DEVELOPING SKILLS OF NGOS

Project Management
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Project Management

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THE REGIONAL ENVIRONMENTAL CENTER
for Central and Eastern Europe
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Topic Material
Overview

Introduction

Managing a project may seem like a daunting task that requires a great deal of expertise, knowledge and practice. It may seem hard to understand, follow or accomplish. In many ways, however, everyone is a full-time project manager in their daily lives. Some examples of complex, yet everyday projects are:

- shopping;
- cleaning the flat;
- organising a football match;
- preparing for an exam;
- planning a vacation; and
- living on a fixed salary.

A close look at these activities shows they are all “projects” with individual project managers. There are common elements to all these routine tasks.

What is a project?

A project is:

- a result oriented, concrete, practical effort;
- directed towards the solution of a relatively complex problem or issue;
- an activity with defined objectives and expected results;
- limited by time, as well as financial, technical and human resources;
- planned in advance and evaluated at the end.

Do the above examples include these elements?

We may also add that a project is normally a one-time occasion, non-frequent, non-periodical effort.

In addition, a “project” stands as the smallest of the 3 P’s: “PPP.” The “medium P” stands for “programme,” which is a larger, longer, more complex and less objective-oriented plan. The “biggest P” stands for “policy,” which is the general, wide ringing direction that defines the framework for most of the activities we do.

And what is management?

Some “fancy” definitions:

- **Management** 1) The act, manner, or practice of managing, supervising, or controlling. 2) The person or persons, who manage a business establishment, organisation or institution (The American Heritage Dictionary).

- The effort of planning, organising and mobilising people and resources for a given purpose.

- The process undertaken by one or more individuals to coordinate the activities of others, to achieve results not achievable by one individual acting alone.

- It is no more than a relatively simple tool that can help us to establish the factors that affect the success of an operation.
So what is project management?

Obviously, a combination of both concepts: the “project” defines the framework for the objectives, expected results and resources — human, financial and other. Reaching the objectives, following the work phases and organising the tasks falls under management.

Why is it important? It is worth re-emphasising that nothing is just “art for art’s sake.” We have one general goal, one policy (lifestyle, approach, noble aims), several programmes and even more projects. **Project management is only a tool**, a set of methods and techniques that helps us effectively reach the goals and objectives.

Figure 1 challenges the “flat cleaning” example to see how well it fits the definition of a project.

After proving that “project management” is not a big deal after all, and that anyone can do it, the question arises: “So should we bother to learn about it?”

Sticking to the above examples, the answers are:

- Everyone can play football, but playing on a team and scoring goals requires practice, tactics and a good coach.
- Cleaning a flat is not that easy — it’s more than sweeping here and there.
- Shopping can be a waste of time, and we can spend a fortune on unnecessary useless goods…
- …and living on a monthly salary… that is an art in itself.

### FIGURE 1

**Cleaning the Flat Project**

<table>
<thead>
<tr>
<th>ELEMENTS OF THE DEFINITION:</th>
<th>TEST:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a result-oriented, concrete, practical effort</td>
<td>Yes, very practical, and for most of us quite an effort…</td>
</tr>
<tr>
<td>directed towards the solution of a relatively complex problem or issue</td>
<td>In the case of a regular “kids room” it is definitely a complex issue…</td>
</tr>
<tr>
<td>defined objectives and expected results</td>
<td>Yes, the flat should be clean.</td>
</tr>
<tr>
<td>limited by time, financial, technical and human resources</td>
<td>Yes, nobody likes to waste hours cleaning, a vacuum cleaner can be a great technical asset and an additional person would help to clean it faster.</td>
</tr>
<tr>
<td>planned in advance and evaluated at the end</td>
<td>Yes, it rarely occurs spontaneously of goes unnoticed.</td>
</tr>
<tr>
<td>one-time occasion, non-frequent, non-periodical effort</td>
<td>Ok, we wish… but any room-cleaning can also be described as a “non-frequent” effort, distinctive from the last one we did three months ago!</td>
</tr>
<tr>
<td>the 3Ps – project is part of a programme, programmes are part of a policy…</td>
<td>How do we perform the cleaning? How often? What does “clean the rooms” actually mean? This is already “programme” level. Your lifestyle already governs the general “policy” level, which defines the framework for the “programmes and projects.”</td>
</tr>
<tr>
<td>a tool or a goal?</td>
<td>Room cleaning is a very good example when reaching the goal.</td>
</tr>
</tbody>
</table>
Of course, this manual is not for “shoppers” or “maids,” but for project managers of (environmental) non-governmental organisations (NGOs). As the concept of project management is not new, we would like to highlight some of its practical aspects and briefly some methods and tools that make a project manager’s life easier.

Objective of the Guide

This guide offers information and activities to help the trainer:

• become familiar with the concept of project management;
• improve participants’ ability to plan, implement and evaluate projects;
• offer hands-on experience in developing strategy, selecting mechanisms and honing the skills required to effectively implement projects; and
• provide the technical skills needed for planning.

Skills to be Developed

Upon successful completion of a training based on this guide, participants will be able to conduct critical analyses of environmental needs, impacts of possible projects and their own organisation’s capacities. They will also learn various ways to increase their managerial effectiveness and efficiency.

Content

This guide works through the various stages of analysis, planning, implementation, evaluation and reporting. It contains definitions, explanations and activities designed to introduce and enforce the concepts and practical aspects of environmental project management.

Delivering the Training

This guide should be used in combination with the activities presented in the training toolkit. Most of the guide’s content is designed in a way that can be used as a handout or reader for the participants during the training session. The trainer is encouraged to adopt it to the specific context and time frame of the training activity.
Training Project Managers
Managing a Project

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**Stages of the Project Cycle**

- Needs analysis;
- Goals and objectives;
- Strategy or methodology;
- Plan of activities;
- Implementation;
- Evaluation;
- Follow-up.

**Project cycle**

We will highlight the most important stages of the project cycle from planning to final evaluation.

Mastering the project cycle is a critical skill. Most civil organisations constantly work and “live” on projects that run in parallel, follow consecutively or overlap. Ideas for a new project may appear while closing another, causing one project to spiral into the next. The project cycle tracks the individual projects to insure that no elements are left out. The components of the project cycle are listed on the left.

**Needs analysis**

Every project starts with an idea. Before any development begins, the project manager and the team have to stop and perform a “reality check.” Two main elements must be assessed — needs and the environment.

The needs assessment is based on the principle that the project is not “work for the sake of working” but for accomplishing a goal. Figure 2 displays the elements of a needs assessment as it relates to the general social situation.

It is important to remember that there are two kinds of projects:

- **reactive** — seeking to solve an existing problem; and
- **proactive** — seeking to change the status quo in anticipation of future problems.

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**FIGURE 2**

**Needs Analysis**

Needs analysis includes:

- Social analysis
- Situation of the target group
- Political analysis
- Problem analysis
- Economic conditions

**GENERAL SOCIAL SITUATION**
The following questions need to be answered at this stage:

- Who are our constituents/members of the target groups?
- Is there a need for this project? Does it reflect the community’s real needs?
- Does the community agree that there is a problem? Does the community want the project? What would be their solution?
- What are the opportunities for a project? What is new and innovative in it?
- What is the project going to change?

This needs assessment will challenge our ideas; it will either strengthen our resolve or make us reconsider our logic. Environmental assessments help to see the different levels of the surrounding environment that affect the management and success of the project.

There are three main levels of environmental assessment: the organisation, the micro-environment and the macro-environment.

**Our own organisation — do we have the capacity and willingness?**

- Human, financial, technical resources;
- Decision-making (who and how);
- Organisational culture;
- Other projects;
- Strategy, compatibility with the organisation’s mission.

**Micro-environment — is our “neighbourhood” ready to be directly involved?**

- Sources (possible donors or clients);
- Contacts;
- Social-cultural environment;
- Information.

**Macro-environment — what are the larger considerations?**

- Social;
- Political;
- Economic;
- Legal.

Objectives Should be SMART:

- Specific;
- Measurable;
- Achievable;
- Realistic; and
- Time-bound.

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Project Planning

**Defining the goal**

From the needs analysis we know why this project is important. Now it is time to identify *what the project is for, what the project should achieve and why it exists.* In short, what is the goal of the project?

The goal is a sentence-long phrase describing an image of a possible future that can be worked towards. The goal need not mention specific dates or activities. It should not be changed during the project, since changing the goal would involve drastic changes to the project as a whole.
Defining objectives

Project ideas often react on needs, lack of resources or existing problems without defining the details. At the beginning, we need to narrow the tasks by breaking the general goal into smaller objectives.

The objectives derive from the goal as one-sentence phrases, presenting the clear keystones that the project will achieve by the end. In order to accomplish each objective, a series of connected activities must be implemented. The smaller the number of objectives, the less complex the activity tree will be.

A SMART objective (see sidebar on previous page) can be converted into specific targets and actions. The more abstract the objective, the more difficult it is to measure performance. Managers need to discuss the objectives with their project team, target groups, partners and colleagues. Objectives must be understandable and acceptable to those who will help to achieve them.

In addition, it is worth clarifying some issues about indicators. Indicators describe objectively measurable, empirically observable terms and provide the basis for measuring performance and evaluating projects. They are parameters of change or results indicating to what extent the project objectives have been achieved. Indicators help to create transparency in conveying to others what the project intends to achieve.

It is relatively easy to identify indicators for quantitatively measurable tasks. For example, it is easy to decide whether 25 copies of a letter have been sent. Qualitative tasks, however, are more problematic. It is difficult to establish, for instance, whether the letter itself was well written.

Some indicators must be preliminary agreed upon with the donor and the target groups in order to unify the expectations of the project’s activities and results.

Situation analysis

At this stage the most important questions are whether the organisational structure has to be amended for the project and to what extent.

Also, a draft resource analysis is advisable at this point. The easiest form is the SWOT analysis — an outline of organisational strengths, weaknesses, opportunities and threats that shows the expected positive and negative effects of the project.

Strategy and methodology

A strategy outlines the basic steps management plans to take in order to reach an objective or set of objectives. The choice of one or more strategies will usually be made after the project’s purpose has been decided.

Identifying a strategy involves:

- listing the various possible strategies available; and
- gauging whether the target group understands the process being proposed.

The methodology is the process through which the team approaches the project’s objectives. It can take many forms, but it should always be coherent and insures that results will be available in a timely manner.

The methodology chosen should reflect the overall concept of the project, as well as the mission of the organisation. For example, most environmental organisations would not condone a methodology of killing off natural predators in order to save an endangered species.

The working methods are the way that we are going to do the activities to pursue concrete objectives or steps. It is very important that other people or partners should understand the methodology and strategy of the project.
Setting parameters and the framework (time, money, resources)

As stated above, projects have time limitations. A conservative approach to setting the deadline will allow for unforeseen difficulties. Deadlines should be negotiated and agreed upon with the responsible team members. The smart project manager always has “secret deadlines,” too — hoping the best but expecting the worst…

The budget draft displays the fixed assets and personnel costs, as well as the direct project costs. As with the deadlines, we need to set a best case scenario for the ideal budgetary conditions and a worst case scenario for a minimal budget that is still enough for the project. The budget draft will also aid proposal writing and help attract future supporters.

Decision-making methods, tasks, roles, responsibilities

Though funding is a necessary part of any project, the team’s staff and network are much more important to its overall success. Their dedication, expertise and effort will likely decide the fate of the project. It is crucial that expectations and responsibilities be discussed and defined in advance, because undefined expectations may cause serious misunderstandings, personal conflicts and problems that may hold back the project or cause it to fail. Job descriptions, contractual agreements and methods of quality control are not only important in profit-making industries!

The project manager is “first among equals,” in delegating functions and roles among the staff members. It is always important to discuss how information will be shared: even such trivial tools like e-mail circulars can cause problems if the “who, when, what and how” are not well defined.

Planning

It is ineffective for a manager to work without a plan. Figure 3 lists many ways that effective planning can improve the quality of a project. Figure 4 shows how planning leads to specific questions.

Managers have a primary responsibility for planning. In fact, some managers see planning as the primary management function and think that organising and monitoring are secondary.

Two of the most important questions that managers must answer are: What is to be accomplished? and How?

The planning function requires managers to make decisions on important elements of the project such as objectives, actions, resources and implementation.

How does a manager begin the planning process? Many professionals agree that asking the project team the right questions can solve many of the tasks at hand. Figure 4 contains an extensive list of questions about the project’s objectives, actions, resources and implementation that a manager needs to address.

**FIGURE 3**

**Why Plan?**

- Planning allows an organisation to affect rather than accept the future.
- By having a plan, the organisation commits itself to action.
- Planning provides management with a blueprint for the project.
- Planning foresees the resources needed for the project’s activities.
- Planning is an opportunity for different levels of the organisation to coordinate their activities and share advice.
- Planning allows managers to concentrate on the task at hand.
- Team members who are involved in planning will work with a greater sense of purpose.
### Key Managerial Planning Issues

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<thead>
<tr>
<th>PLANNING ELEMENT</th>
<th>KEY MANAGERIAL DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>■ What objectives will be sought?</td>
</tr>
<tr>
<td></td>
<td>■ What is the relative importance of each objective?</td>
</tr>
<tr>
<td></td>
<td>■ How are the objectives related to one another?</td>
</tr>
<tr>
<td></td>
<td>■ When should each objective be achieved?</td>
</tr>
<tr>
<td></td>
<td>■ How can each objective be measured?</td>
</tr>
<tr>
<td></td>
<td>■ Which person or organisational unit should be responsible for the objectives?</td>
</tr>
<tr>
<td>Action</td>
<td>■ What important actions affect the successful achievement of objectives?</td>
</tr>
<tr>
<td></td>
<td>■ What information exists regarding each action?</td>
</tr>
<tr>
<td></td>
<td>■ What is the appropriate technique for forecasting the future state of each important action?</td>
</tr>
<tr>
<td></td>
<td>■ What person or organisational unit should be accountable for the action?</td>
</tr>
<tr>
<td>Resources</td>
<td>■ What resources should be included in the plan?</td>
</tr>
<tr>
<td></td>
<td>■ How are the various resources related?</td>
</tr>
<tr>
<td></td>
<td>■ What budgeting techniques should be used?</td>
</tr>
<tr>
<td></td>
<td>■ Which person or organisational unit should be accountable for the preparation of the budget?</td>
</tr>
<tr>
<td>Implementation</td>
<td>■ Does the organisation have the necessary authority to implement the plan?</td>
</tr>
<tr>
<td></td>
<td>■ What policy statements are necessary to implement the overall plan?</td>
</tr>
<tr>
<td></td>
<td>■ To what extent are the policy statements comprehensive, flexible, realistic, ethical and clearly written?</td>
</tr>
<tr>
<td></td>
<td>■ Which individuals or organisational units would be affected by the policy statements?</td>
</tr>
</tbody>
</table>

Asking the right questions for each element of the plan is critical.
### FIGURE 5

**Phased Logic Gantt Chart**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NEEDS ASSESSMENT PHASE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Analyse school data available</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Write parent and teacher survey</td>
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<tr>
<td>Distribute surveys</td>
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<td></td>
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<tr>
<td>Gather and analyse surveys</td>
<td></td>
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<tr>
<td><strong>RESEARCH PHASE</strong></td>
<td></td>
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<tr>
<td>Research other schools</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate similar programmes</td>
<td></td>
<td></td>
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<tr>
<td><strong>PLANNING PHASE</strong></td>
<td></td>
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<tr>
<td>Meet with parents</td>
<td></td>
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<tr>
<td>Brainstorm with faculty</td>
<td></td>
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<tr>
<td>Draft proposal</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Approve plan with committee</td>
<td></td>
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<tr>
<td><strong>IMPLEMENTATION PHASE</strong></td>
<td></td>
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<td></td>
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<tr>
<td>Hold fundraisers</td>
<td></td>
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<td></td>
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<tr>
<td>Apply for grants</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Hire staff</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Enrol students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ANALYSIS PHASE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe school data available</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Survey students, parents, teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present final results to school board</td>
<td></td>
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</tbody>
</table>
Project implementation

Project implementation is where the plans are actually carried out. Reverting to our house-cleaning analogy, it is where we physically wash the clothes, sweep the floor and dust the shelves.

The real project management challenges are:

- keeping to the project’s objectives;
- documenting the project;
- collecting and sharing information;
- coordinating and organising;
- keeping deadlines;
- making decisions;
- monitoring and evaluating;
- maintaining contacts with partners;
- delegating responsibilities;
- staff and team building, human resource management; and
- whatever else may come…

Monitoring all of these tasks requires skill and commitment. Although a popular quote claims that “only fools control things in order, the genius oversees the chaos,” in truth, keeping things under control requires just as much talent, especially when more people are involved and information must be shared.

We'll now take a look at some useful tools for keeping tasks in control.

Gantt chart

The Grant chart was developed as a managerial tool for tracking the interrelatedness of project activities. Figures 5 and 6 show two types of Gantt charts. They both show:

- the concept of the Gantt chart;
- how complex project management tasks can be visualised; and
- that a good project manager keeps the chart as simple as possible to avoid getting lost in the details.

In many cases a simple table, like the one shown in Figure 7, can be just as helpful. Activities are often related to one another. Figure 8 demonstrates how time-phasing can be incorporated into the table. It is a practical tool that allows managers to track multiple activities that may be related and may require time commitments from project staff. When the same person or team is required for two different projects, the manager is forced to prioritise the activities.

According to this chart we can see:

- a work-plan time frame;
- delivery dates;
- the “give” and “get” (inter-project dependency) dates; and
- work-plan visibility.

An accurate starting date and closing date for each of the planned activities are critical. Do a complete activity/timetable for yourself, even if the public will need to see only parts of it. Try not to put too many activities in any single time period, as both monitoring and resources may be strained.
A good work plan must be forecasted and specified in budget any terms, too. Management can select the type of budget that best suits the planning needs of the organisation.

The project’s goal, objectives, and plans are not mutually exclusive components of the management process. They are highly interdependent and inseparable. The importance of clear and sound objectives cannot be overstated.
Finally, the logical framework matrix, or “logframe,” is a project design and management tool. By setting out project objectives in a hierarchy and requiring planners to identify the critical assumptions and risks that may affect project feasibility, the logframe provides a means of checking the internal logic of the project plan. During the specification of verifiable indicators and means to verify progress, planners are reminded to think about how they will monitor and evaluate the project right from the start.

The logframe helps to construct the internal logic of the project. It assists the process of defining operational goals, objectives and activities for projects, and prompts the manager to challenge assumptions. Furthermore, it helps the understanding of the interaction among these elements by placing them in a logical sequence. In addition, it connects the elements of the planning process with the implementation itself, by assisting the development of measurable indicators for the monitoring of the initial state and further progress of the project. Technically, the logframe method consists of a matrix where all elements of a project need to be arranged, and where logical inferences are defined among the cells of the matrix from the left-bottom up.

The logframe matrix, as shown in Figure 9, is a good tool for smaller NGO projects as well, and as the European Union uses the logframe more and more often, it is definitely worthwhile to learn about it. Unfortunately, a detailed description would be some 60 pages so the chart below is only an indication. Further details are available on the <europa.eu.int/comm/europeaid/evaluation/methods/pcm.htm> website.
Managing resources

One of the first priorities of the manager is of course obtaining resources to do the work. The resources can be financial, material, technical or human.

Financial resources

What is budgeting? The Webster’s Dictionary gives a number of definitions of which “the amount of money available for, required for, assigned to a particular purpose” appears to be the most relevant definition for our case. Budgeting is nothing new. It is nothing more than the value of what you have, or will have, and what you intend to spend it on.

Why budget?

As indicated above, a budget gives a clear overview of the financial resources required to implement the work plan. First of all, this information is required by the donor to approve a project document. An agreement is made between the donor and the implementing organisation indicating that the activities stated in the project proposal will be carried out by the project team within a certain period of time and at a certain cost.

It is of course both in the donor’s, as well as in the project’s, interest to carry out this agreement as accurately as possible. The more accurate the budget is linked to activities and to realistic costs, the easier it will be to stick to this agreement.

The budget plays an important role in the entire process of management. A poor budget will likely create numerous problems during the implementation stage. In order to develop a budget, we must foresee what resources the project will require, the required quantity of each item, when they will be needed, and how much they will cost — including the potential effects of price inflation. It is very important to make a specific budget for each activity to make tracking the expenses easier when they are incurred.

![The Logical Framework Matrix](image)
Human resource management

Managing people is the most challenging and difficult aspect of the manager’s job. Each person is unique, and while theories of motivation may be able to predict the behaviour of most people most of the time, they are useless for predicting what an individual will do in a specific situation. The art of management is to know the limitations of theory and to modify predictions when necessary.

Human resource management can be defined as the process of getting the right number of qualified people into the right job at the right time. It is considered a process of accomplishing project objectives by acquiring, retaining, developing and using properly the human resources within the organisation. The acquisition of skilled, talented, and motivated people is an important part of human resource management. The sidebar presents some key questions that human resource managers must continually ask.

Through observations and study, managers must determine the skills available within the organisation. When skills are lacking, managers must decide on training or recruiting measures to address those needs. Figure 10 presents an interesting differentiation between successful and efficient managers. Naturally, not all performance can be gauged, but all managers are wise to keep the advice in mind.

Based on this information an active development programme can be designed, including training, education and general preparation of the project team for present and future work.

Planning and Improvisation

Having reached the middle of project implementation, managers have well-established plans, charts, and justifications; the project team works properly and everybody is happy. Nevertheless, management must be on the lookout for misfortune. Meeting crisis situations with creative solutions, rather than with quick fixes or procrastination, is a critical management skill. Although some people deal with stress better than others, everyone can improve their crisis management skills by following a few basic guidelines.

Feedback and communication are easy things to take for granted. Remember that when things go wrong it is natural for people to get defensive about their performance. They may even help cover up their colleagues’ misdeeds. Creating an atmosphere where employees feel comfortable and trust their superiors takes time to build. Make sure your organisation pro-actively constructs an atmosphere where employees speak freely and honestly. When a crisis comes, everyone on the project team should be focused on getting the project over the hump.

Communicate with the supporters. If the problems affect the project’s implementation and its success, it is better to give supporters an “early warning.” Funding organisations and individuals are partners, not enemies.
Closing and Evaluation

Many organisations mistakenly believe that a project ends as soon as the last scheduled activity is performed, but a project is not over until a thorough evaluation has been performed, supporters have approved it and reports and files are closed.

Project team members are rarely eager to wrap up the project or collect and edit the narrative and financial reports. It’s not a creative or active phase — it is a tedious period, but should be considered equally important. It may help to consider it a vital first step toward a future project.

Evaluations, however, are not only performed at the end of a project. They are:

- mid-term or “phase” evaluations at every significant milestone and phase of the project, which help to correct and adjust the project;
- final evaluations at the end of the project; and
- follow-up evaluations even a few months or a year after the project.

From a distance the successes and lessons learned can add new aspects to new projects and the organisational development.

Reporting

The results of the evaluation can be incorporated into the final report that the project manager submits to the supporters. The report has two parts: a narrative and a financial report.

The narrative report should be a faithful representation of how the project developed. However, keep the text brief and to the point, concentrating on what would be of interest to an outsider such as the donor. The structure of a narrative report can be seen in the sidebar.

The financial report should clearly and accurately show the use of all funds. All project-related expenditures must be presented. The easiest way is to simply compare the planned budget to the actual expenditures. In those budget-lines where the variance is over 10 percent, some justification is necessary. It is important that the financial report is consequent to, and interlinked with, the narrative reports.
Training Toolkit
Tool 1: Scavenger Hunt

**Description:** Getting to know each other

**Participants:** As a group

**Duration:** 30 minutes

**Procedure:**

1. Explain to the group that they will be performing a scavenger hunt. Normally, a scavenger hunt involves knocking on doors in a neighborhood in search of a list of specific, often obscure objects. In this activity, however, participants will be looking for others in the group who fit a specific criteria.

2. Hand out the Scavenger Hunt Treasures form (Figure 11). Explain that they should fill in as many items as they can with names and specific pieces of information. Discourage participants from relying on prior knowledge of people in the group.

3. Collect the forms and either post them on the wall or share the information with the group.
Scavenger Hunt Treasures

- Find someone who likes to grow vegetables in a garden. What kinds?
- Find two people who want to change what they’re doing. How will they do it?
- Find two people who work at least 10 hours a day. What do they enjoy most about their jobs?
- Find two people who love their sisters or brothers. How do they show it?
- Find someone who feels that he/she has a good balance between school (or job) and home life. How is it done?
- Find two people who have won an argument with their child(ren)/parent(s) this month. How did they do it?
- Find two people who consider themselves as “seekers.” What are they seeking?
- Find two people who see themselves as creative. What makes them creative?
- Find someone who feels stress on the job. How does he/she cope?
- Find three people who have had a good laugh the past week. What were they laughing at?
Tool 2: Ambiguous Directions

Objectives: Demonstrating how even simple instructions can be misinterpreted

Materials: Several sheets of paper (square sheets work especially well)

Time: 5-10 minutes

Procedure:

1. Select four participants (or ask for volunteers) and ask them to stand in the front of the room, facing the group.

2. Give each of the four a sheet of paper.

3. Tell the participants that they must close their eyes during the exercise and follow the instructions as closely as possible without asking questions.

4. Instruct them to fold the paper in half and then tear off the bottom right corner of the paper. Tell them to fold the paper in half again and tear off the upper right hand corner. Tell them to fold the paper in half again and to tear off the lowest left hand corner.

5. Instruct them to open their eyes and display the unfolded paper to each other and the audience.

Discussion:

What words in the instructions could be interpreted in different ways? How could the directions have been clearer to reduce the ambiguity? How can we encourage people to ask for clarification when they do not understand something?
Tool 3: Robots

Objectives: Demonstrating the difficulties in managing two things at once

Participation: Groups of three

Duration: 15 minutes

Procedure:
1. Divide the participants into groups of three: two robots and one robot controller. The controller moves a robot to the right by touching the robot’s right shoulder and to the left by touching the left shoulder.
2. Begin by telling the robots to walk in a specific direction.
3. The controller must try to stop the robots crashing into obstacles such as tables, chairs and walls.
4. After about three minutes ask the controller to switch roles with one of the robots. Repeat steps 2 and 3. Switch again after another three minutes.

Discussion:
What did it feel like trying to control two robots at once? What did feel like being a robot?
Sample Workshop Agenda
How to Deliver the Training

This sample agenda is intended to further help you tailor a training event on project management using different elements of this manual and toolkit. The exact use of it, in combination with other activities, should be based on what you know about the expectations and experiences of your trainees, as well as on the time available to carry out the training activity. In addition to the training topics, the sample agenda proposes activities that can provide interactive elements to your training event.

Sample Workshop Agenda

Part 1 Introduction

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduce participants to the training and get to know each other</td>
<td>Tool 1: Scavenger Hunt</td>
</tr>
<tr>
<td>Expectations</td>
<td>Express and clarify expectations</td>
<td>Discussion</td>
</tr>
<tr>
<td>Definitions</td>
<td>Ask: What is a project? What is management? What is project management? What is the project cycle?</td>
<td>Discussion/brainstorming</td>
</tr>
<tr>
<td>Agenda overview</td>
<td>Clarify training plan and methods, relating them to expectations of trainees</td>
<td>Lecture</td>
</tr>
</tbody>
</table>

Part 2 Needs Analysis

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Ask participants how they determine the environmental needs of their communities</td>
<td>Discussion</td>
</tr>
<tr>
<td>Needs analysis</td>
<td>Introduce the three levels of environmental analysis</td>
<td>Lecture</td>
</tr>
<tr>
<td>Defining aims and goals</td>
<td>Define aims, goals and indicators</td>
<td>Lecture</td>
</tr>
</tbody>
</table>
### Sample Workshop Agenda

#### Part 3 Situation Analysis

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduce SWOT analysis</td>
<td>Lecture</td>
</tr>
<tr>
<td>SWOT analysis</td>
<td>Practice SWOT analysis in small groups using their own NGOs as examples</td>
<td>Activity</td>
</tr>
<tr>
<td>Closing activity</td>
<td>Discuss advantages and disadvantages of SWOT</td>
<td>Discussion</td>
</tr>
</tbody>
</table>

#### Part 4 Strategy and Methodology

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Define and differentiate strategy and methodology</td>
<td>Discussion</td>
</tr>
<tr>
<td>Parameters and frameworks</td>
<td>Present parameters and frameworks for planning (time, money and resources)</td>
<td>Lecture</td>
</tr>
<tr>
<td>Activity</td>
<td>Learn about ambiguity in giving directions</td>
<td>Tool 2: Ambiguous Directions</td>
</tr>
</tbody>
</table>

#### Part 5 Planning

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managerial planning</td>
<td>Present key managerial planning issues</td>
<td>Lecture</td>
</tr>
<tr>
<td>Closing activity</td>
<td>Solicit questions about topic and issues to date</td>
<td>Discussion</td>
</tr>
</tbody>
</table>
### Part 6 Implementation

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Present various methods of implementation and tracking mechanisms</td>
<td>Lecture/presentation</td>
</tr>
<tr>
<td>Resources</td>
<td>Present various resource management issues (financial, material, technical, human, etc.)</td>
<td>Lecture</td>
</tr>
<tr>
<td>Activity</td>
<td>Demonstrate managing difficulties</td>
<td>Tool 3: Robots</td>
</tr>
<tr>
<td>Improvisation</td>
<td>Discuss problems that can arise and how to solve them</td>
<td>Discussion</td>
</tr>
</tbody>
</table>

### Part 7 Closing and Evaluating

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Discuss the need for evaluations and how the participants perform them</td>
<td>Discussion</td>
</tr>
<tr>
<td>Evaluations</td>
<td>Present elements and forms of evaluation</td>
<td>Lecture</td>
</tr>
<tr>
<td>Reporting</td>
<td>Present forms and elements of reports</td>
<td>Lecture</td>
</tr>
<tr>
<td>Closing activity</td>
<td>Ask participants how they could improve their evaluations and reporting</td>
<td>Discussion</td>
</tr>
</tbody>
</table>

### Part 8 Summary

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review</td>
<td>Review main points of the training</td>
<td>Discussion</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Hand out evaluation forms</td>
<td>Evaluation</td>
</tr>
</tbody>
</table>
THE REGIONAL ENVIRONMENTAL CENTER FOR CENTRAL AND EASTERN EUROPE (REC) is a non-partisan, non-advocacy, not-for-profit organisation with a mission to assist in solving environmental problems in Central and Eastern Europe (CEE). The Center fulfils this mission by encouraging cooperation among non-governmental organisations, governments, businesses and other environmental stakeholders, by supporting the free exchange of information and by promoting public participation in environmental decision-making.

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