the manager to figure out a way to solve any problem that occurs during the process. Depending on the project, these can vary in degree, from serious, to figuring out how to proceed with a certain step. For more common occurring problems the company might have laid out a strategy on how to solve them. In that case the manager should gather as much information

as possible about the situation, and then make a decision for how to deal with it. If there is no such strategy and the problem is of a more serious kind, brainstorming with the team is a good tool. Before the session, send up a memo so there is time to think about the problem at hand, and to give the subconscious a chance to get ideas. Gather up the involved parties and create a safe environment, where they can freely share ideas. All the ideas should be noted down and shared afterwards, so there will be an opportunity to make additions. Hopefully the brainstorming session will provide enough ideas to put together for plan that can solve the problem. [1, 318-324]

Often problems occur because of a number of reasons, where the most common ones are listed below:

- Poor definitions of tasks
- Communication errors within the team
- Poor leadership
- Poor planning or no usage of available plans
- Not fully utilizing available resources
- Feeling bulletproof and thinking nothing can go wrong
- No control, everybody just does their own thing
- Lack of customer involvement
- No definition of the goal

Looking at the list, one might wonder why any of those things would ever happen, but unfortunately they do. No matter how many times the advantages of planning are mentioned, some managers still does not believe it is worth their time. That misjudgement both covers poor leadership, communication errors, poor definitions and no control. Of course not everything can be planning, which is why many companies have risk management strategies. No matter what, the key to success almost always lies in the hands of the manager, and their ability to stay atop of the process. If they are too good at this it might backfire and give them a Titanic Complex [10, 9] making them think they are unsinkable, and that nothing will ever go wrong. Keeping both feet on the ground is, therefore, recommended, and by making manageable plans most problems can be avoided. [10, 8-10]

2.12 Evaluation

If the manager is smart, then they make sure the project is evaluated at every milestone and not just when it is finished. That way it is possible to learn along the way and improve the process. Essentially that is what evaluation is about. What did we learn and can we make it better next time? To get the best evaluation it is better to get someone that has not been involved in the project to do so. This way no one should feel attacked if they have made a mistake and will only be given feedback which is useful. If the team has been very lucky, nothing has been done wrong. However there is always room for improvement and learning. Another major question that should be asked in the final evaluation is whether or not the goal for the project has been reached. [5, 107-110]

Upon signing the contract for the project, there is usually a checklist of things that needs to be completed before the product is ready. So the easiest place to start upon the evaluation is that checklist. An example of a checklist could be:

- All individual tasks completed
- Documentation completed
- Testing/viewing accepted
- Budget accepted

These four areas are essential for having a completed project. The first point makes sure that all individual milestones have been reached and completed at a satisfactory level. Most clients also require documentation to be made alongside the project. This could cover instruction manuals or simply just reports. Depending on what the project was, it will need to be tested to make sure it works. In the case of this project, which was to make a video, a viewing to screen the final project covers that step. Finally the budget needs to be looked over to see if the terms that were agreed on in the beginning have been met. If all these steps are accepted as completed, then the project should be viewed as completed. [10, 150-152]

3 The Project

On the 21st of January 2014, the project was officially started with a meeting between Tina and the client. The client for the project was the head secretary of the leader of Information & Media technology in Metropolia, Sari Rannisto. The client had approached Tina during the autumn, and Tina then started contacting people that would be interested in the project. However, not much information was available in the beginning and it was not until the January meeting the project was defined. During the meeting what needed to be done was discussed, and what timeframe the client had envisioned. The product was to be an approximately 30 second's long video, which should be used for marketing purposes.

Tina was to be the producer, develop the idea and have a vision for the final product. The video was to show different people, studying at different degrees from the IT & Media department in Leppävaara, and the project group was to film it so it would tell the actors stories of how it is to study at Metropolia. It was to show a more realistic image of what a student life is, ranging from core requirement studies like mathematics to topics such as animations and robotics. The most important part of the project was to develop a concept that could be used for many different videos showing all degrees of Metropolia. The first one was to be a bit wider and cover the whole IT & Media department, whereas later videos would only cover one degree programme. Because of this it was important to come up with an idea that would easily be adjusted to work with completely different studies, and still manage to show a broad idea of what the degree offers.

The need for the concept was developed because there existed no such thing and Metropolia needed something new to use for advertising the degrees. The videos should be quite energetic, so viewers would see that studying is not only staring into books, but also hanging out between breaks and going to events after school hours. In Appendix 1, there is a link to a similar kind of video done by the Lappeenranta University of Technology, which was to show Tina what style Sari would like for the project. Sari had also written some of her ideas down. Those ideas are listed in Appendix 2, this shows what kind of thoughts she, as a client, had had about the project before it started.

The next figure shows the different phases the project went through, from beginning to end.



Figure 4: The table shows the phases of a project like they are explained in chapter 2.7.3.

To sum up the client wanted a 30 second video that would show an example of the concept that were also to be developed. Figure 4 shows the steps that should be covered in order to create the desired product.

3.1 Initial Idea

The first thing to be done after the meeting was getting a team together. To be able to carry out the project, there would have to be team members with various skill sets. Besides from the producer and manager, the most important position to fill was a cameraman, whom had knowledge of camera usage and recording. Then someone with a creative mind would be needed, to help come up with ideas for the concept. For an ideal group there would be at least two there were capable of performing each these tasks, in case someone was sick.

First two girls from Media Engineering agreed to help, and they would ask their classmates to join as well. Next step was to turn to Facebook. A group were created for the project, so it would be easier to communicate within the team and share information. Next Tina started advertising in different groups she was a part of through tutoring, and

also asked other students she knew from the Finnish side of Media Engineering. The first meeting with the group was scheduled to take place on the 23st of January.

Looking at Appendix 3, which is the memo from the meeting, it is clear that it turned out to be a great brainstorming session and most of the main ideas for the video and concept were created that day. All the ideas were written down and discussed. In the beginning nothing was discarded, but as more and more ideas formed, a pattern emerged. The pattern in this case was the theme, so when that had been agreed on, it was a matter of coming up with ideas that could be used to form the theme. As the producer Tina decided which ideas were good and which ones that were not. She did this according to the list for narrowing down ideas, which is mentioned in chapter 2.2.

The group decided to have a main character, and that the video should show a day in this characters student life, so the theme was to be "*A day at Metropolia*". There should be an entertaining voice over, that described the study environment, accompanied by music that the students studying music would write for the video. They also needed to find actors to play in the video, and talk to the teachers before the classes. This was to get permission to record but also to make the show something a bit more exciting than the ordinary. Everyone was to think about script ideas for the next meeting, and Tina was to talk to METKA (Metropolia Ammattikorkeakoulun opiskelijakunta) about access to a party that was set to be one location, and figure out what kind of credits the group could get for the project. She also requested that she will be given feedback throughout the project, so she can improve her project management abilities.

3.2 Roles and Responsibilities in the Production

The group consists of Tina who will have the main responsibility, the rest of the group is a mix of 1st, 2nd and 4th year students, from both the Finnish and international side of Media Engineering, IT and Environmental Engineering in Myyrmäki. The whole group is also involved in tutoring, which is the way most of the members know each other.

Tina Lauritsen – Producer

Andrei Buzura – Creative inputs

Susanna Karttunen – Script writing and direction

Rosa Suominen – Assistant director

Anton Tugushi – Music and editing

Jeremy Kyejo – Recording and editing

Ermias Hailemichael – Recording assistant

Samuli Sippu – All around help

Sajjad Hosseini – Main character

Ahmed Mansour – Supporting character

Angela Szabo - Supporting character

Marina Lopez Aisa - Supporting character

3.3 Locations and Inspiration

Since the previous meeting, the theme has been approved the client. Sari has been in contact with the campus on Hämeentie where the music campus is, to see if some of the students there can compose some music. Tina has emailed METKA about the after party, created a Facebook group, and put all documentation into a Google Drive folder, so all members has access to it.

During the meeting it was debated whether or not the group would need a Trello board to keep track of the different tasks and the deadlines of those. The conclusion was that since the whole thing was still in the planning face, there was no need for it yet, but when things would become more complex it would be good to start using one. The whole group was given homework for next week's meeting, in the form of writing a script/storyboard. It should cover the locations which had been agreed on, they are as following:

- Lobby
- Cafeteria
- Library
- A classroom
- A sledding event
- The after party for the sledding event

Everybody is also asked to try and find actors for the first episode, which from now on will be referred to as the Pilot. The first recording will take place on the 12.02.2014, and Tina will make sure that the needed equipment has been reserved. To do this she had a chat with the audio visual teacher, whom knows the most about the equipment available, and what would be the best for this purpose. It is not possible to just take the

equipment, it first had to be reserved through the webpage reserve.metropolia.fi. On this page it is possible to browse and select the available equipment, and select what date and time it is needed.

Different teachers should also be contacted about showing things in their classes we can record, and the students that have those classes, gets the task of asking. Since there is still room for more people to work on the project, everybody should also inquire about this. Samuli will see if he can arrange a bowling event, in case the weather for the sledding makes it impossible to record. Also the voice over idea has been dropped, and instead the group will use explanatory text, an idea taken from the show *Sherlock*, which BCC started broadcasting in 2010. The TV show frequently uses on-screen text, to either show what Sherlock (Holmes) is thinking while he is deducing a crime scene, sending text messages, as seen in Figure 5, or some other case where additional text will be helpful for understanding the scene.



Figure 5. An example of screen text use in *Sherlock*, here to show what he is browsing on his phone.

URL: <http://tinyurl.com/n6kcxsy>

When looking at the meeting memo, as shown in Appendix 4, it also becomes clear that everybody was encouraged to use their resources within the school, to be able to get the different parts of the video done, with as big a variety as possible.

3.4 The Script

Since the last meeting it has been confirmed that it is possible for the whole group, except Tina, to get credits for the project. This is important since this is the main motivator for the group, besides for general interest in video creation. As mentioned in chapter 2.3, motivation is the main thing the manager needs to focus on when it comes to voluntary work. There is also finally a response from METKA, luckily with good news, saying the group will be allowed to record at the after party in the night club Fredan Tivoli. This is of great importance since it means that they can proceed with the script, and will not have to find another party to record at.

The meeting memo in Appendix 5 shows that during the meeting, the most important topic to get settled was the script. The Pilot should start with a “red carpet” arrival in the lobby, where there will be paparazzi taking pictures when the actors arrive on campus. This is to show that all Metropolia students are super stars. A friend of the team from the IT side, Andrei Buzura, had built a robot the group could borrow and make a recording of it in action. They also wanted an Audio Visual location, possibly something happening in front of a green screen. The group of actors should also be recorded while studying together in the library, and while having lunch in the cafeteria.

The Megora, which is a lounge like area in some of the Metropolia campuses, with games and sofas, should also be included, since the students in Leppävaara use it a lot. At the sledding event, the actors will be wearing the classic student overall and be recorded from different angles while sledding down the Malminkartano hill. At the after party they will be recorded while dancing and having fun with their friends. The music for the Pilot should be fun, light and high speed, to go with the filming style. For the editing there will be no specific timeline rules, as long as it all make sense when put together. Getting the script settled, is an important part of the planning phase, because it shows what will be in the final video and how it should be recorded.

3.4.1 Equipment

All the material was shot in the highest possible quality the camera could provide, in this case it was 4K. This was done because the video would be used for both big screen presentations with a projector and web publishing. Shooting it in the highest quality would then make it possible to export it to any channel needed. The video is shot with a Lumix camera, capable of recording in HD video, but still is about the same

size as a SLR camera, which made it easy to bring around to the different locations. To stabilize the camera, a tripod was used at most settings, but for the after party the designated camera man used a chest rig, to be able to get the shots right. External light sources and flashes were also used. The final material was put together using Adobe Premiere Pro and Adobe After Effects.

3.4.2 Homework

A document will be created in the Facebook group, where the actors and their contact information can be added, so it's easy to contact them, and then Tina is to give them information about the upcoming recording and what is expected of them. Tina and Susanne should also see if they can borrow cars to drive people around during the first recording. All equipment reservations are to be at reserve.metropolia.fi, and Jeremy will ask what settings should be used for the camera. Tina will also try to find red carpets or floor mats for the lobby recording.

3.4.3 Time Table

The whole group had to note down how many hours they had been working on the project. This time table was kept in Google Drive, along with the rest of the documentation, and group members were encouraged to fill it out every week, and along with a short note of what the time had been spend on. A copy of this table is shown in Appendix 9 and it shows a total of 86.5 hours (the record of Rosa is missing, so the actual total is closer to 100) spend on producing a 30 second long video.

The hours spend on the different stages of the project, and the time frame in which they took place, is described in the next fiure.



Figure 6. The figure shows the time distribution during the project.

As seen in Figure 6 of the time distribution, recording was the part that took up the most time. Still the planning phase and meetings took a lot of time as well. The emphasis of planning is explained in chapter 2.7, and by planning the group knew exactly what to do when they were out recording.

3.5 The First Recording

The 5th meeting is held the day before the first shooting, to make sure that everybody knows what to do during the day, and where to be since it was going to be a busy day. The two locations made up a major part of the Pilot, and were to add the angle of the after school student life. Both by showing one event that was not alcohol related, and a student organized club party.

Tina has made arrangements for all the equipment, so all the group has to do is pick it up before going to Malminkartano. The recording starts there at 15:00, at the annual sledding event arranged by MeMO, a student organization from Myyrmäki. Susanna will be directing the recordings. Jeremy will be the camera man, since he has the most experience in the area. The difficult part of the location was the settings. The weather and natural light was very bad, and it had to be done on a hill with people sledding all around. This was also the first recording, and the first time the group had to be on their own without Tina leading them. However, everything went as it should and the group really came together as a team that afternoon.

The recordings in the evening will take place at Fredan Tivoli, a night club located behind Kamppi. Once inside the club, the recordings became delayed, since there was no one in the club, and the group couldn't show a party setting without people. Fortunately the group was very creative, and got the people that were sitting in the sofas out on the dance floor, and soon after the right setting was created. Though there was not enough work to do, to keep the whole group occupied, they still managed to find something to do, and the evening was a success.

Samuli made sure that all the equipment was returned, and Jeremy copied the footage onto a server Susanna had access to, through her work with MetroTV. It turned out Jeremy had done a great job recording, and the footage turned out really well.

3.6 Communication Tools

From this point on the project, most communication happened via Facebook, and not many actual meetings were held, since the creation phase was over, and mostly there was only practical work left. In Facebook all sorts of methods were utilized. The team had their own closed group called Thesis Project, where only the team members and actors had access to the material. For non-urgent questions they would typically ask a

question on the wall, and when people had time they would answer. For questions related to, for example, picking a date, they would use the questionnaire tool, available for wall posts. In urgent matters, a group chat would be used, since most team members had a smart phone, and would see the notification straight away. Also the document tool was used to gather contact information on the group members and actors.

For the documentation Google Drive was used. It was great for this purpose since it is free and if the document is publically shared, no account is needed either. This meant that the whole group could access and edit the documents without a hassle. In the Drive Tina created a folder that had sharing settings so only the group could see and access the content. Every time something new was shared they would get a notification. The folder ended up containing all meeting memos, the time table and feedback form.

A Trello board is another free tool, which can be used for time management. The best way of describing it, is virtual post-it's. A user can create a board and then make different sections of it. The way the group used it, was by creating notes for what needed to be done in one column and add deadlines. Then when it was being done, this note was moved into the next column called, doing, and when it was done, it was moved to the last column, showing it had been completed. Handy things with the notes were, that it is possible to show who is responsible for completing the individual task, and link documents from Google Drive. Figure 7 shows the basic features of a Trello board.

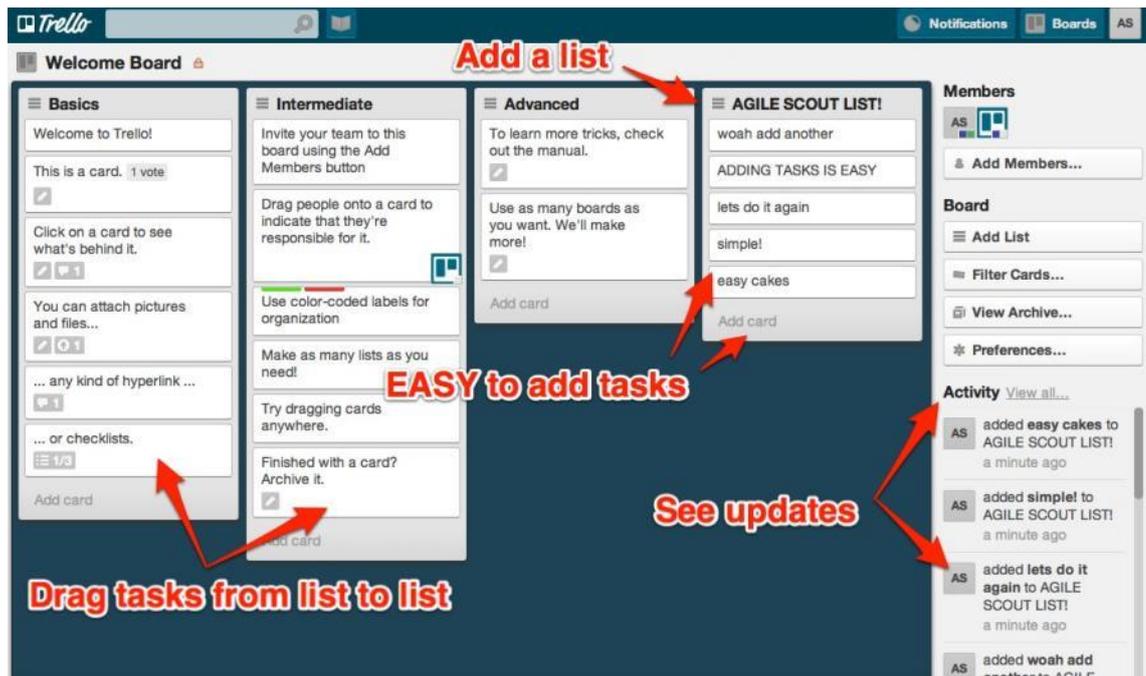


Figure 7. An example of a Trello board. URL: <http://heartofwisdom.com/blog/wp-content/uploads/2013/07/trello-agile-tool-project-management-dashboard.jpg>

To sum up, all the online tools the group used were chosen because they are free. Facebook is great for communication because everybody had a profile there. Google Drive offers excellent documentation sharing. Trello makes it easy to implement some of the time management tools that were introduced in chapter 2.7.2 that talks about scheduling.

3.7 Final Recordings

With everybody back from exam week or holidays, it was time to get back on track, and get the recordings on campus finished. It was decided to have a meeting on the 27th of February. Only a few people showed up, so the conclusion was that Tina should make a vote in Facebook, to find a day that the majority of the group would be available to do recordings. This turned out to be quite difficult, but on the 6th of March the group managed to get the cafeteria scene recorded.

On the 13th they held another meeting where the main topics were editing and finding music for the Pilot. As seen in Appendix 6, the meeting was very short, but the group managed to agree that Jeremy would be in charge of the editing and Anton would help him. Furthermore Tina had been in contact with Sari about the music, and it turned out the music campus wouldn't be able to help out. Fortunately Metropolia has access to a

royalty fee music library, which the group concluded that someone should go through to see if there is anything that would suit the concept.

On the 19th of March, a small part of the group, led by Susanne, met with Andrei and managed to get the recordings of the robot finished. The majority of the group also met up on the 24th of March to record the arrival to campus paparazzi welcome. Tina was directing the shoot, while Jeremy recorded. Sajjad did the acting, while the rest of the group were either taking care of getting the right light, or acting as paparazzi.

The final session of the recording happened on the 31st of March. Almost the whole team participated during the afternoon and early evening, to get the recordings in the library and of the audio visual setting completed. Since Jeremy wasn't available that day, Tina did the recording with help from Susanna and Rosa, so together the three of them managed to both record and direct at the same time. The first part was done in the library with three of the actors, acting like they were in a study session, looking at notes and finding books. The second session was in the 3rd floor studio Lagoon, B309. Since it had not been possible to record an audio visual class, the group decided to make their own mini fast forward video within the Pilot, to show a few of the things that can be done in the studio.

3.8 March Meeting with the Client

By March it was clear that the video was not going to be done by the time of the initial deadline, which was March, so on the 19th Tina met with the client. Because the deadline was the most pressing matter, it was the first order of the agenda, which can be seen in Appendix 8. Fortunately for the group it was okay to have it extended until the end of the Semester, which is in May. The meeting also involved a lot of talking about how to proceed with the project after the Pilot had been made. This included creating potential trainee positions, so the 3rd year students could do parts of their mandatory internships at Metropolia, and that way the project could continue on a fulltime basis, and move forward faster. In that connection they also mentioned that it would be very beneficial for the project, if it could be connected to one of the audio visual courses that are offered, so students would be working on it more, and offer different takes on the concept.

The client, Sari, made an additional request for another video to be done during the summer holiday. Both Sari and Jonna emphasize that the videos should show what

students really do at Metropolia, so they can be used at high school promotions, on the webpage and at orientation days for the new students. They think that the relaxed atmosphere in the concept is a great idea. It can be used to show foreigners, that studying will also give them an opportunity to get a life outside the classroom. Sari promised that the actors would get movie ticket gift cards when the recordings are over.

3.9 Post Production and Finalization

Editing was left entirely to Jeremy. During the project he had already showed great talent for handling the camera and understanding how it all connected, both with getting the colours and the composition right, so there would be a consistency throughout the video. Anton managed to find a great song from the band Fall Walk Run, named You are You. It really brought the video together and created the right atmosphere.

Because the video was done for Metropolia, the logo had to appear in the video. Tina contacted the client about this, and she gave her the logos shown in Figure 8 and Figure 9. She also provided a link for a video that showed a dynamic way of using them, which would fit perfectly for the Pilot. [11]



Figure 8. Official Metropolia logo in English.

The challenge was to find a good and stylish way to show these two logos, without losing the flow of the video.



Figure 9. Logo with Metropolia's slogan in English.

In the end the combination seen in Figure 10 was inserted into the end of the video, where they melted together, with the slogan logo being dynamic.



Figure 10. The logos as seen in the end of the Pilot.

On the 3rd of May, Jeremy had finally finished with the editing, and emailed the result to Tina, who then forwarded it Sari and Jonna. The feedback was great, and the client was satisfied with the result.

3.10 Technical Details

DSLR cameras these days are very advanced and capable of high quality photography and video recording. In this project it was preferred since they are not very big compared to a professional camera, which can easily weigh up to several kilos. Normally a DSLR camera comes with a set of predefined settings, so it is easy for a beginner to use them and still get a good result. From reference 12 a link to a website with tutorials is available.

Adobe Premiere Pro is Adobe's video editing software. It has incredible many features, but most of them are needed for this project. The basics can be learned relatively fast, and there is an ocean of help tools available online. One of them can be found from reference 13, which is from the official website where online support also is available.

Adobe After Effects is a software which can be used in combination with Premiere Pro. It allows the user to add effects to videos. Many of the effects are predefined, so it is just a matter of adding them to the video. Like with Premiere Pro, there are many tutorials online, an example of such can be found from reference 14.

To ensure consistency for future recordings, the following list provides the technical details regarding recording and editing.

Camera:

- 24fps (usually 23.976fps), or 25fps (usually 29.97fps) if asked
- Do not overexpose, do not underexpose, depending on the camera, higher ISO will create more noise, to compensate use 800 ISO and less and add in lights
- If slow motion shots are needed, shoot at 50fps (usually 59.94fps) and interpret it on software as the sequence fps (right click footage, properties, interpret footage, give it the timeline fps, this is called conforming too)
- Use PAL, Europe
- If shooting at 24fps, double the shutter speed, this will be 1/48 sec, if 25 fps then 1/50 sec, in case it is bright add in a neutral density filter on top of the lens
- Aperture depends on the scene and what sort of depth of field you are going for
- If using a canon DSLR, have a look into Magic Lantern
- Use custom white balance, in Kelvins to get a precise tones

Adobe Premiere:

- 1080p sequence
- 23.976 fps (or otherwise told 29.97fps)
- Progressive
- Do all the fade in and fade outs here
- Do most of the first cut edit, then after it is done copy the sequence and paste it into Adobe After effects

Adobe After Effects:

Use the same basic settings as Adobe Premiere, the program is used for further compositing and colour grading. Colour correct first then colour grade, and fix white balance and exposure issues.

Layers used in Adobe After Effects:

- Layer 1: Video
- Layer 2: Noise reduction
- Layer 3: Basic grade (or LUT's)
- Layer 4: Advanced grade (precise colour matching etc.)
- Layer 5: Crop marks for film look e.g. 2.35:1 or 2.39:1 (this is optional), but remember if adding crops, then frame well when shooting

If the footage is shaky, use Warp stabilizer in Adobe After Effects, on the individual clips use detailed at 15%.

Exporting:

- Export highest quality: For example Progress 422 HQ, or highest if size is not an issue
- Export web quality: H.264 around 40mpbs

The list above sums up the technical settings and procedures used in the making of the Pilot. To ensure consistency in the quality of future videos, these should be used. However, the contents of the video play a major role, so the effects added should reflect that.

3.11 The Pilot

The final result of the video exceeded the expectations and was everything they wanted it to be. The use of the camera, lighting, the direction and editing, resulting in a high quality video. It had a concept that could easily be applied to other videos and it showed the diversity of Metropolia as a study place.

The following pictures will show how the group managed to implement the ideas they came up with during the meetings, and turn them into effects in the video.



Figure 11. Paparazzi Arrival.

Figure 11 shows the arrival to the campus, with the main character, Sajjad walking through the doors while Susanna and Samuli are taking pictures of him. The scene is meant to symbolize that every student has the potential to become a superstar fit for the red carpet.

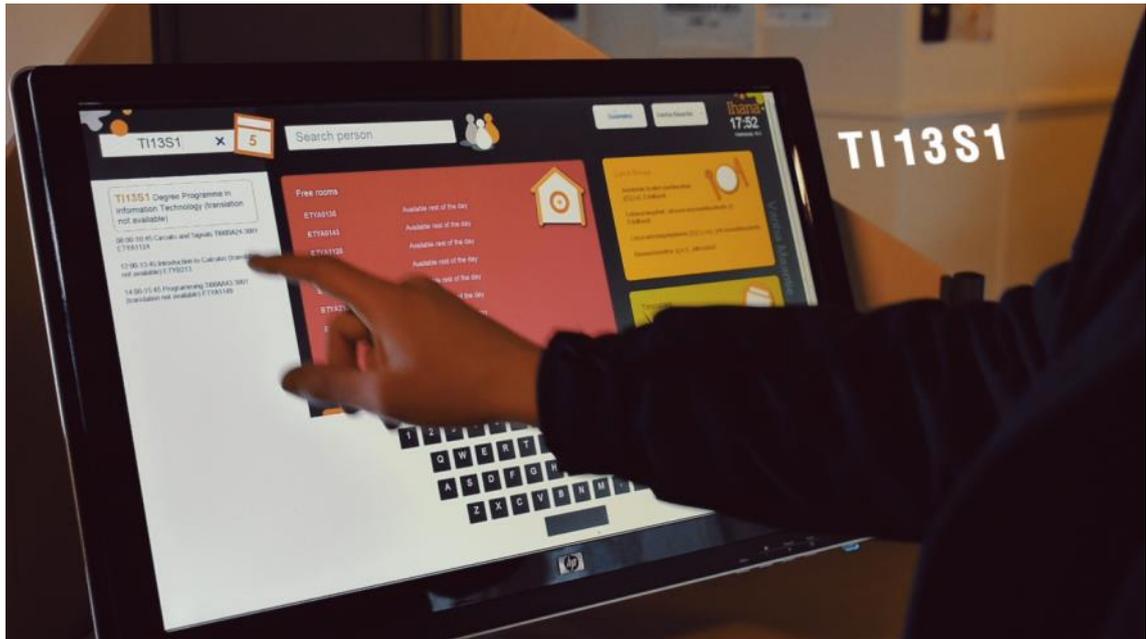


Figure 12. Sherlock inspired text.

The text on screen method known from the Sherlock series, was used to emphasize what Sajjad was typing on the information screen that can be found in the lobby of the A and B building in Leppävaara. Figure 12 shows him typing in his group code, to bring up his schedule for the day.



Figure 13. Study session in the library.

The video also shows the diversity of the people students can meet at Metropolia. In Figure 13 the 3 actors represent 3 different nationalities, that all are friends outside school, but found each other through the university and the work of the student union METKA.



Figure 14. Sledding and added effects.

Another reason the Pilot is so good, is because of the added effects. As an example Figure 14 shows 3 of the group members sledding and having fun, but the picture has an added effect, so it mixes with the snow, but also the clip with a disco ball, which follows in the next frame.

The Pilot is available in a high definition and a low definition version from this location: <http://tinyurl.com/pkvjpld>.

4 Results

Through the process described in the previous chapter, there are two results. One of them is the Pilot, which is the visual representation of the concept, the other one is the actual concept. Even though the concept is usually created before making the product of it, it was done the other way around during this project. No one in the group had any experience with developing concepts from earlier, so the result was created by doing what felt right. Tina had some experience in project management from earlier on, and knew what direction to take the group in. She also utilized much of the theory mentioned in chapter 2. Based on this and the flow of the work, the concept eventually came together.

4.1 Pilot as the Concept

As the vision for this thesis is that it can be used as a guide for future implementations of the concept, the steps will be listed as a checklist:

- Theme: “*A Day at Metropolia*”
- Should be a 30 seconds long video
- Show different kinds of courses
- Show what can be done a campus
- Show the places where students spend time on campus
- Show what is typical after school activities for this degree, both party and non-party, preferably record actual events, nothing staged
- Actors should represent the diversity of the degree
- There should be no talking in the videos
- Make the settings energetic, cheerful and interesting for the viewer
- Use on screen text as shown in Figure 12 when it can promote understanding
- Editing should be done accordingly to the Technical Details
- Aim for the highest possible recording quality
- Music: Fall Walk Run with You are You

All in all the video is meant to give the impression of following one person during one day in their student life. The concept it meant to be flexible so it can be applied to different degrees, that all are constructed their own way. When planning the recording it is

important to be in contact with the local student organization. They will know what events are coming up that can be recorded. In general try to create a positive atmosphere, and do not be afraid of adding funny scenes, like the superstar arrival.

The biggest obstacle with a project of this kind is keeping the team interested and managing the time. In this case, after the first recording was over, it was very difficult to get the whole team together again, both for meetings and recordings. This is also part of the reason why the deadline had to be moved. Also one has to keep in mind that the team is made up by students, whom all have courses, other projects and some even have work. It was quickly discovered that sticking to the same meeting time every week, made it easier to get the group together. So making a plan from the beginning that everybody can agree on, will make the process flow better.

Fortunately the group was very talented, and in the end the result was satisfying. The goal was met both when it came to creating the video but also the concept. The only slightly negative feedback about the Pilot was that someone from Metropolia's communication department thought too much was happening in too short time. Overall the reception was very good and positive.

5 Discussion

The Pilot and the concept show how a group of people came together with very little information to work on, and managed to turn it into something they all felt proud of. None of us really knew what the end product would be like, and if the client would even like it. However in the end it we ended up with concept that can easily be applied to other videos, and really shows the diversity of Metropolia as a study place. The video itself is nothing complicated, neither is the concept, the challenge lies with the group. It was so difficult to motivate them, and get them to show up for the meetings and recordings. At some point I really doubted whether we would ever finish it, but in the end it all came together. The hardest part for me, as the manager, was to put the editing in the hands of someone else, and not knowing their abilities to edit. It was a long month of waiting and hoping for the best. When I finally received the Pilot, the first feeling was relief. It went far above any expectation I ever had, and was so much better than I ever dared hope for.

On a personal level, I have learned so much during the whole process, both during the video development, and while writing. I never knew that project management can be so challenging, but at the same time so rewarding. There was a point where I felt like giving up, because no one seemed to care if we ever finished it or not. On the other hand it was not an option since the client depended on me to finish it, and in the end it was worth it since I am very proud of what we created. I wish that I had known more about the theory before I started, since I mostly went with my gut feeling and the tools I had used in previous project. However when looking back, I doubt it would have made much difference since working with volunteer students, you never quite know what you get. Still I am very grateful that they chose to help me with this, as their personal inputs have done much to shape the project into what it is.

My personal goal with this thesis is to provide a guide for the person whom is going to carry on with the project. In the theory part I have listed all the things I feel is important for this kind of project, and the project chapter shows all the steps and decisions that were made. Combined they should provide an easy go-to guide that quickly will enable someone to continue where I left off.

6 Conclusion

The purpose of this thesis was to create a concept and a visual representation of this concept. The need for the concept became apparent, because Metropolia does not have one for advertising the different degrees programmes. The video that was to be created should cover all aspects of studying, not just sitting with a book or a computer, but also social interaction and after school activities.

The strength of this project was that the group did not have a strict definition to stick to. They could basically do whatever they wanted, as long as the result was a 30 second long video and a concept to describe it. This allowed for a lot of room to play and be creative. The greatest limitation was to work with students and not a professional team. Students usually have many things on their plates, but if a student is hired to do the job, completing the project would be their main priority.

For future implementations of the concept, it would be a great advantage to implement the tools provided in the theory part. For this project the planning phase was not prioritized as much as it should have been. If there had been a clear plan from the beginning, it would have been easier to get the group together, and not plan things on a day to day basis. This will be easier for the next implementations because the concept has already been created, and it is just a matter of following it, not creating it from scratch. A major part of all the meetings was to come up with ideas for the concept, which then was formed during the entirety of the process. It was not until the Pilot was ready and approved, that the concept was known in its complete form.

Overall the project was mostly a success, but it also leaves a lot of room for improvement. However it is hard to see how it could have been done differently with the tools available at the time. The only thing that is truly missing is a second video to show if the concept really could be easily applied to another video. But all in all the goals that were given in the first meeting were met.

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Memo of meeting 1

Date: 21.01.2014

Venue: Unicafé, Leppävaara campus

Attending: Tina, Jonna, Sari

Agenda: Inform Tina about the ideas behind the project, and what the client wants.

Notes:

- Tina, as the producer, needs to have a vision for the project.
- The videos have to show stories about the people that study in Metropolia, and cover different people from different degrees and nationalities - show the variety.
- Cover the different aspects of studying - from going to class to partying in the evening.
- The story should be told with pictures and only minimal talking.
- To begin with different videos should be made for the degrees in IT and Media
- The main purpose for the project is to create the concept for the videos.
- The videos have to be high quality.
- They should be able to show why people would want to study at Metropolia.
- The videos should be energetic, make it look fun and interesting.
- The Pilot should show the Leppävaara campus.
- Tina should figure out what people are needed, how the videos should be distributed and what kind of story the client wants.
- Figure out what is going on in the campus and record it.
- Video format settings will be provided by Jonna.
- The Pilot should be ready in March.
- Example video - Scroll down
- <http://www.lut.fi/opiskelu/kandidaattiohjelmakkauppatieteet>

Sari's first notes

TULOSALUEEN 2 VIDEOINTIPROJEKTI

Sari Rannisto & Melissa Rask

Perustietoa

- Kohderyhmä: uudet hakijat
- Suunnittelussa mukana ensimmäisen kerran: Tulosalueelta 2 Kauko Ojanen, Erkki Rämö, Antti Piironen, Jonna Eriksson ja Sari Rannisto (kokous marraskuussa 2013) + Melissa Rask (viestintäpalvelut)
- Toteutus: Media-alan projektiryhmä, opiskelijat
- Aikataulu:
 - o Sari R. tapaa 17.1.14 klo 12 Harju-auditoriossa projektiryhmän ensi kerran > visiomme
 - o jatkon aikataulu?
- Videoiden sijoitus: hakusivut, metropolia.fi + Metropolian Youtube
<http://www.youtube.com/user/MetropoliaAMK>

Tavoite

- luoda potentiaaliselle hakijalle vahvistus päätöksestä hakea Metropoliaan
- miksi hakisin? mitä saan? millainen on Metropolia? miten voin samaistua videolla esiintyvään opiskelijaan?

Visio

- Lyhyt, yhteen opiskelijaan profiloituva opiskelijatarina, jossa opiskelija kertoo
 - o miksi valinnut Metropolian ja ko. koulutuksen
 - o opiskelukokemuksistaan
- Opiskelijan ääni kuuluu videon taustalla, puhe äänitetty erikseen
 - o ei pönötysmäistä haastattelukuvaa
- myös tilojen ja oppimisympäristöjen kuvausta > missä opiskelija kulkee
 - o ulkokuvaa, kampusympäristöä
 - o oppimistilanteita
 - o opiskelun ulkopuolinen tapahtuma, harrastus?
- taustalla puhetta ja musiikkia
 - o musiikin valinta olennainen: rauhallinen, tunnelmaa luova, ei liian hallitseva
- tarvittaessa tekstejä / iskulauseita sekaan
- kielenä suomi ja/tai englanti, tutkinnosta riippuen
- Tyyli:
 - o rauhallisuus, tyylikkyys, erilaiset kuvakulmat ja kuvaustavat
- realismi, aidot projektit ja tilanteet
- tarkoituksena luoda pikkuhiljaa useita videoita samalla sapluunalla ja yhtenäisellä tyyliillä
 - o AMK, YAMK, KV, valmistunut > tarjonnan kirjo näkyviin
 - o erilaisuus näkyviin: opiskelevat äidit vauvoineen, ulkomaiset opiskelijat ym. ym.

Huomioitavaa

- pituus max 30 s
- Metropolian brändi näkyviin
 - o korkeakoulun nimi ja logo videon loppuun /alkuun + samassa tutkinto-ohjelman nimi
 - o ehkä myös liehuelementti? (ks. brändikirja s. 27)
 - o Tutustu brändikirjaan <http://www.e-julkaisu.fi/metropolia/brandikirja/>

Esimerkkejä videoista, ideointia varten, **ei kopiointia**. Haaga-Helian videossa ärsyttävä musiikki. Lutin videot rauhallisia, tämän tyyllisiä, laadukkaita videoita.

<http://www.haaga-helia.fi/fi/koulutus>

LUTin videot: <http://www.lut.fi/opiskelu/kandidaattiohjelmat>

Memo of meeting 2

Date: 23.01.2014

Venue: Megora, Leppävaara campus

Attending: Tina, Anton, Samuli

Agenda: Get people together and have a discussion and brainstorming about the project and what we can make of it.

Notes:

- Have main character
- Follow this person throughout a day
- Theme: A day at Metropolia
- Add entertaining voice over with details for the study environment
- Locations: Lobby, cafeteria, library, lagoon, classes, sledding, after party.
- Find someone who can write music for us.
- Jingle: Can we make a cool one?
- Find actors and extras.
- Talk to teachers before classes - convince them to show something cool we can record.
- Figure out if we can get movie tickets and credits, equipment and settings for the recording and editing, get a confirmation of the topic.
- Task for everyone till next time - think of locations and ideas for the script/storyboard.
- Contact METKA about the after party.
- Make a Facebook group, with the aim of getting 10 people for the project.
- Find dates for recording so we can reserve equipment.
- Tina would like a flow a feedback (given in anyway team members will prefer) so she can develop her management skills and make the project a nice place to be.

Memo of meeting 3

Date: 30.01.2014

Venue: Megora, Leppävaara campus

Attending: Tina, Susanna, Rosa, Anton, Samuli

Update:

- The theme has been confirmed.
- We can use movie tickets as a bribe for actors.
- Sari is trying to figure out who can make the music.
- Jonna and Sari are gathering information about the credits.
- Tina has contacted METKA about the after party.
- Facebook group has been created.
- Created Google Drive folder for all documentation.

Agenda:

- We have no need for Trello currently, but if the project gets more complex later on, we can implement it.
- For next week's meeting (06.02.2014) everybody in the group will have prepared a draw script with a storyboard to clarify. Following locations should be covered: Lobby, Cafeteria, Library, Classroom, Sledding and After Party. Ideas for several angles should be added.
- We should all advertise/ask classmates if any of them want to be actors and extras in the Pilot.
- We will record the sledding and the after party on 12.02.2014. Tina will reserve equipment.
- Teachers that needs to be contacted about recording in their classes.
- Antti for 3D - For the lecture in auditorium.
- Jonna for AV
- Ask Ida for teacher for printing.
- Find out if something is happening in the MacLab.
- Can we record in math?

- Everyone should continue to ask around, to see if we can get more people to join the project.
- There is a feedback form in Drive, please fill it out if you have anything to say about the project, or the way Tina is managing it.
- In case the weather might be bad, we are going to need a backup plan for the sledding event.
- Samuli will check if we can arrange a bowling event.
- We won't be using voice over, instead we will use on screen text.

Memo of Meeting 4

Date: 06.02.2014

Venue: Megora, Leppävaara campus

Attending: Tina, Samuli, Susanna, Andrei, Jeremy, Ermi, Sajjad

Update:

- There will be credits
- We can record at Tivoli

Agenda:

- Get the details for the script settled.
- Andrei has a robot, film it! Have a screen with code showing in the background.
- AudioVisual. Recording of recording and editing. (Possible green screen)
- Lobby. Main character arriving to the school. Looking at the screens in the lobby. Red Carpet arrival.
- Library. Studying in a group. Taking a book from the shelf. Borrowing the music.
- Cafeteria. Look at taking the food. Paying for the food. Them eating in a group.
- Megora. People hanging out in the sofas.
- Sledding. People at the top of the hill. Main character sledding towards the camera.
- After Party. Different angles from outside. People dancing.
- Bowling on standby if the weather is horrible.
- reserve.metropolia.fi
- Camera
- Tripod
- We should catch the audience in 3 sec.
- Music should be fun, light and high speed.
- We don't need to stick to the timeline when doing the editing; we can take the order that makes the video the most interesting, as long as the order makes sense.

For next time:

- Tina will make a document in the Facebook group for the actors. She will then contact them, regarding details for the recordings.
- Tina will contact Sari about the contact person for the music. Music can possibly be done by Jeremy and Ermi.
- Tina and Susanna will see if they can get access to a car on the 12th.
- Tina will reserve equipment, but first talk to Jonna about what kind.
- Jeremy will find out what kind of settings we need for the camera.
- Tina will ask porters for red carpets.

Memo of meeting 5

Date: 11.02.2014

Venue: Megora, Leppävaara campus

Attending: Tina, Susanna, Rosa, Jeremy, Ermi, Samuli, Ahmed, Angela

Agenda

- We'll meet on the 12th at 14:00
- Tina will have gathered all the equipment (Camera, Tripod, Shoulder rig, Lights, Memory cards, White balance card, Power)
- Recording in Malminkartano from 15:00
- Recording at Tivoli from 21:00 (We meet outside).
- Susanna will be the director during the afternoon
- Jeremy will be the cameraman
- The rest make yourselves useful, by either helping, or coming with input for cool scenes we can use.

Memo of meeting 7

Date: 13.03.2014

Venue: Megora, Leppävaara campus

Attending: Susanna, Rosa, Jeremy, Anton, Tina

Update:

- We should see if we can find music from the schools royalty list
- Erkki Rämö wants a meeting with us

Agenda:

- Who wants to be in charge of editing?
- Anton and Jeremy have offered to look at it.
- How should we do the editing - creative inputs?
- When should we do the rest of the recording?
- We are still working on it; let's try to get it done next week.
- Where are we with the music, Jeremy, Ermi?
- Someone please go look at that library.
- Anyone feels like finding music we can use from the "bank"?

Memo of meeting with Sari and Jonna

Date: 19.03.2014

Venue: Tuikku (A1.223)

Attending: Tina, Sari, Jonna

- New deadline: end of the semester
- Erkki Rämö is out.
- We might celebrate with lunch/dinner paid by the school - Sari wants to meet everybody and thank them.
- Jonna and Sari will talk about making trainee positions available in the summer/autumn, so this can be continued on a fulltime basis.
- I need to start thinking about what angle to put on my thesis.
- It would be great if we can have one more video done before August.
- They want to use the videos to actually show what the students are doing at Metropolia, and use them for high school showings, webpage and orientation days for new students.
- It is good that they are not so stiff, and shows all aspects of studying, so foreigners see that they will be able to get a life outside school too.
- The actors get movie tickets when we are done recording.
- This project might be continued as a course.

Time table

Week	Tina	Susanna	Jeremy
20-26.01	3 Meetings + notes + facebook		
27-02.01/02	1,5 Prep for meeting	2 Meeting + facebook + getting new members/actors	
03-09.02	3,5 script + meeting	3 meeting + script	3 meeting + motion tracking testing
10-16.02	2 meeting + docs + recording	5,5 meeting + tivoli & sledding video shooting	5,5 meeting + tivoli & sledding video shooting
17-23.02	0 sick		
24.02-02.03	0,5 meeting		0,5 meeting
03-09.03	0,5 docs		
10-16.03	0,5 meeting		0,5 meeting
17-23.04	3 meeting + recording	3 meeting + filming	2 filming
24-30.03	0,5 docs		
31.03-06.04	2 recording	2 recording	3 editing
07-13.04	0,5 docs		
21-27.04	0,5 diverse		2 edit + comp
28.04-04.05			1 edit + grade
Total hours	18	15.5	17.5
Week	Ermi	Anton	Samuli
20-26.01		1 Meeting, discussions	1 Weekly meeting
27-02.01/02		1 meeting, brainstorming	1 Weekly meeting
03-09.02	3 meeting + checking out equipments		1,5 Weekly meeting
10-16.02	4,5 meeting + tivoli & sledding video shooting	5,5 meeting + tivoli & sledding video shooting	5,5 Recording at sledding and afterparty
17-23.02			
24.02-02.03	0,5 meeting	0,5	
03-09.03			0,5 Meeting
10-16.03			
17-23.04	2 filming	1 filming	2 Filming
24-30.03			
31.03-06.04		3 music search, editing	2 Filming
07-13.04			
21-27.04			
28.04-04.05			
Total hours	10	12	13.5