Umbrella

Boosting cross-border cooperation capacities of local actors in the South Baltic Sea.

Introducing Project Management

The manual for trainers of the UMBRELLA project

Joint project co-funded by the EU Interreg South Baltic Programme

Interreg South Baltic

EUROPEAN UNION

European Regional Development Fund

The UMBRELLA project aims at building capacity of local actors. We believe that this is the most effective way to deliver better and more sustainable policies at the local level. The projects and smaller bottom-up initiatives initiated at that level enable the achievement of the overarching objectives set by the "top-down" framework provided by the EU, called the **European Union Strategy for the Baltic Sea Region (EUSBSR)**. That is why the EU funding programmes and organizations that use the resources to support their initiatives are important. And that is why the UMBRELLA project is important—because we help to boost this process.

One of the primary objectives of the UMBRELLA project is to provide specific knowledge and skills in the implementation of goals and cross-border cooperation for local and regional entities in the South Baltic Region. As part of this objective, we have initiated the project to develop a set of educational materials on the subject of **project management**, consisting of:

- **Beneficiary Manual**
  a handbook for beneficiaries of the UMBRELLA project that introduces them to the subject of project management
- **Trainer Manual**
  a handbook for trainers of the UMBRELLA project, who conduct courses and workshops based on Beneficiary Manual
- **Multimedia Presentation**
  available at the UMBRELLA project Website and intended for use during such courses and workshops as well as for self-education of the beneficiaries

Basic facts on EUSBSR

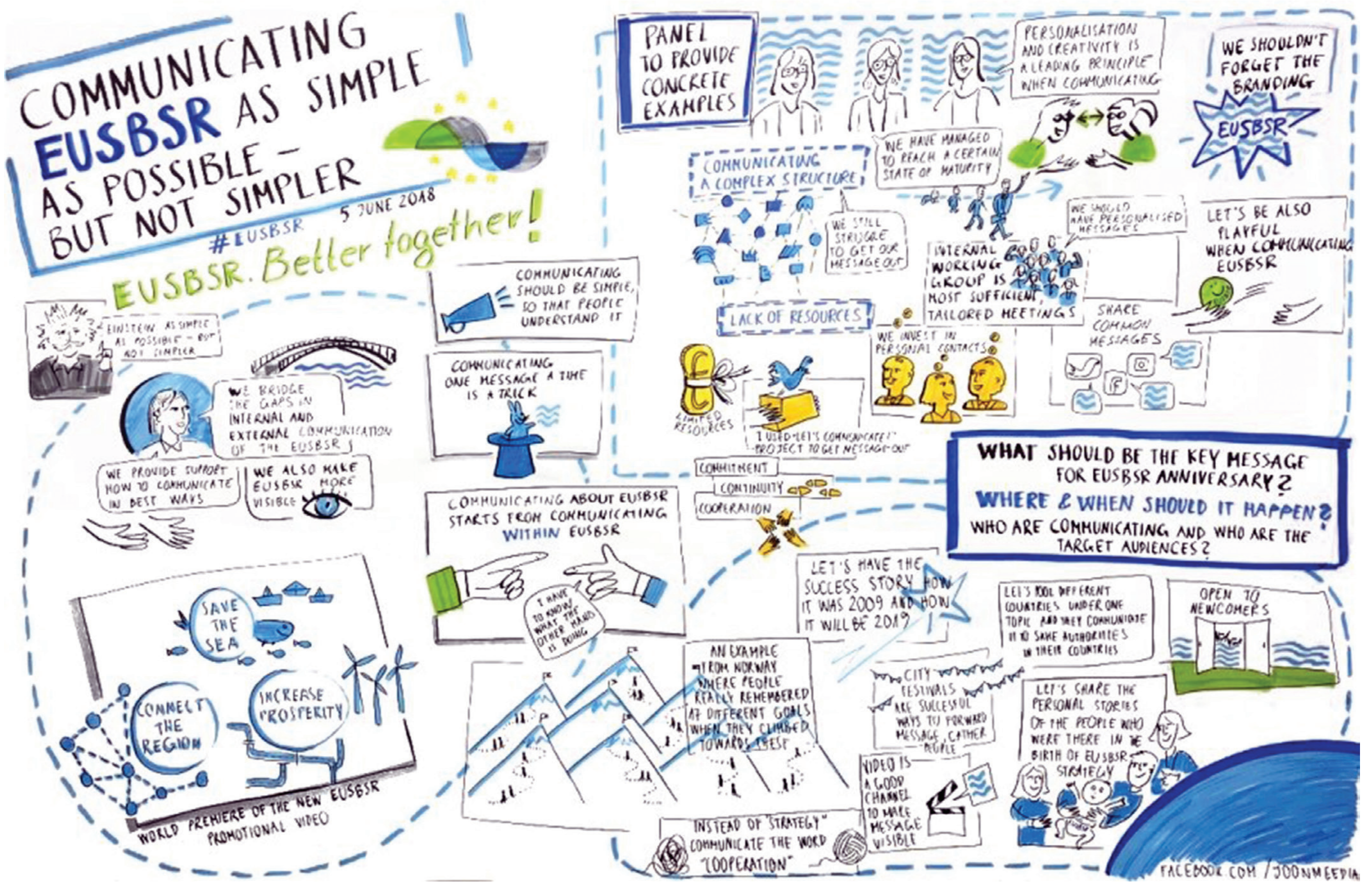
EUSBSR
EU STRATEGY FOR THE BALTIC SEA REGION

What The European Union Strategy for the Baltic Sea Region (EUSBSR) is the first Macro-regional Strategy in Europe. It was approved in 2009. The Strategy focuses on three key objectives, which represent the region's common challenges: saving the sea, connecting the region and increasing it's prosperity.

Why The Strategy is an agreement between the EU Member States and the European Commission to strengthen cooperation between the countries bordering the Baltic Sea in order to meet the common challenges and to benefit from common opportunities facing the region.

Who The EU Member States involved in the EUSBSR are Sweden, Denmark, Estonia, Finland, Germany, Latvia, Lithuania and Poland. The EUSBSR implementation is closely coordinated with the European Commission and all relevant stakeholders. The Strategy is also welcoming cooperation with EU neighbouring countries (Russia, Iceland, Norway and Belarus).

How The EUSBSR is implemented in concrete joint projects and processes. Projects and processes named Flagships demonstrate especially well the progress of the Strategy. However, no new funding or institutions have been founded to support the implementation of the Strategy. Instead, the EUSBSR is based on effective and more coordinated use of existing funding sources, and the promotion of synergies and complementarities.



Find more information on EUSBSR at: http://www.balticsea-region-strategy.eu

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Publisher: The UMBRELLA project, imprint of Stowarzyszenie “Pomorskie w Unii Europejskiej” (“Pomorskie in the European Union” Association)
Edition: 1st edition
Publication date: 2019
ISBN (for printed version) 978-83-954985-3-4
ISBN (for online version) 978-83-954985-2-7

How to cite this book:
Dąbrowski P. 2019. *Introducing Project Management. The manual for trainers of the UMBRELLA project*. Gdańsk: Stowarzyszenie “Pomorskie w Unii Europejskiej”.

The project UMBRELLA is partly financed from the Interreg South Baltic Programme 2014-2020 through the European Regional Development Fund.

For more information on the UMBRELLA Project look at: http://umbrellaproject.eu
For more information on Stowarzyszenie “Pomorskie w Unii Europejskiej” look at: https://pomorskieregion.eu/en

Table of Content

1. Introduction

1.1. Purpose of the book

This manual is part of "Introducing Project Management" package developed as part of the UMBRELLA Project for people and groups involved in managing international projects in the South Baltic Region. The book serves as a supplement for Beneficiary Manual and presents the content of this package from the perspective of the instructor conducting the training course for individuals who would like to acquire, understand, and use the knowledge included in the package. The main intent is to provide: guidelines in the teaching process, key learning points, explanations of the course flow and logic, and additional resources.

1.2. Audience of the book

Taking into the consideration the purpose of this book, the main audience of the book are educators who teach the content of the package to individuals involved in project management. However, the book can easily be used directly by all beneficiaries of the UMBRELLA project who wish to study this material in a self-learning mode or simply enhance the content of Beneficiary Manual.

1.3. How to use this book?

The structure of this manual reflects the flow of two training courses designed to convey the knowledge included in the package. Each of the courses is designed for the duration of one day. The first course is addressed to beneficiaries at the beginner's level. Its main objectives are:

- To provide the basic knowledge and ability to use basic tools and techniques of project management and other disciplines that could be used in relation with projects.
- To increase the confidence and abilities of beneficiaries in the process of preparation of a successful project proposal as part of an application for financial support from the financing programme.

The second course is addressed to beneficiaries who already have some experience in international projects but have less confidence in effective project management. its main objectives are:

- To get familiar with more advanced tools and techniques of project management and related disciplines.
- To apply these tools and techniques practically on a representative case study.

The two courses can be conducted as separate events (in other words, participation in the advanced course does not require a completion of the beginner course) or as a continuation. Moreover, the trainers can customise the material and design their own versions of training courses that focus only on specific aspects of managing projects or specific requirements of a given group.

The material for both courses is organised based on a similar structure. The first section presents the course flow slide by slide and the second section includes exercises related with the course with ready-to-print handouts for course participants and additional notes for the trainer.

Final two sections of the manual include guidelines on how to use this material to design customised courses in response to groups with specific requirements and a list of reading resources.

The manual is closely related to the content of Beneficiary Manual. There are cross-references to Beneficiary Manual throughout this book.

The next part of this section includes some generic material applicable to the whole manual. We have decided to discuss this material here and refer to specific sections whenever a given teaching technique or tool is used. These references are marked with a dark-red colour and work as hyperlinks in the electronic version of the manual. For example the following reference is linked with the section on ground rules.

Whenever the course flow requires conducting an exercise, the text includes similar references to appropriate exercise material. These references are marked with a green colour and also work as hyperlinks in the electronic version of the manual. For example the following reference is linked with the material for exercise on work breakdown structure.

Each reading resource included in the last section has a brief description indicating topics for which a given resource can be primarily used.

1.4. Trainer's basic tools

In this section we describe some tools, techniques or topics that are applied in various situations throughout the courses or are of particular importance from the perspective of the training process.

1.4.1. General recommendations

The box on the right presents some basic elements of effective training methodology. They are applicable to almost every training course in almost every group.

1.4.2. Ground rules

Setting ground rules for interactions and discussions between the participants helps to promote an inclusive learning environment for all of them. Ground rules become particularly important when discussing controversial or challenging topics but even in less conflicting situations ground rules help building the mutual trust and respect and increases the effectiveness and efficiency of the participants. It is highly recommended to agree on the ground rules at the very beginning of any interaction within a group. And when we say "agree" we

GOOD PRACTICE

The following list includes general recommendations related with teaching methodology and approach. They are applicable to all or most of the slides (or steps of the teaching process):

- **Do not just read the slides.** The text included in the slides is supposed to be an additional illustration of what you say. It is very likely that the course participants do not need you to play the role of a lector. Instead, they would rather expect you to be their instructor, coach, or facilitator.
- **Ask to ask questions.** Often encourage participants to ask questions and make their points. Promote the rule "there are no silly questions". Remind participants that their role is to ask all questions that need to be asked, and your role is to handle these questions. Many of them will be answered. Others will be "parked". With some you will refer to additional resources. And in case of a few you will honestly say "I don't know".
- **Maintain energy level.** Conduct the course in a dynamic, interactive way. Keep participants engaged. Make them part of the process by: posing open-ended questions; asking for their examples, opinions, and reflections; keeping things simple; and actively listening. The course provides some additional items intended to help you with this challenge (a short movie clip, a quiz, several quotes) but feel free to add more if you think they could be helpful.
- **Keep an eye on the clock.** The course is very time-intense and requires a very rigorous time management. We provide the estimated durations for each detailed component. In case of longer ones we provide a little time reserve. In several situations we give you a choice of alternative approaches of different durations. Finally, we indicate where you could make some time savings. Still, the time management is the most challenging aspect of this course. So you have to be a very rigorous time-keeper.
- **Close communication loop.** Ensure that your messages are received and correctly understood. Use plain and simple language. Do not say complex sentences or long uninterrupted passages of text. Often verify if participants get the point by asking confirming questions or checking they understood what you have just said.
- **Keep smiling.** Have a positive, non-conflicting attitude. If someone disagrees or even presents an opinion that is in obvious conflict with best practices do not try to force them to change their mind. However, be assertive and confident about what you say and dare to have your own opinion.

truly mean it. Do not make any assumptions about ground rules. Things that are obvious to you do not have to be obvious to the others, especially in international cross-cultural groups. And it does not have to be linked with "bad intentions". Actually, a vast majority of these situations result from diversity of cultures, backgrounds, industries, etc. When it comes to ground rules it is always better to ask, listen, discuss, and ensure that we are all "on the same page". An even more important aspect of ground rules is following them throughout the course. You have to intervene (and encourage all participants to intervene) every time the rules are violated. We feel obliged to explain that in facilitator's dictionary the word "intervene" is not a synonym of "shoot". There is a very wide spectrum of actions that could be taken as a form of intervention. The vast majority of them are "soft" in nature. Examples include: reminding participants that we have all agreed to follow a given rule or asking the whole group if they wish to revisit and update ground rule that do not seem to work. In any case, avoid making assumptions about other people's intentions. Typically, the reasons a rule was violated are rather light-weighted. However, if we do not intervene, we may set a dangerous precedent.

1.4.3. Exercises

All the exercises designed to be conducted on their own by participants (individually or in teams) are described in a separate section. They may belong to one of the two groups:

- **Mandatory exercises.** These exercises are associated with practicing the tools or concepts of the highest priority from the perspective of the course objectives. You should make every effort to allocate sufficient time to conduct these exercises in their full version. Participants should complete them on their own and you should briefly wrap them up when they finish. If you need to save time squeeze the wrap-up rather than the exercise itself. Although all of these exercises as part of the discussion of a related topic with you as an exercise facilitator do this only if there is no other way to save time. It is better to reduce some lecturing or even skip one or two slides rather than cut these exercises.
- **Optional exercises.** If you can, do these exercises in their full version too. The more opportunities participants have to practice the higher is their rise in confidence, engagement, and capabilities. Do not worry that you may have spent too little time on introducing them to a topic. You work with intelligent and committed adults who want to

learn and if they do not understand something they will ask. If you have any doubts about that, remind them that your role (and duty) is to provide support and explanation and their role (and duty) is to ask for this support whenever they are not sure. However, when time becomes an issue, you may change the approach to some or all optional exercises and conduct them together with participants as part of discussing the topic.

With every exercise you have the information if it is mandatory or optional one.

1.4.4. Real-life examples

One of the main reasons for participants to come to a training course is the learn about practical applications. So, the more real-life examples are provided as illustration of various concepts or tools the more satisfied are the course participants. On one hand, they expect that you provide them with such examples. After all you are the expert! However, on the other hand, surprisingly many people like sharing their experiences with the others, especially when it takes place in a relatively safe environment of a training room. Moreover, you have to acknowledge that by letting participants provide their examples, you can greatly increase the diversity of perspectives and thus the value of the learning process. Try to maintain the balance between your examples and participants' examples. We recommend that in about 60 to 80 percent of situations you can first let the participants share their experiences and then add your own example. It is good if yours is a little different to add value to the common pool of practical experience. With the remaining 20 to 40 percent of situations be the first one (and sometimes even the only one) to provide a good example.

1.4.5. Facilitating discussions

When you engage participants in the teaching process by asking them for input (such as examples or answers to questions you pose) you may take that opportunity to record this input on a flipchart. By doing this you create simple checklists that can be later used or elaborated by the participants. It is not uncommon, that participants take photos of such checklists during breaks or after the course and treat them as additional, very valuable course material. You may even encourage participants to do this by saying "I will record your input just in case you decide to use it as a checklist or starting point for a tool in your project". When you notice that someone takes photos of flipcharts during a break, do not hesitate to start the session after the break with statement such as "I have seen some of you taking pictures of the flipcharts that we have recorded. I would like to encourage you to do this—not necessarily now, but perhaps during the next break or after the course. This material is all yours, so you have all the rights to use it." By the same token, you may consider taking such pictures and think of using these checklists as inspirations for the next editions of a course.

Another aspect of a facilitative approach during discussions is to add your input if you feel that the momentum or creativity of participants is going down. It is best to do it by asking a question or providing a suggestion rather than directly adding your item. For example, if participants are providing answers to question "What can you do to find the best partners for your project?" and they seem to run out of ideas after talking a lot about Internet, social media, search engines and similar virtual forms of interaction. You may say: "How about switching to real world contacts?". It is proven that by doing this in most of the cases you enhance the engagement and confidence of participants. At the same time, it is extremely rare that such behaviours decrease your credibility as an expert. In fact, the impact is quite opposite.

One additional facilitative behaviour that we would like to recommend is to use paraphrase. It is a very powerful way of both closing the communication loop and reinforcing key learning points. According to the Latin proverb, "Repetition is the mother of learning" ("Repetitio est mater studiorum"). So do not hesitate to repeat the key points several times throughout the course.

1.4.6. Review questionnaires

For each section of the course we have created a short and relatively straightforward set of review questions in a form of simple questionnaire. Rare examples of questions that are slightly more difficult are marked with a star. We have only used open-ended questions that require participants to find the answers in their memory rather than by eliminating them from a list. Do not attempt to create any "exam-type" pressure with these reviews. Allow for full collaboration. Actually, actively help participants. If they go in a wrong direction with an answer do not respond with "Wrong answer!". Rather than that, appreciate their attempt with something like "Good try!" and provide them with some clues that would bring them closer to a correct answer. Also, elaborate on their answers by adding related important messages. For example, when in response to question "What does CPIG stand for?" someone says "C is Customers" you may add "Correct. In other words, those who use outputs delivered in a project". Remember, that the purpose of these reviews is just to highlight quickly the key learning points. You do not want to repeat the whole training. However, if you see that any of the points or questions are confusing use this as an opportunity to clarify such item. Typically, most of the reviews should not exceed 2 minutes.

1.4.7. Slide animations

Most of the slides in the course presentation have animations that help to walk through the content in an interactive and engaging manner. Animations let you control the pace, focus the attention, ask questions to participants or otherwise involve them in conversation before something is displayed on the screen. **It is absolutely critical that you make yourself familiar with animations of each slide—when they start and stop, what aspects of a given topic are included in each step, and how you can use them during the course.** In most of the cases the animations include a series of steps triggered by a click of the mouse (or wireless presenter). Any unusual features are explained in detail in the notes to a given slide. All the animated slides have markers in the top left corner. They provide information about slide animations and their current status. They are explained in Figure 1-1.

1.4.8. “Parking”

This is a very effective method of handling off-topic questions or comments from the participants. When you apply an interactive facilitative approach to running the course such questions or comments are inevitable. Rather than trying to prevent the participants from posing them (which may negatively impact their engagement), use a “parking” tool. At the beginning of the course (preferably during “Ground Rules”), inform that you are going to use this tool for questions or comments that are beyond the scope of the course. Briefly explain how it works and prepare a blank flipchart sheet entitled “Parking” that will be used to record such items. Emphasize that this is not to discourage people from active participation but to control the course agenda. During the course, whenever an off-topic question or comment is posed, recognise that and record it on “Parking” list. You may use this to remind participants how the “Project Triangle” concept works. At the end of the course you need to allocate time to handle the list. For each item be prepared to provide a very short answer, give a reference (a book, website, training course, etc.), suggest an e-mail contact after the course, etc. In the case of very difficult or complex issues you may admit that they are too complicated to be satisfactorily addressed. The worst you can do is to leave the whole “parking” or some of its items without any comment. It usually creates the impression that “parking” is simply a smart way to get rid of challenging questions.

The number of markers represents the number of “clicks” that control a slide animation. Every click triggers a series of changes from very simple (such as adding one new object) to extremely complex ones (such as doing a multi-step transformation of an object).

When the slide is first displayed all the markers are **red**.

When you do a click the first “available” red marker changes its colour to **yellow** and remains like this until the whole series of changes is completed. It may last from a fraction of a second to several seconds. Very rarely it is longer than 10 seconds.

When the whole series of changes within one step (or one “click”) is completed the colour of the marker associated with this step changes to **green**. The next step will not start until you do the next click.

When all markers turn to green it means that all the animations included in a slide are completed (and most probably all its content is displayed). The next click will display the following slide.

Figure 1-1. How do the animation markers change?

1.4.9. Using quotes

Throughout the course presentation you will find quotes associated with a given topic. Familiarise with these quotes before the course, think about your interpretation of the relationship between the quote and a discussed topic, and make a little story around them. Their connection with a topic or context is relatively obvious, but the way you integrate them with the main message of a given slide may be different and depends on your personal style and emotions. You may even disagree with a quote and present your own or other person's argument that supports your claim.

The quotes always consist of three elements: the author's image, name, and the actual quote. They are animated in such a way that the image is displayed first, and the other two elements are displayed after a click. Use one of the two following recommended approaches:

1. When the animation displays the photograph, ask if someone recognises who this is. You may provide a hint if participants get stuck at this point. When the author's identity is revealed click and display the name and the quote itself and elaborate on the topic. Use this approach in a cautious and thoughtful manner as your goal is not to prove participants' ignorance or make them embarrassed. On the other hand, recognising the author only by the image and perhaps even guessing the quote before you reveal it may substantially increase the level of engagement and energy of the participants.
2. Alternatively, you may disclose the author's name when the image is displayed and ask if participants associate any famous saying with this name or simply provide the quote and link it with the topic. This approach is safer and more conservative, but less interactive.

Feel free to apply your own approach to using the quotes if you think it may be more effective with a given group.

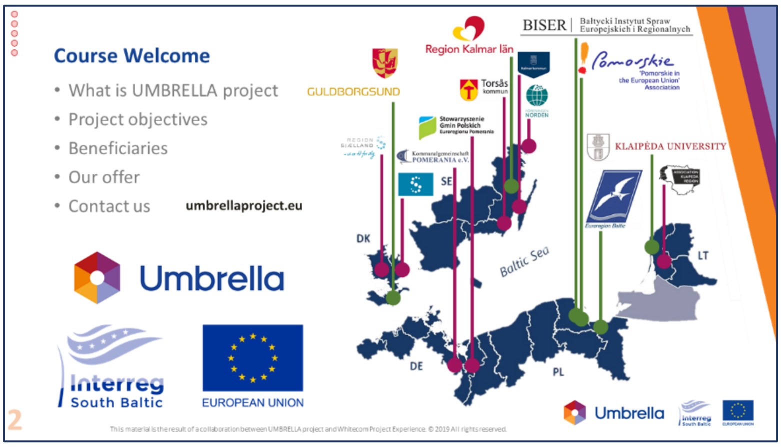
2. Part 1—The Course Flow

This section describes the details of the flow of the beginner course (part 1).

2.1. Title Slide

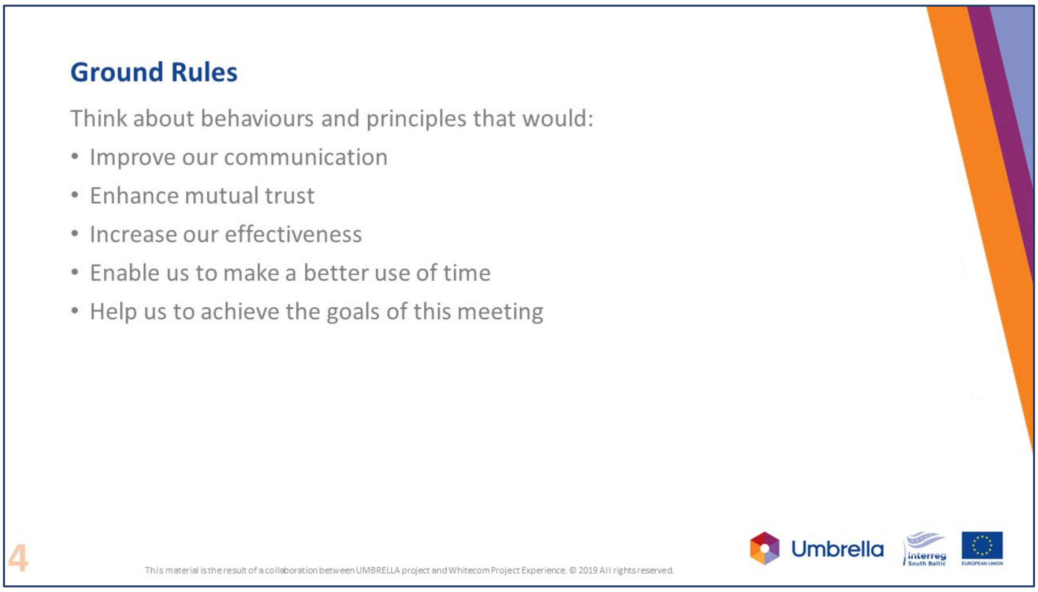
As part of the preparation to the course enter the location and date of the course on the slide. You may also decide to add your name on it. Display this slide before participants start coming to the room and keep it displayed until the course starts.

2.2. Course Welcome



This slide is used by one of the partners to officially open the training course.

2.3. Introduction: Ground Rules



Explain that this is probably the most important part of the course introduction. Tell the participants that they should conduct a similar ground rules session with their project teams. However, as they will spend together a lot more time it is worth to do it in a more participative format than during the one-day training course. Recommend books on facilitation (or similar subjects) to find ideas on how to establish ground rules in the teams. One of the good methods that can be used for this purpose is **“Working Agreements”**.

Depending on the size of the group use one of the following two approaches:

- In smaller groups (up to 8–10) ask the participants to spend **3 minutes** on identifying and writing down individually at least three possible ground rules. Use this time to prepare a blank flipchart entitled “Ground Rules”. Then ask each of them to come to the flipchart in a round robin format and write down one rule that was not proposed before. After each proposed rule ask the others if they accept it. All participants must agree to accept a rule, but they may suggest small refinements or amendments. Avoid forcing people to accept the rules even if only one person disagrees; however, ask for a rationale. Actually, it is a good opportunity to emphasise that different points of view will be respected during the course. The final list will contain as many ground rules as the total number of participants. If you feel that anything important is still missing on the list you can add it yourself (as you are also the member of the group). It is a very good idea to combine this with a very short introduction of each participant. So you may ask them to prepare for such a short intro including: their name, their professional role (not just the title—ask them for two, three sentences of explanation), their main expectation from the course (ask them to write it down on a separate flipchart entitled "Expectations"), and something additional about themselves that they wish to share with the group (it could be literally anything: a hobby, personal interest, their biggest success, unusual ability, etc.). Tell them that the last part is optional. If you decide to combine ground rules with introduction give the participants a little more time for preparation (but not more than **5 minutes**) and additionally prepare a blank flipchart entitled "Expectations". Ask for a volunteer to start the round robin and if the participants are hesitant set the example and start from yourself.

- In larger groups divide participants into smaller teams (at least 3 teams with at least 3 participants each). Give them **5 minutes** to work in smaller teams and prepare lists of potential ground rules of which they will propose three (if there are three teams) of two (if there are four or more teams). Use the time when they are working to prepare a blank flipchart entitled "Ground Rules". Then ask a representative of each group to come to the flipchart in a round robin format and write down rules that were not proposed before. Conduct the acceptance test in the same way as described above for smaller groups. Just as with smaller groups you can combine ground rules with participant introduction. The approach is similar but here they do it when working in smaller teams, and the each team representative is presenting a short resume of the team and writing down two or three team's expectations. In this case give the teams **10 minutes** for preparation.

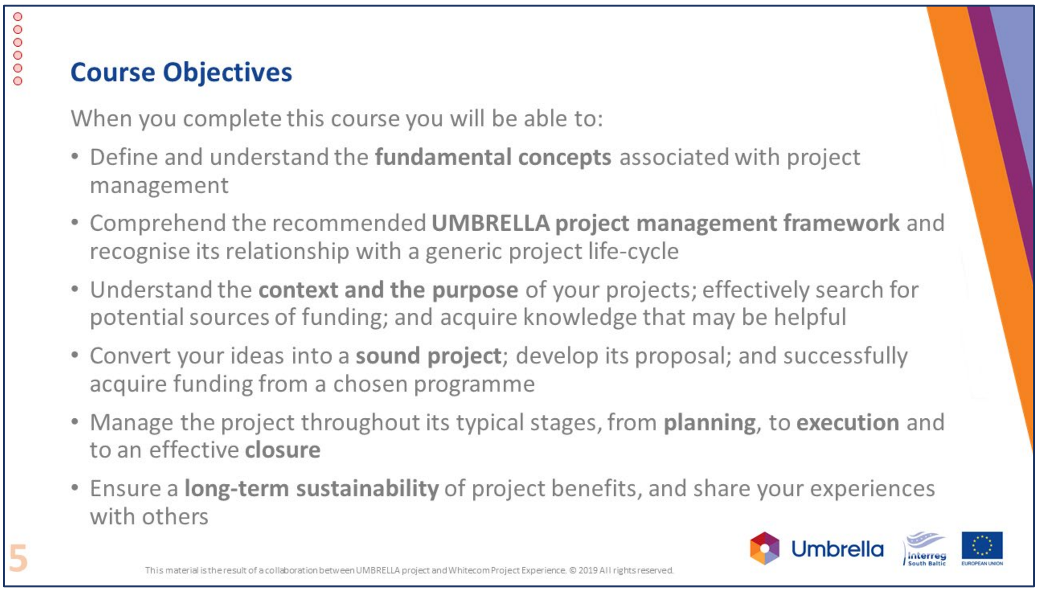
Timing: 20 minutes

3 minutes—your introduction
15 minutes—participants' preparation and presentation
2 minutes—time buffer

References

Derby, Esther; and Larsen, Diana 2006: *Agile Retrospectives: Making Good Teams Great*. Dallas, TX: Pragmatic Bookshelf (to learn about how to use "Working Agreements" method)

2.4. Introduction: Course Objectives



Tell the participants that they have just identified their expectations from the course and you will now related them to the planned agenda. Then review the learning objectives of the course and say that:

- In the **first part** we will discuss what are projects and what is their role in organisations. We will focus on distinctive characteristics of projects. Then we will look at the project organisation: how a temporary project organisation is related to a permanent organisation, what is its structure and what are the most important project roles. Finally, we will emphasise the importance of project communication and a related topic of project promotion.
- The **second part** is a high-level overview of the UMBRELLA project management framework. We will briefly outline its logic comprising of four phases with their steps and decision points. We will also emphasise key characteristics of this model and its relationships with a generic project life-cycle model included in most of the recognised project management methodologies.
- In the following four parts we will go into more details related with each of the four phases of UMBRELLA framework. **Part three** is focusing on business analysis that enables identification of needs emerging in the environment that we operate in or are interested in. In response to these needs, we come up with various ideas of how we could address

them and determine the effects resulting from implementing these ideas. We will also discuss how we should approach searching for potential source of funding support and acquire knowledge and experience that could be useful in our project.

- **Part four** is all about conducting the planning necessary to develop a proposal that will enable us to acquire the financial support from the funding programme that we chose.
- In **part five** we will go into the essence of project management and discuss the most useful tools, techniques, and aspects of planning, executing, and closing a project.
- Finally, **part six** is a brief outline of the most important aspects of what we do after the project is completed. We will put a special emphasis on ensuring a long-term sustainability of the project outcome, which is one of the most important strategic aspects of the projects that we undertake.

It is likely that the expectations listed by the participants in the previous step are highly aligned with the agenda of the course. However, you should address them during the presentation of course objectives. Link those expectations that you can with specific parts of the course. In the case of expectations that you cannot relate with any part of the course you should honestly admit that:

- They are beyond the scope of this training course but you will try to take them into consideration if time permits.
- For those expectations that you will not find time during the course, suggest that you can provide off-line hints and recommendations in individual conversations with participants during the breaks or via e-mail after the course (it is recommended that you provide your e-mail address to participants if they wish to contact you after the course).

Make sure that you do not leave any expectations unaddressed. It is always better to openly admit that something is out of the scope, rather than say nothing. Note, that you can use the concept of "project triangle" to illustrate this (either here or later, when you discuss it according with the agenda). You may also use "parking" to record expectations that are clearly beyond the scope of this course.

Timing: 10 minutes

8 minutes—review of objectives
2 minutes—time buffer

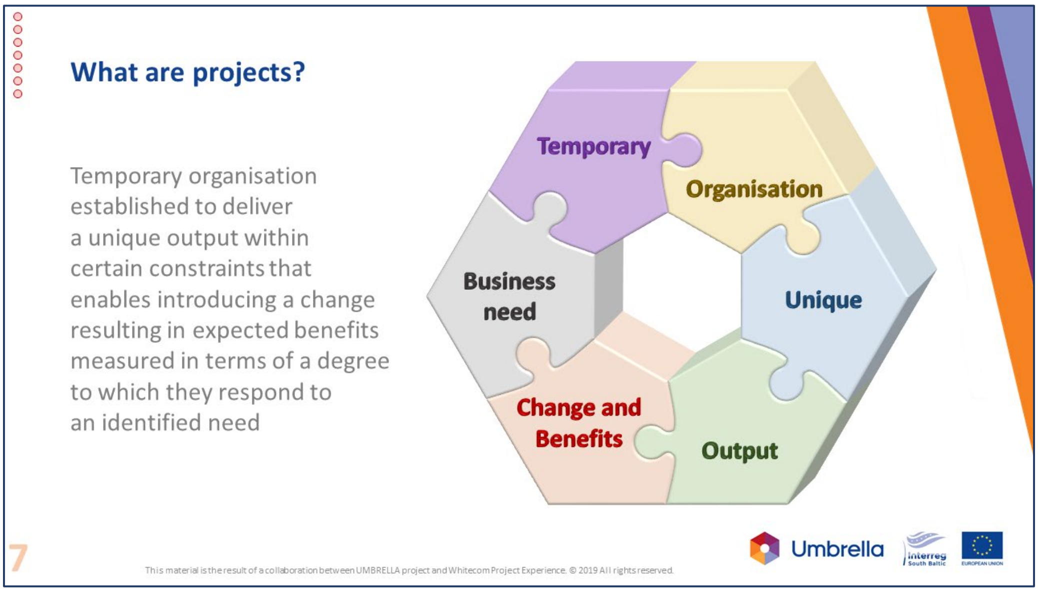
2.5. Fundamental Concepts: Intro Tab

This is an introductory slide to the first part of the course. Use it just as a “kick-off” emphasised with a message such as: “Since the objective of this course is to introduce you to project management it is a good idea to begin with a definition of some key terms that will create the basis for communication and understanding of this subject”.

Display this slide just for this one-two sentence introduction and then go to the next one.

Timing: less than 1 minute

2.6. Fundamental Concepts: What Are Projects?



This part of the training is to define a project and its most important characteristics and related concepts. Conduct it in a form of a facilitated discussion. It is very likely that most of participants (if not all) actually know these concepts. So when you let **them** identify and define all the important elements of the puzzle it will increase their confidence and motivate them to engage. The slide animation will help you to conduct the discussion first and then wrap it up with a brief summary. While the participants provide their input, record **all the main themes** on the flipchart (even if they are not included in the final slide). This is very important—do not ignore or lose any input from participants!

The slide starts with a header only. You may say: “I would like you to fill in the content of this slide and answer the question in the title. Tell me what are projects and what are the distinctive characteristics associated with **all projects**, so we can create a definition of a project. When we say ‘distinctive’, we mean the things that make project different than the other form of working.” In most of the cases the participants will mention the two distinctive characteristics: temporariness and uniqueness. It is quite likely that they will also mention things that are characteristics of all projects but are not distinctive ones (such as: budget, schedule, resources, team, planning, etc.). Write them down without going into details. Sometimes they can suggest things that are not really connected with all projects (such as: profit, contract, etc.) or are not really attributes of projects at all (such as: “they may continue forever”). Challenge such statements by asking other participants

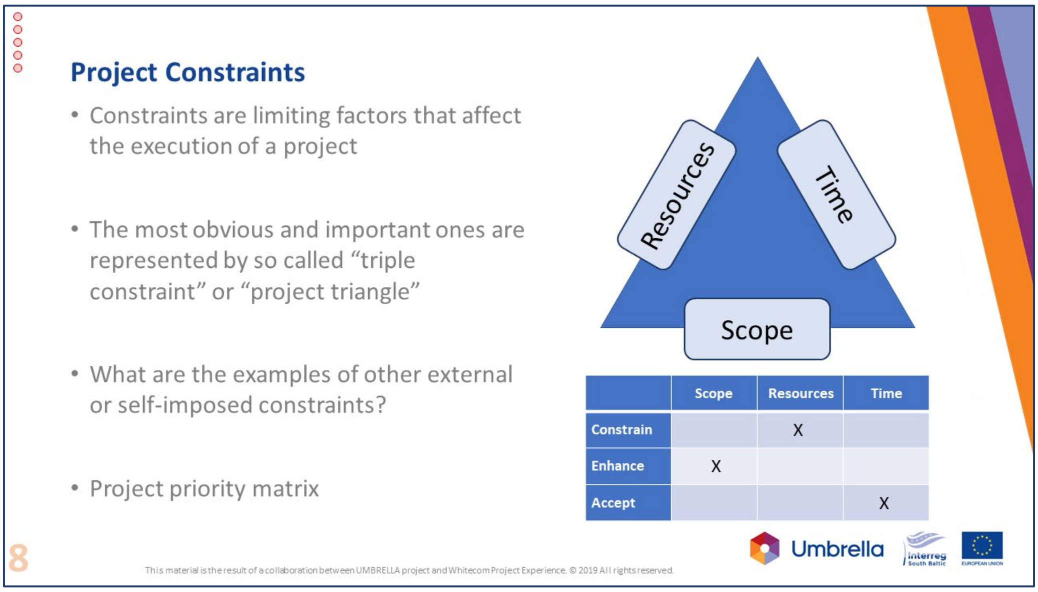
“Do you agree with that?”. In most of the cases one or more of them will not. Build on their rationale and remind that we are looking **only** for things that all projects have in common. Do not record such items on the flipchart. If participants have difficulties with some of the elements of the definition ask them guiding questions. For example, it they have problems with perceiving projects from a wider perspective as responses to some identified needs, ask them “Why do people or organisations undertake projects?”. Continue the discussion until you have all six fundamental components of the definition. Some of them may be recorded differently. For example: “Roles” and “Team” can replace “Organisation” while “Impact” and “Effects” can replace “Change and Benefits”.

Then follow with a brief wrap-up by saying “Now, let us check if your definition of project outlined with the attributes you proposed is the same as our definition”. Click animation that reveals the project definition and conclude “It looks that you have mentioned all the important elements, but let us just double check by emphasising all the keywords in this definition. And let us do it backwards, because it will make it easier to relate these keywords with each other”. Click each of the keywords, summarize it in one or two sentences, and circle a related characteristic proposed by participants. When presenting this summary you can also emphasise how we use the word “business”. People tend to associate it only with commercial activity, while in most of the sources on project management or business analysis this word has a very wide meaning (like in the Cambridge English Dictionary, where it is defined as “the things that you do or the matters that relate only to you”). When you complete your wrap-up ask participants if they have any questions and answer them briefly.

Timing: 20 minutes

Up to 15 minutes—facilitated discussion
3 minutes—wrap-up
2 minutes—time buffer

2.7. Fundamental Concepts: Project Constraints



The slide animation will guide you through this slide. Note that it is a natural continuation of the discussion on project definition from the previous slide. Start with the definition of constraints and note that some of the project attributes mentioned by participants were actually examples of such factors. Ask participants if they can recognise them. Most likely they will point the budget and schedule. Confirm that; however, note that they should be able to distinguish between the budget in the sense of a component of project plan and financial resources in the sense of a budgetary constraint. By the same token, schedule is a component of project plan while the constraint will be time (or expected/mandatory project finish date). Emphasize that this is a very important distinction that often leads to confusion.

Then explain the concept of a **"project triangle"**. Ask the participants why is this relationship represented by a triangle. They should understand that the three constraints are interrelated. A change in one of them requires adequate changes in at least one other dimension. If all three constraints are rigidly fixed, the project is in fact unmanageable.

As a next step ask participants to provide examples of other constraints. They may include things such as: quality, safety, security, technical limitations, legal regulations, internal procedures, etc.

Then explain that in order to manage the project constraints effectively, project manager should:

- Identify the key project constraints;

- Express them in terms of measurable parameters defined as acceptable range rather than single points;
- Prioritize them based on input from key stakeholders;
- Align progress monitoring and reporting system with them;
- Identify specific risks associated with individual constraints.

Finally, introduce the project priority matrix as a simple yet powerful tool that helps in most of those tasks. It should be created at least for the three basic constraints but can also include other. For each of the identified constraints you need to establish if it is accepted, enhanced, or constrained based on the following definition:

- **Constrain:** The original parameter is fixed; the project **must** meet the completion date, specifications and scope of project or budget/resource limitation.
- **Enhance:** Given the scope of the project, which criterion should be optimized? In the case of time and cost, enhancing means adding value to project.
- **Accept:** For which criterion is it tolerable **not to meet** the original parameter?

In most of the project at least one of the three constraints belongs to the first category. This is not such a big issue if the other two can be enhanced or accepted. The real challenge begins if more than one constraints are mandatory and non-negotiable.

Ask participants if they have any questions, respond to them and then follow to exercise "Project Constraints". Note that this exercise is optional—you can skip it or do it together with the group as part of the discussion of this topic.

Timing: 10–35 minutes

Up to 10 minutes—presenting and discussing the topic
Up to 20 minutes—conducting the exercise with the wrap-up
Up to 20 minutes—presenting and discussing the topic with exercise conducted as part of the discussion
5 minutes—time buffer

Note that this slide and the associated topic allows you for some flexibility in the time management aspect of the course. The topic is very important and should not be neglected but if you need to generate some additional time for other topics or activities you will find it here. In its shortest version you may compress the duration to about 10 minutes. However, do this only as a last resort. A more expanded version (with the exercise conducted as part of the discussion) would take approximately 20 minutes. A full version with stand-alone exercise done by participants may last up to 40 minutes.

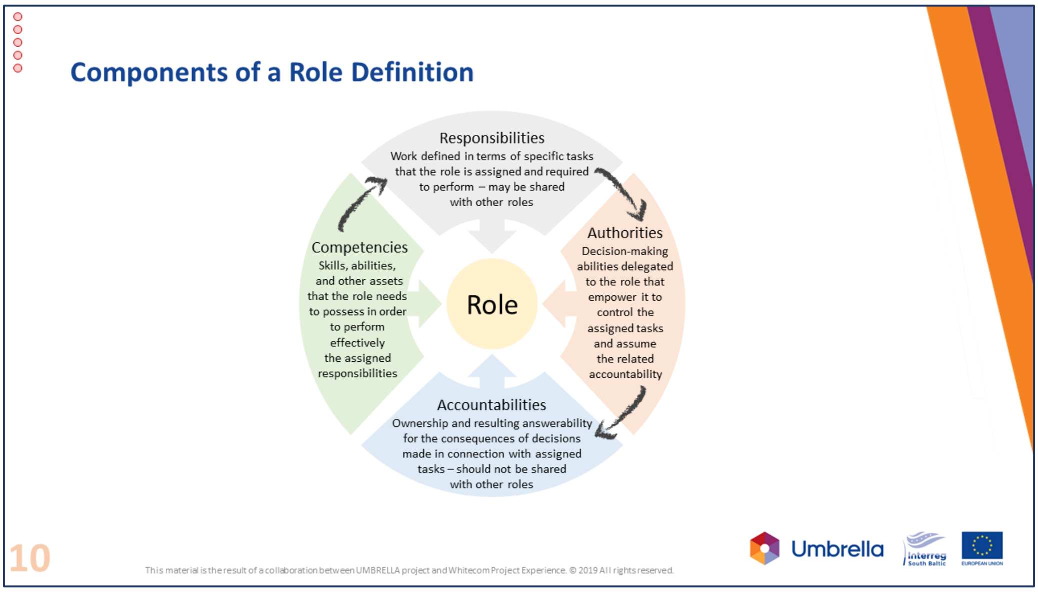
2.8. Fundamental Concepts: Project Stakeholders

The slide animation will guide you through this slide. This slide is only to ensure that participants understand the definition of stakeholders. Do it in an interactive way. Rather than providing a ready definition, ask participants who stakeholders are. Most likely they will say something such as "people who can impact the project". Confirm this and ask for examples of different dimensions of impact (e.g.: making decision, providing resources, providing requirements, etc.). Then ask who else could be a project stakeholder. Again, participants should respond that those who are impacted by the project are also stakeholders. Conclude with displaying the definition and note that a very specific group of stakeholders are those individuals who just believe to be affected (even if in reality they are not). Note that we will return to the topic of stakeholders later and proceed to the next slide.

Timing: 2 minutes

Up to 2 minutes—defining project stakeholders

2.9. Fundamental Concepts: Components of a Role Definition



The slide animation will guide you through this slide. In this slide you have two options:

- **Present it in the form of an interactive lecture.** Using the slide animations discuss each of the four components of role definition. Interactively ensure that participants acknowledge the importance of each component, the function is serves, and how it is interrelated with other components.
- **Conduct discussion and use slide to summarize.** Facilitate participants to provide the four components and define their functions and interrelations. Use flipchart to record participants' contribution. Then use slide animations to wrap it up and emphasise how accurately participants defined the structure of a role definition on their own.

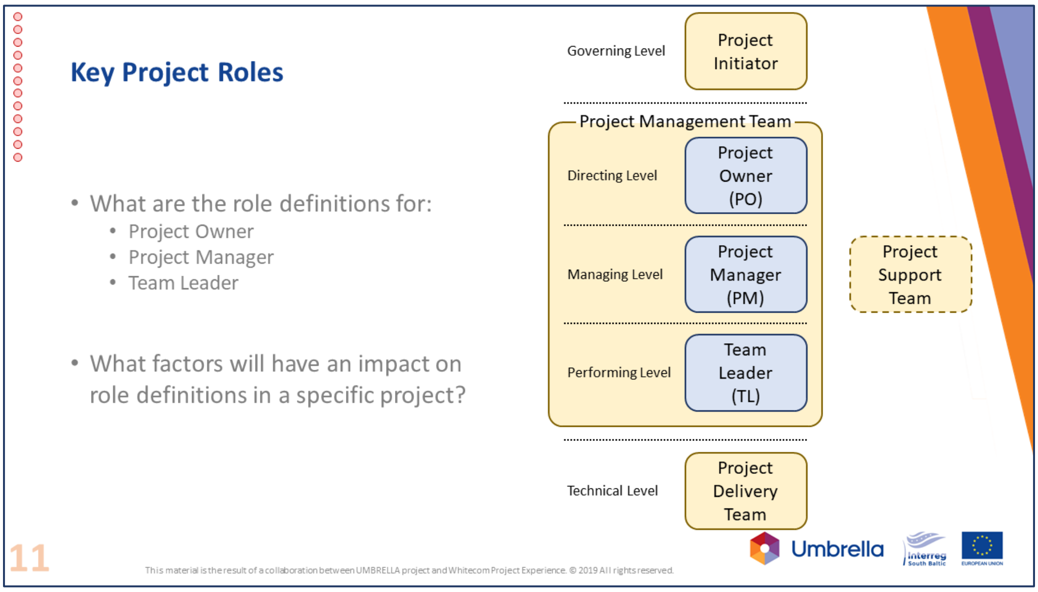
Use the first approach with less advanced groups that may not feel the topic sufficiently enough to come up with all four components. The second approach works well with slightly more advance groups. It is more engaging and enhances the confidence and participation of the group.

It is likely that you will have to support the explanation of the difference between responsibility and accountability with an example. It is recommended that you prepare such a simple and clear example upfront.

Timing: 3 minutes

Up to 3 minutes—presenting and discussing the topic

2.10. Fundamental Concepts: Key Project Roles



The slide animation will guide you through this slide. This topic consists of two major parts:

- **Levels of management.** In this part focus on identifying the five levels of management relevant to project management. Three of them define three management dimensions directly related to projects (Directing, Managing, and Performing). The other two levels are mentioned to define the interfaces of project organisation with the external world. Briefly explain the role and importance of each level and their interrelationships. It is recommended to conduct this part as in a lecture style.
- **Key project roles.** In this part define the key roles associated with each of the three levels of management within the Project Management Team structure. Involve participants in defining the accountability of each role. It should directly reflect the nature of an associated management level. For example, since Project Manager is the key role at Managing Level that is related with operational management and coordination of project work, then the Project Manager must be accountable for the operational success of a project. If you clearly define the difference between the three levels, participants should not have problems with identifying these accountabilities. Based on that elaborate on the remaining three components of role definitions:
  - authority needed to assume the defined accountability,
  - responsibilities or the tasks performed by a given role, and

- skills and competencies required to perform these tasks.

Emphasise that the role definitions presented here are generic and may vary in details when it comes to a specific project. They will be impacted by many factors including: project complexity, number of entities involved, industry, organisation that initiates a project, level of formality, etc.

Timing: 10 minutes

Up to 2 minutes—presenting levels of management
Up to 2 minutes—defining key project roles: Project Owner, Project Manager, Team Leader
Up to 3 minutes—discussion and questions
3 minutes—time buffer

Keep the coverage of this topic at high-level and avoid going into too many details. It is quite complex and you can easily lose control of time. Do not extend its duration as participants will only need a high-level conceptual introduction into this topic.

If time permits, as part of this slide you may conduct a quick review of the whole section with the use of Review Questionnaire**. To trigger the review slide click with the mouse pointer on UMBRELLA logo in the right bottom corner. The review for this section consists of six questions. Estimated timing—up to 2 minutes.**

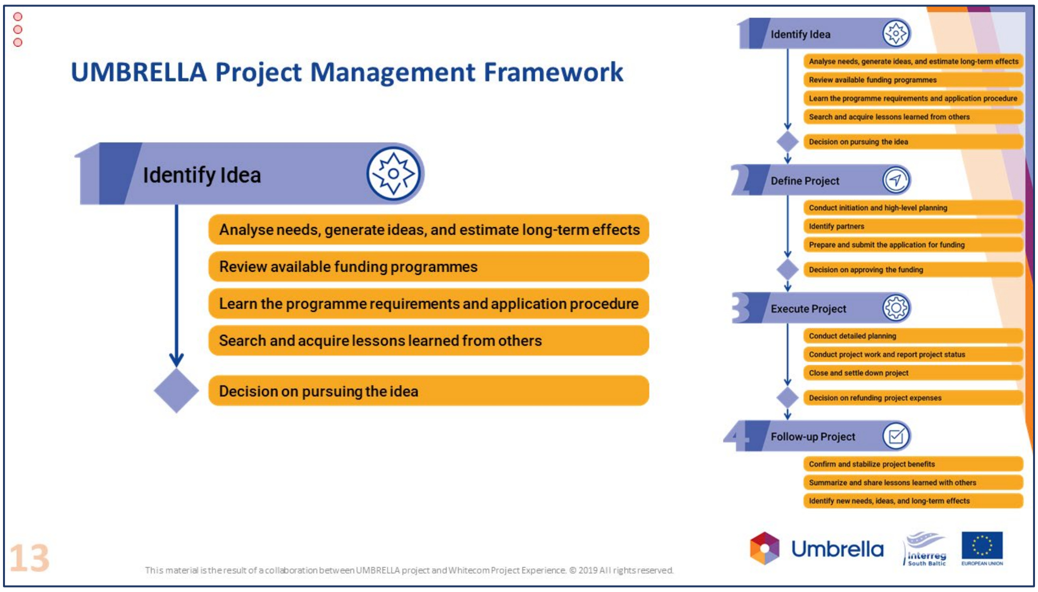
2.11. UMBRELLA Project Management Framework: Intro Tab

This is an introductory slide to part of the course dedicated to overview of the UMBRELLA Project Management Framework. Start with this message and add that before having a high-level look at the whole cycle you would like to address a very important topic of project communication. Conceptually, it belongs to the previous section, but because it is applicable to each phase of the cycle it is covered at this point. Note that Project Management Institute which is the world's most recognised professional association in this discipline recommends that project managers should spend around 90 percent of their time on tasks associated with communication with other people. Emphasise that as a result communication becomes one of the most important skills and working tools of project managers. It is also one of the key success factors for projects. Part of communication is project promotion that is often perceived as an obligatory burden. Explain that it is essential to change such negative perception of project promotion and start treating it as a powerful source of influence. Note that specific aspects of project communication will be addressed with other topics throughout the course. Recommend the PMI document as a reading resource.

Display this slide just for this introduction and then go to the next one.

Timing: Up to 2 minutes

2.12. UMBRELLA Project Management Framework



The slide animation will guide you through this slide. Provide a high-level overview of the framework. Our recommended approach to this step is to do it as an interactive lecture followed by an open question and answer session (this is best supported with the animation). However, you are welcome to apply other approaches too. There are two possible variants of the recommended approach:

- **Covering all four phases first and then going to Q&A mode.** The main advantage of this variant is an easier control of time. Once you finish with the lecture part the rest of available time is for questions and discussion. Additionally, the participants have more flexibility to focus on those aspects of the framework that are more interesting to them. Finally, the Q&A session may turn into a more holistic discussion about the whole framework, which is essentially the purpose of this slide. Therefore, we recommend this variant.
- **Triggering Q&A mode after each phase.** If you are concerned that the lecturing part may be too long or too complex for the participants to maintain their attention, you can take a four-step approach and do a short Q&A session after presenting each phase. With this approach the time management aspect will be slightly more challenging. Additionally, you may expect questions posed too early (because they would actually apply to further phases and sometimes even be answered by your presentation later). However, this

approach tends to be a little bit more dynamic and allows you to engage participants earlier in the process.

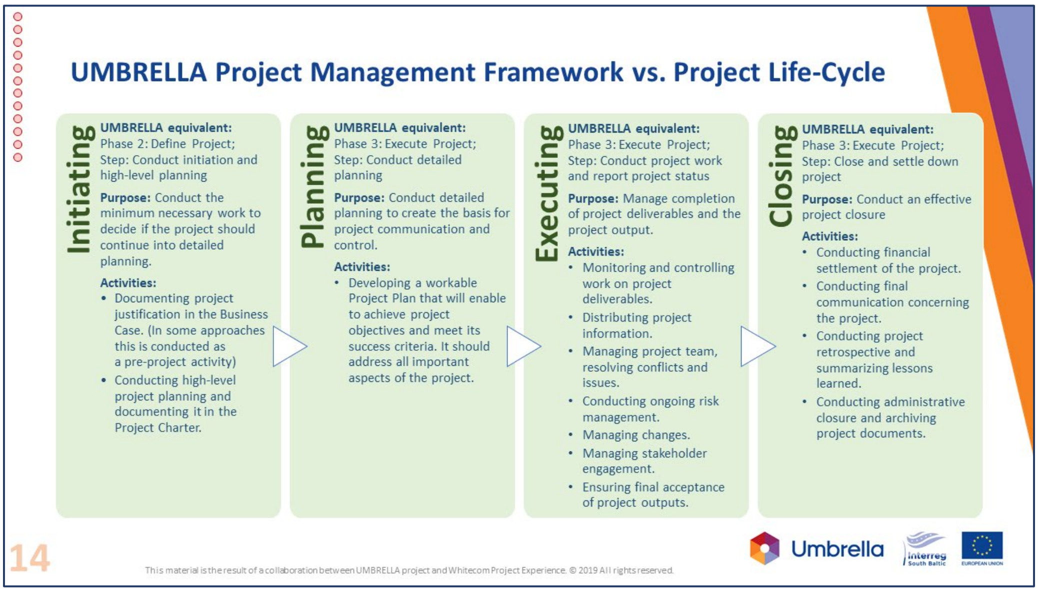
Throughout the presentation ensure that you communicate the following messages:

- The framework covers a lot more than just the duration of a project. In fact, the whole Phase 1 takes place before the start of a project and is associated more with business analysis than with project management. The whole Phase 4 takes place after the project is finished and is related with benefit management, change management as well as learning, development and knowledge management. Phase 2 deals with converting a selected idea into a project and formally initiating it. Phase 3 covers the three major steps within the project duration and is essentially related with project management.
- The flow within the framework is of a cyclic and repetitive rather than linear and one-off nature—new iterations of the cycle naturally emerge from the final steps of the flow.
- In many cases the steps presented as a sequence in the flow may be performed concurrently, or in a different sequence—in rare situations some of these steps may be even omitted.
- The model is a simplification and many of the steps are inherently complex which may lead to numerous loops and additional activities.

Timing: 10 minutes

Up to 2 minutes—presenting phases of the framework
Up to 8 minutes—Q&A session and discussion
If you complete this step faster than in 10 minutes do not try to extend it. You will have plenty of opportunities later in the course to use this excess time more effectively.

2.13. UMBRELLA Project Management Framework vs. Project Life-Cycle



The slide animation will guide you through this slide. This slide is dedicated to a concept of a generic project life-cycle that is part of most of the recognised project management methodologies and standards. Explain that:

- The life-cycle is defined as a series of stages or phases identified to increase the efficiency and effectiveness of project management.
- Stages are sequential and separated by “go/no-go” decision points. These decisions are made by a role higher than project manager (usually accountable for the business success of a project). Such “stage-gated” approach enables a more efficient use of resources and increases the effectiveness of project decision-making.
- In most of the models there are four basic stages (just as the slide shows). Usually, it is assumed that Executing stage can be divided into several sub-stages.
- The chart in the slide includes the most important characteristics of each stage. Do not read its content! Ask participants to get familiar with it and pose questions.

The model is not essential from the perspective of this course, so do not go into too many details. However, it is very popular in project management references, so participants should know it.

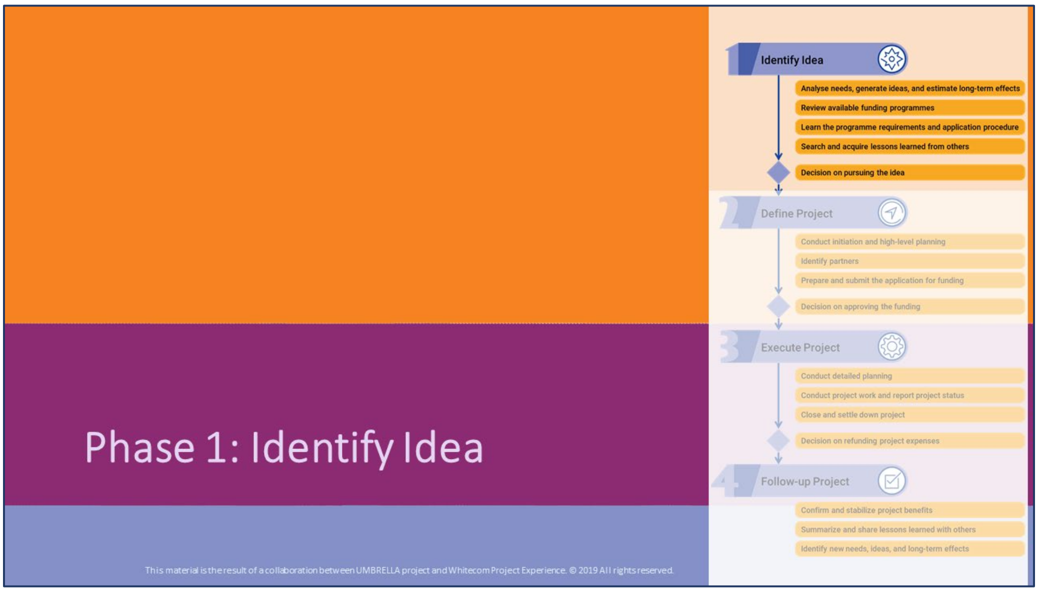
Timing: 5 minutes

Up to 2 minutes—presenting the model

Up to 3 minutes—questions and discussion

If time permits, as part of this slide you may conduct a quick review of the whole section with the use of Review Questionnaire**. To trigger the review slide click with the mouse pointer on UMBRELLA logo in the right bottom corner. The review for this section consists of five questions. Estimated timing—up to 2 minutes.**

2.14. Phase 1: Identify Idea: Intro Tab

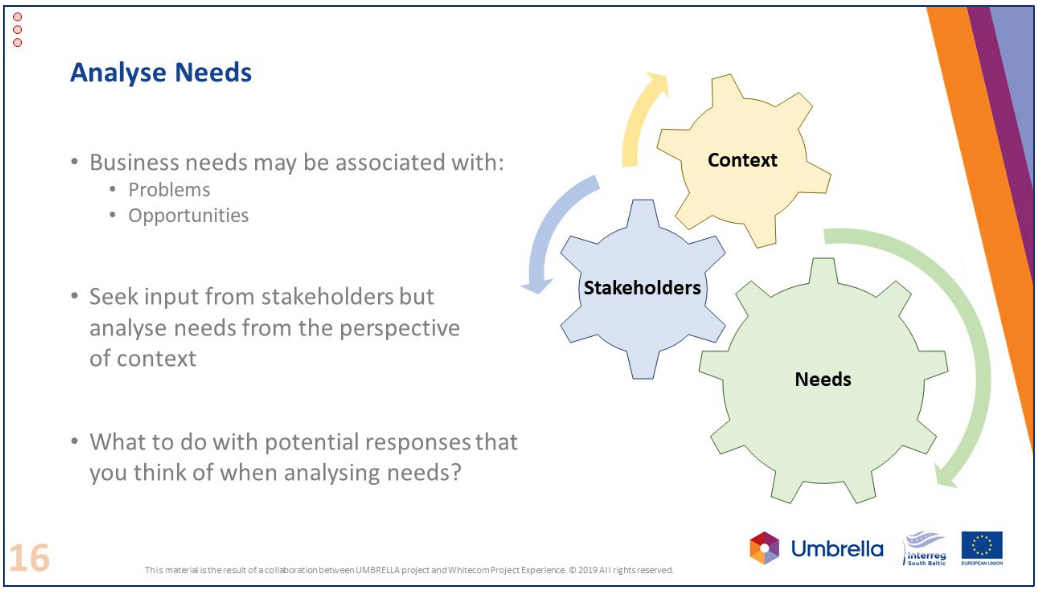


This is an introductory slide to part of the course dedicated to Phase 1 of the framework. It addresses the origin of a project. The output of this phase is an identified and well-justified idea for potential project and some knowledge about possible sources of financial support from funding programmes and about similar project that took place in the past.

Display this slide just for this brief intro and then go to the next one.

Timing: less than 1 minute

2.15. Phase 1: Identify Idea: Analyse Needs



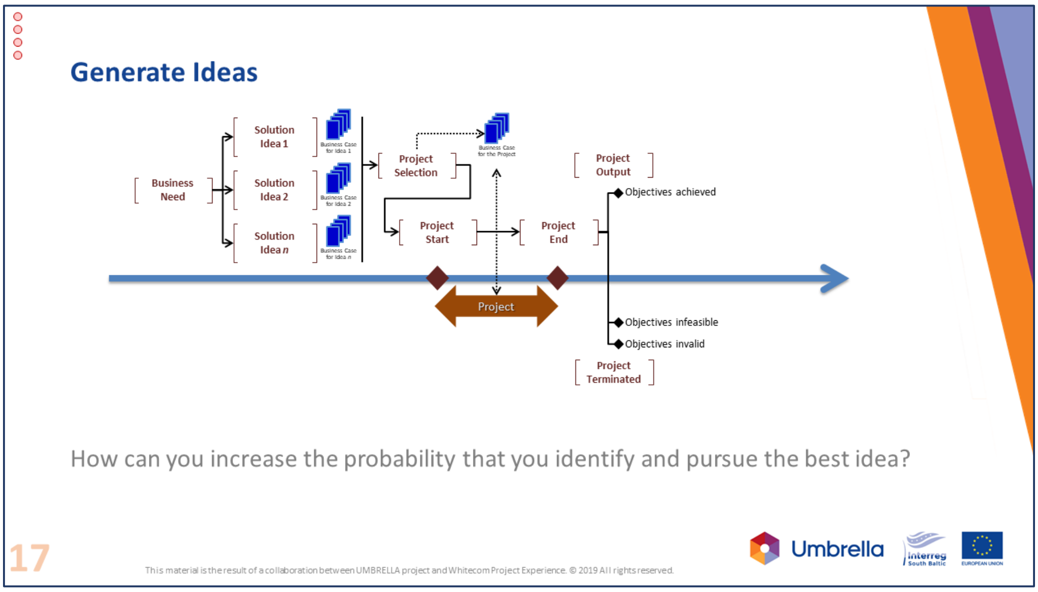
The slide animation will guide you through this slide. Start with saying that the "project story" begins with a step that does not really involve any project management skills. It has more to do with business analysis that is defined by the International Institute of Business Analysis (IIBA) as "the practice of enabling change in an enterprise by defining needs and recommending solutions that deliver value to stakeholders". Note that having said that, projects are the tools that deliver these solutions and ensure that they are capable of addressing those needs. Explain that the nature of those defined needs may be driven either by problems that we would like to resolve or by opportunities that we would like to pursue. Though the motivation is substantially different in each of these two cases, the approach is quite the same. Explain that the key to a proper identification of needs is in understanding the relationship between the context in which stakeholders conduct their business (activities) and the perceptions, expectations, intentions, capabilities, and other attributes of those stakeholders. The needs result from these relationships and may be subjectively perceived by different stakeholders (what is an opportunity in the eyes of one stakeholder could be perceived as a problem by another stakeholder). The analysis should let you describe those needs objectively from the perspective of context, but taking into consideration all the different subjective points of view presented by stakeholders. Ultimately, the stakeholders will be source of project requirements, make project decisions, provide project resources, assess the value of project benefits, and use the project output.

Finally address the topic of solution ideas that emerge in our heads almost instantly when we face a new need. Note that it would not be wise to immediately proceed to implementing those ideas before identifying and taking into consideration alternative ones. However, it is a good idea to record them at this point and recall them when the process asks for generating such ideas. You can conduct this item as a short facilitated discussion using the question provided by the slide.

Timing: 3 minutes

Up to 3 minutes—presenting and discussing the topic

2.16. Phase 1: Identify Idea: Generate Ideas



The slide animation will guide you through this slide. Introduce this slide by saying that when the analytical part of this first step is completed it is the time to switch to a creative mode. The essence of this activity is to generate various ideas of how could we address the identified need. Start with a quick explanation of the logic of activities that take place from identifying the business need (covered in the previous slide) till the end of a project. Note, that generate ideas is just the first of these activities. Then pose the slide question and facilitate participants to gather input based on their experiences. It is likely that their answer will be that we need a balanced combination of unrestricted creativity with a maintained relevance of the proposed ideas. Possible examples of factors that increase creativity (and lead to a greater number and variety of ideas) may include:

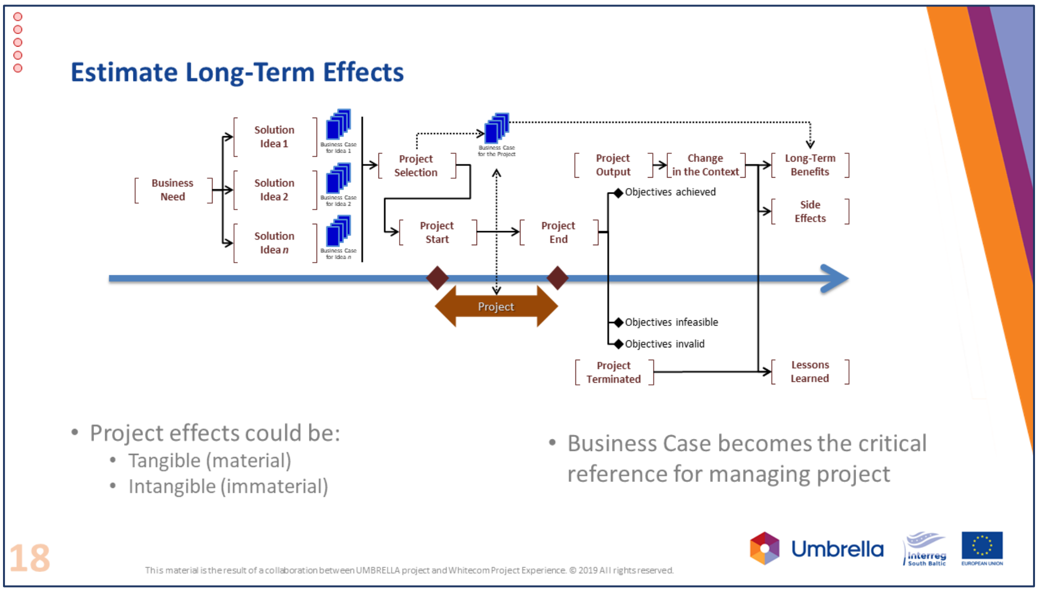
- Using tools that stimulate generation of creative ideas.
- Avoiding any assessments or evaluations of feasibility or attractiveness of the ideas.
- Do not get too attached to any of the generated ideas. However, it is good to base new ideas on those that were generated earlier.
- Do not make any assumptions and do not try to take into consideration any constraints.
- Accept and embrace apparently opposing ideas (ambiguity) to open up new possibilities.
- Involve stakeholders with different background and experience.

At the same time, all those unrestricted, unbiased, and out-of-the-box ideas should still address the original need. Otherwise, even the most creative ideas are going to useless. The more thorough is our understanding of the need, the higher are the chances that ideas we generate are going to be relevant.

Timing: 3 minutes

Up to 1 minute—introducing the model
Up to 2 minutes—collecting answers to slide question

2.17. Phase 1: Identify Idea: Estimate Long-Term Effects

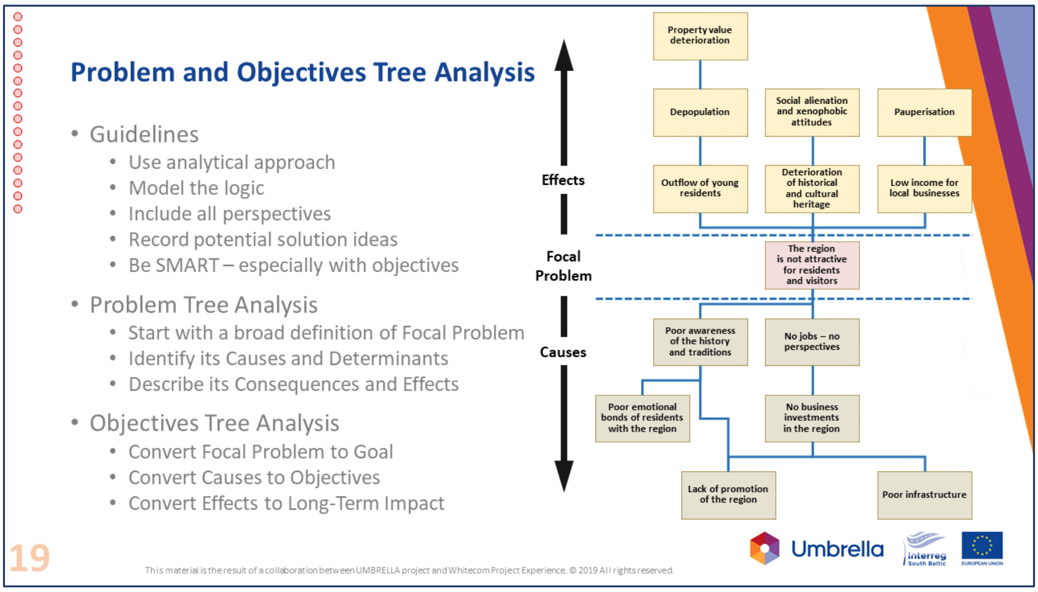


The slide animation will guide you through this slide. Start with completing the sequence of activities and describing what takes place after the project is completed. Emphasise that this slide refers to the third component required to make a project selection decision—estimated effects resulting from pursuing each of the generated ideas. Explain that in general project effects could belong to one of the two categories: **tangible** and **intangible**. Define each of these categories and provide (or ask participants to share) examples of effects in each category. Note that regardless of the category, each identified effect should be associated with a measurable indicator that will enable defining project objectives and verifying if these objectives are achieved. Tangible effects tend to be associated with **quantitative indicators**, while intangible effects—with **qualitative indicators**. Explain the difference between the two types of indicators and again, provide (or ask participants to share) examples of indicators in each type.

Conclude with observing that all of the information discussed in the last three slides should be recorded in a document called business case. Remind what is the typical content of such document and note that the business cases for each of the identified ideas become the basis for project selection decision, and the business case for a selected idea becomes the most important baseline for managing the whole project and for verifying if estimated long-term effects were achieved.

Timing: 5 minutes

2.18. Phase 1: Identify Idea: Problem and Objectives Tree Analysis

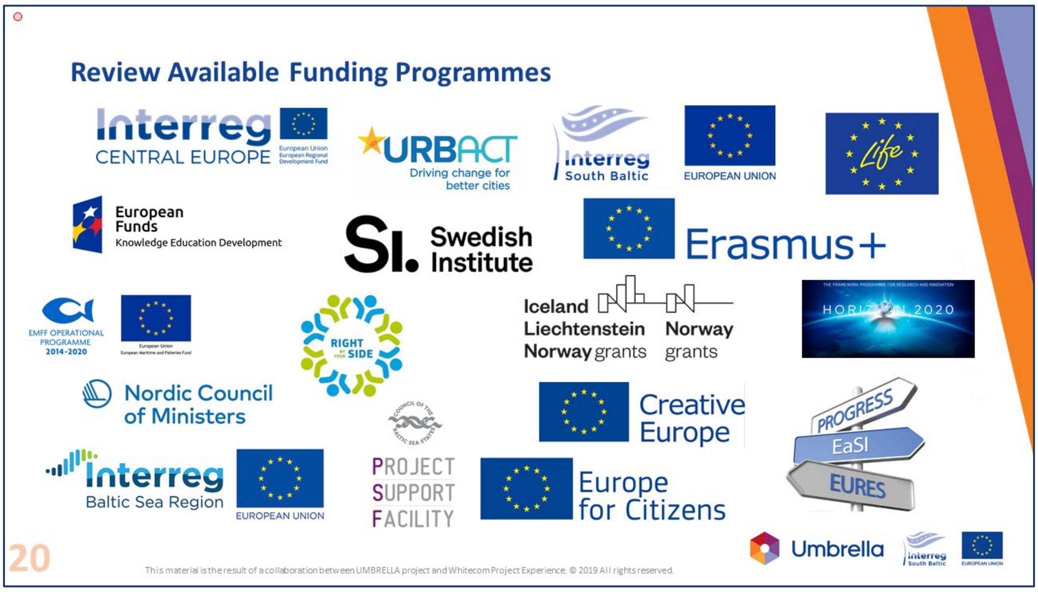


The slide animation will guide you through this slide. Start by saying that there are different tools and methods that support the three components of the first step in UMBRELLA framework. However, we will focus on one of them (or strictly speaking two of them) because they are often recommended by the funding programmes as preferred tools to develop project proposals. Provide all the instructions concerning the development of each of the trees and answer any questions posed by participants. Then follow to exercise “Problem Tree Analysis and Objectives Tree Analysis”. If time is an issue you can decide to do this exercise together with the group as part of the discussion of this topic. However, use this option only as a last resort, as this exercise is one of the core activities provided for participants. On the other hand, avoid extending the exercise beyond the planned duration. Monitor how effective participants are in completing this exercise and provide support to them in whatever areas they may need it. Also, be their timekeeper during the exercise and periodically remind them how much time they have left.

Timing: 25–45 minutes

Up to 5 minutes—explaining the tools
Up to 35 minutes—conducting the exercise with the wrap-up
Up to 20 minutes—presenting and discussing the topic with exercise conducted as part of the discussion
5 minutes—time buffer

2.19. Phase 1: Identify Idea: Review Available Funding Programmes

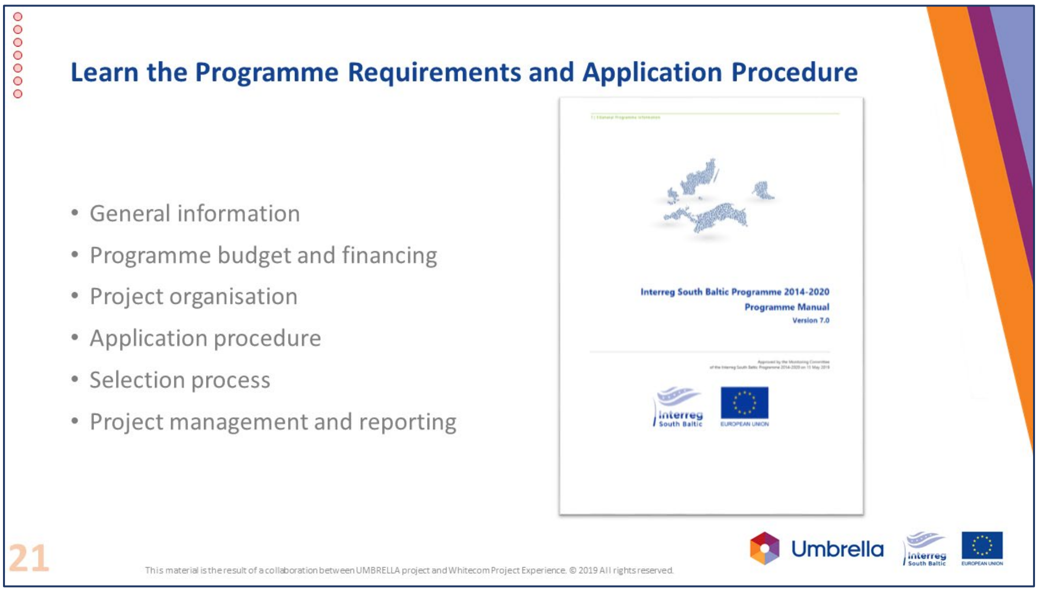


The slide animation serves here only as a "background". Do not present each funding programme in this slide. Rather than that provide some recommendations concerning conducting a review. They include but are not limited to those that are listed in "Good Practice" box on page 31 of the Beneficiary Manual. Illustrate with examples from your experience. Facilitate short interactive discussion on the topic.

Timing: 5 minutes

Up to 2 minutes—presenting recommendations on conducting a review
Up to 3 minutes—facilitating a discussion on the topic
You may shorten the time allocated to this slide and limit it only to resenting recommendations, then follow to the next slide and conduct discussion that covers both slides.

2.20. Phase 1: Identify Idea: Learn Requirements and Application Procedure



The slide animation will guide you through this slide. This slide is a natural continuation of the previous one. In fact, learning about requirements and application procedure is simply part of a programme review. Explain that in the framework they are presented as two distinct steps to emphasise the importance of the two actions. In practice, most probably you will conduct some initial high-level screening that involves checking the most important requirements of each programme. The output of such screening would be a short list of programmes for which you will study the requirements in more detail. Emphasise that whatever the approach is, it is wise to study the programme requirements very thoroughly before making a final selection decision followed by a time- and effort-consuming preparation of the project proposal. This is just a basic risk management that lets you avoid unpleasant surprises. Just as with the previous slide, cover the recommendations from “Good Practice” box in Beneficiary Manual (page 38) and briefly review each item from the list in the slide. Then facilitate short discussion on the topic.

Timing: 5 minutes

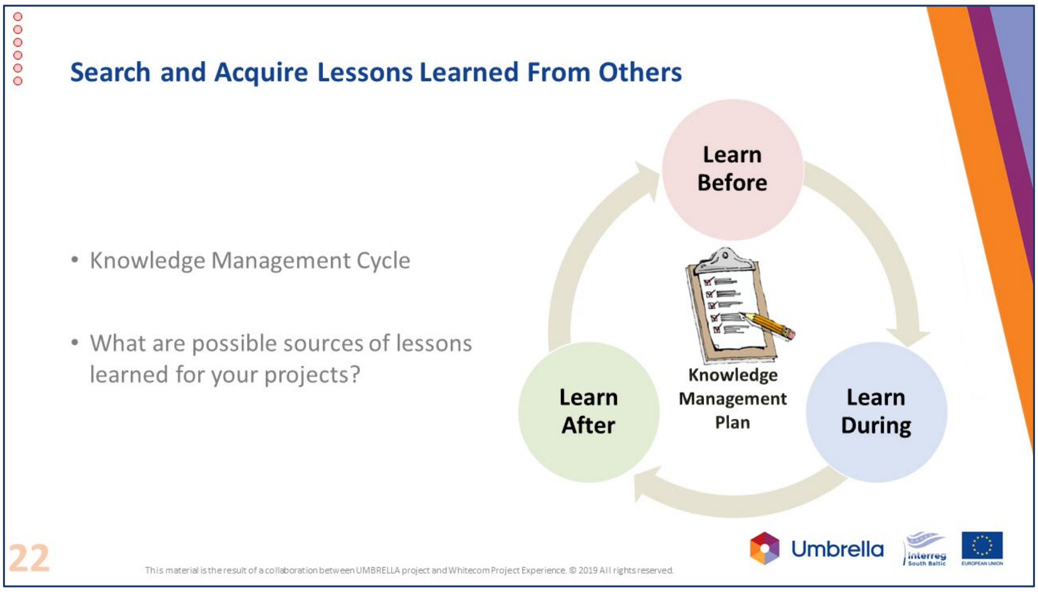
Up to 2 minutes—presenting recommendations on learning programme requirements

Up to 3 minutes—facilitating a discussion on the topic

You may decide to combine this slide with a previous one. In such case present the content of the two slides first and follow to one discussion that covers both slides. Make sure the total time allocated for this does not exceed 10 minutes allocated for two slides.

If you complete both slides faster than in 10 minutes do not try to extend it. You will have plenty of opportunities later in the course to use this excess time more effectively.

2.21. Phase 1: Identify Idea: Search and Acquire Lessons Learned



The slide animation will guide you through this slide. Start with a quick review of knowledge management cycle. Briefly discuss each of the three steps and the role of Knowledge Management Plan. Emphasise that this seemingly primitive and obvious model is actually extensively used in many disciplines and various methodologies. It also appears to be quite challenging in practice. Even mature organisations struggle with knowledge management and those that succeed in implementing sustainable solutions in this area gain tangible benefits and advantage as a result. You may recommend additional reading on the subject of knowledge management and learning organisations.

Then facilitate discussion around the question displayed in the slide. Engage participants in providing input based on their experience. You may add your examples if participants get stacked. Record participants contribution on a flipchart to create a bulleted list of recommendations.

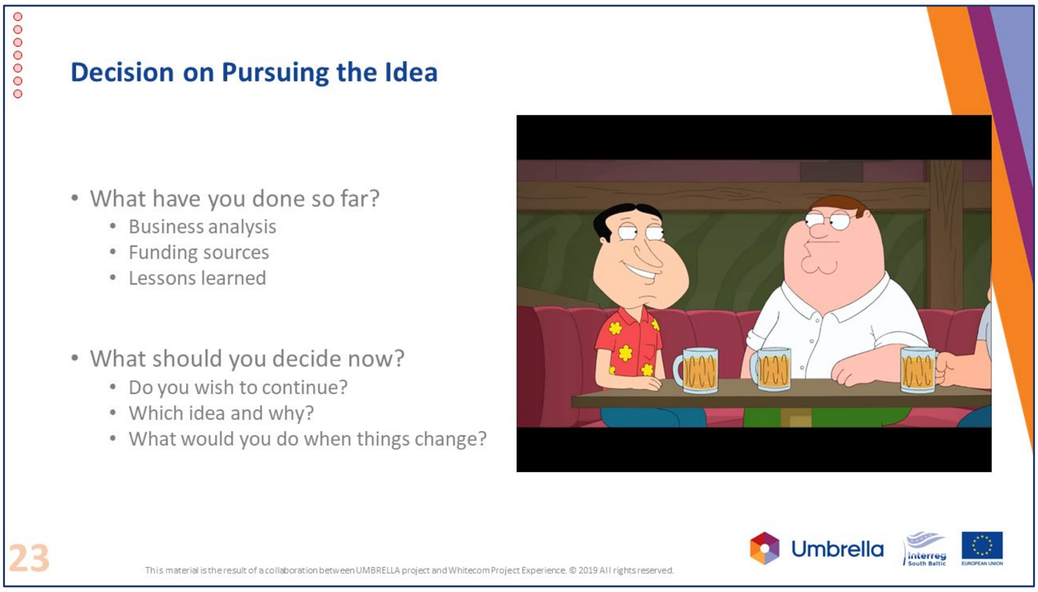
Timing: 5 minutes

Up to 2 minutes—presenting and discussing the knowledge management cycle
Up to 3 minutes—facilitating discussion in response to the slide question

References

Collison, Chris, and Parcell, Geoff 2004: *Learning to Fly: Practical Knowledge Management from Leading and Learning Organizations, Second Edition*. Chichester: Captone (for inspirations on learning organisations)

2.22. Phase 1: Identify Idea: Decision on Pursuing the Idea



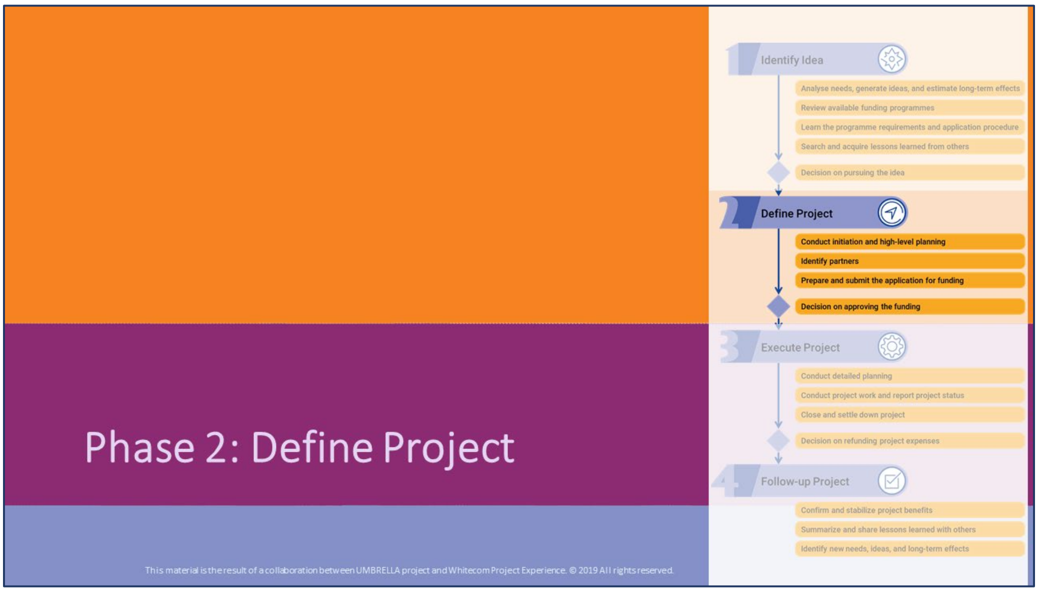
The slide animation will guide you through this slide. This is a final slide in this section. Use it to wrap-up and summarise the key points of this section. Say no more than three to four sentences on each bullet in "What have you done so far?" section. Then elaborate on the decision that is to be made at this point using the bullets provided. Do it in an interactive way. For example, with "Do you wish to continue?" bullet you may provoke a little discussion by saying: "Don't you think this is a bit weird? Why would you like not to continue a good project that you have started in response to an important need?".

The last animation step is a short clip. It starts with the phrase "you don't want to rush an important decision" so it is best to introduce it in such a way that your last words before the clip are the same. the clip lasts about 45 seconds. After the clip you can immediately proceed to the next section. If you decide to do a review with the questionnaire we recommend to do it **before** the clip.

Timing: 4 minutes

Up to 3 minutes—summary of the unit
Up to 1 minute—video clip
If time permits, as part of this slide you may conduct a quick review of the whole section with the use of Review Questionnaire. To trigger the review slide click with the mouse pointer on UMBRELLA logo in the right bottom corner. The review for this section consists of five questions. Estimated timing—up to 2 minutes.
You can skip the clip if you click UMBRELLA logo at the last step of animation.

2.23. Phase 2: Define Project: Intro Tab

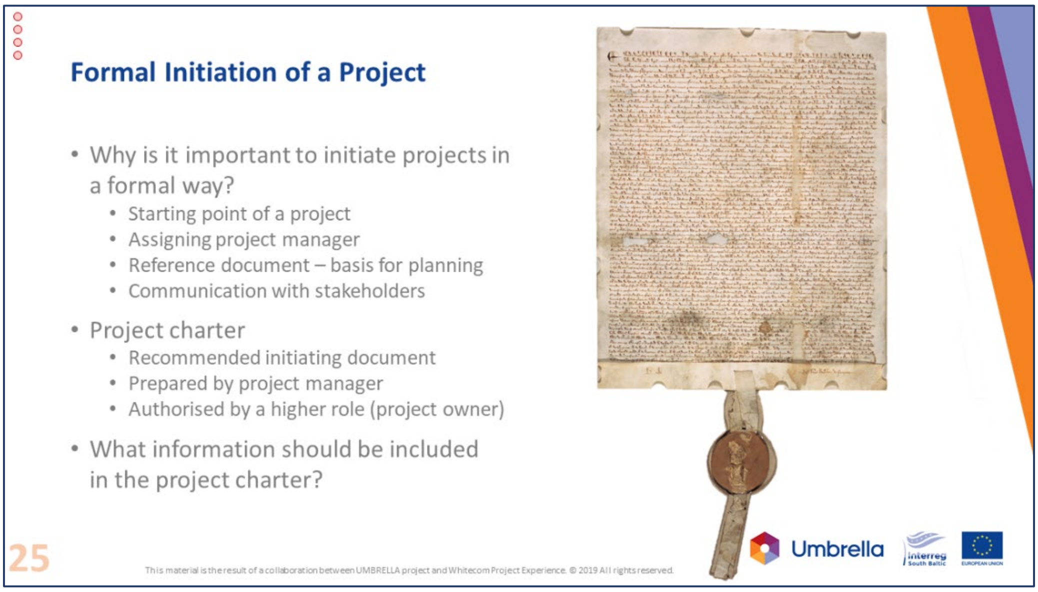


This is an introductory slide to part of the course dedicated to Phase 2 of the framework. The essence of this phase is to convert the most promising idea that you identified in previous phase into a doable project that can be presented in a convincing way to the funding programme and obtain financial support. The most important outputs of this phase are: an initiated project and acquired funding from the programme you applied to. Since one of the main objectives of this course is to increase the participants effectiveness in conducting international projects supported by funding programmes, a relatively large portion of time was allocated for this phase.

Display this slide just for this brief intro and then go to the next one.

Timing: less than 1 minute

2.24. Phase 2: Define Project: Formal Initiation of a Project



The slide animation will guide you through this slide. Start with saying that phase 2 is when the project is started. This slide is to reflect on whether the starting point of a project should be formalised and why. Briefly elaborate on reasons that justify such formalisation. Ask participants for examples from their projects.

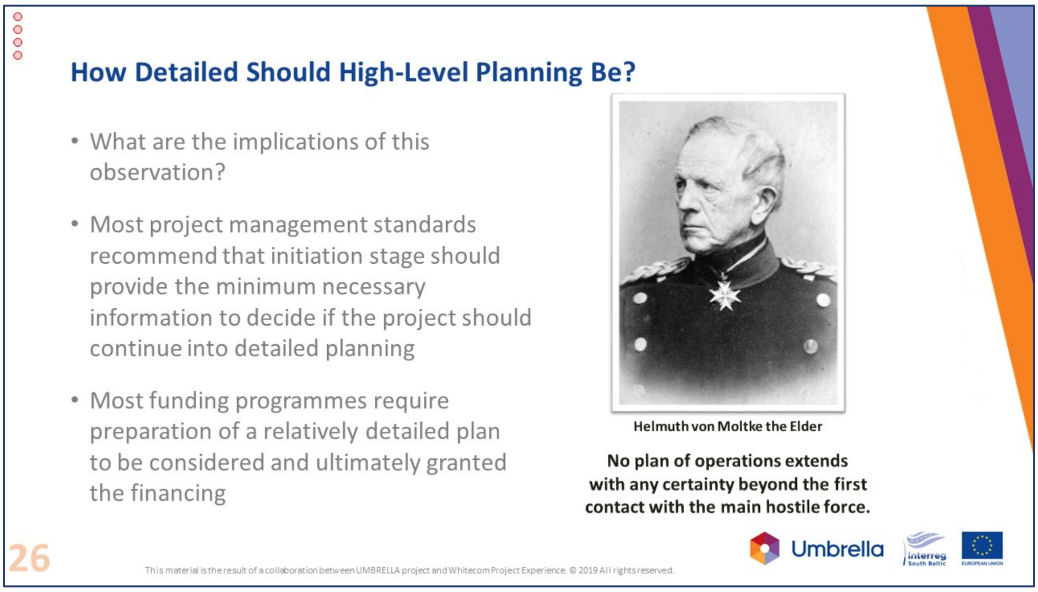
Then follow to presenting the Project Charter as a recommended initiation document. Note that in some methodologies the role of this document may be slightly different but its main function as an initiation mechanism is the same. On the other hand, participants may have come across initiation documents with a different name. The image in this slide shows Magna Carta (The Great Charter), one of the most famous symbols of justice, fairness, and human rights. For centuries it has inspired and encouraged movements for freedom and constitutional government in Britain and around the world. Project charters should also play and informative and motivational role for all stakeholders.

Finally, facilitate short discussion concerning the content of the project charter. Your final conclusion should be that the content should be driven by the nature and needs of a given project, but it should enable effective initiation and serve the purposes discussed earlier in this slide.

Timing: 4 minutes

Up to 2 minutes—justification of formal initiation and project charter as initiation document
Up to 2 minutes—discussion on the content of project charter

2.25. Phase 2: Define Project: How Detailed Should High-Level Planning Be?

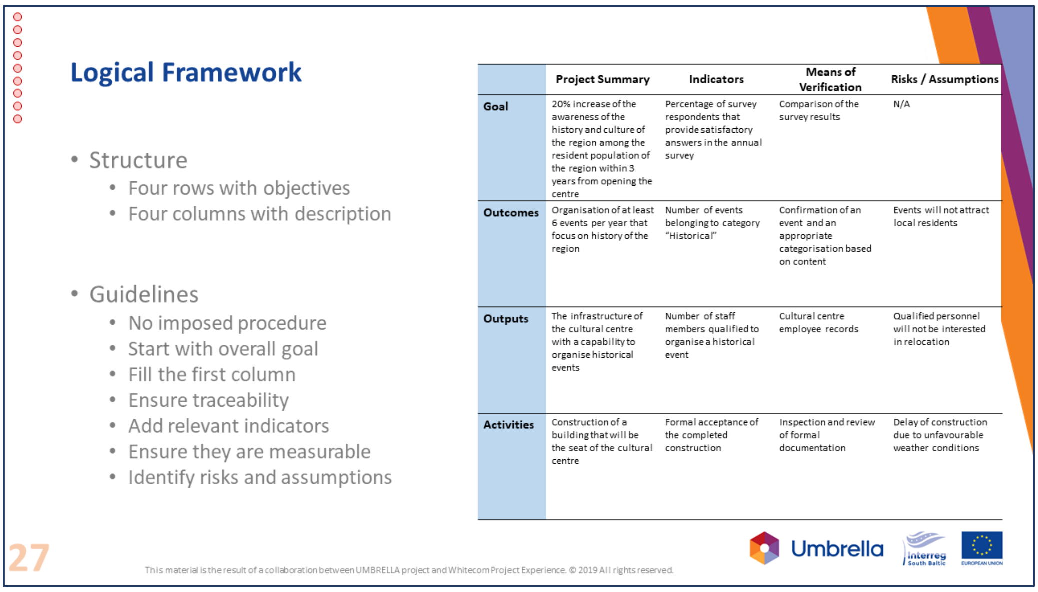


The slide animation will guide you through this slide. Before you initiate animation, start with saying that the title of this slide is probably the most frequently asked question in project management. And most probably everyone has their own idea about the answer to this question. Then use the quote to trigger and facilitate discussion on this subject. You may use the last two bullets either as an input to the discussion or as its conclusion.

Timing: 3 minutes

Spend most of this time on facilitated discussion. The intro and conclusion should be literally no more than 30 seconds.

2.26. Phase 2: Define Project: Logical Framework

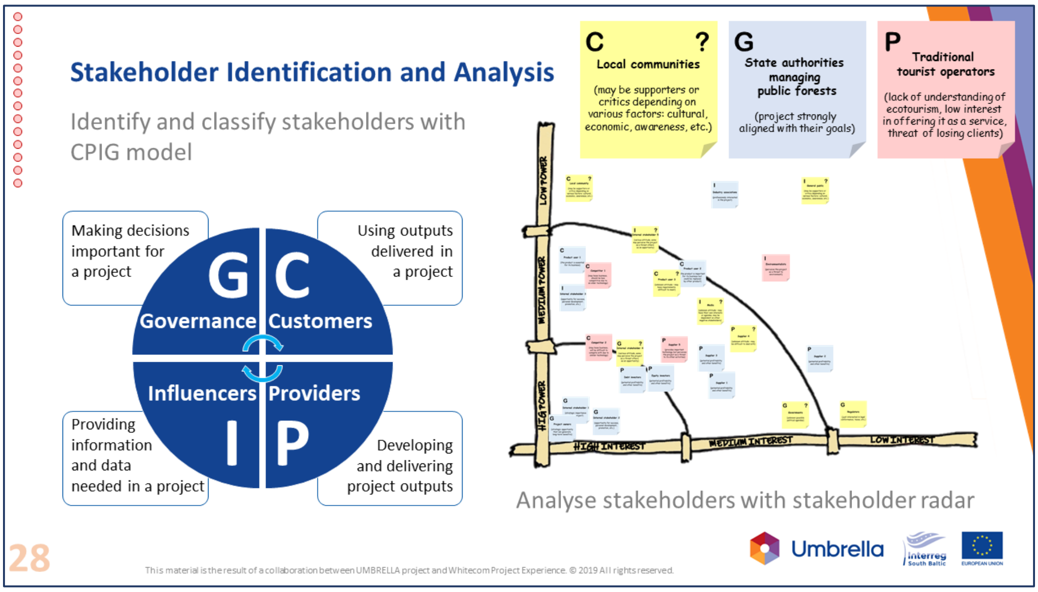


The slide animation will guide you through this slide. Start with saying that this is another mandatory exercise enabling participants to practice a tool that they would use in preparation of their project proposals. Introduce the tool itself and explain how it is developed. Then follow to exercise "Logical Framework". If time is an issue you can decide to do this exercise together with the group as part of the discussion of this topic. However, use this option only as a last resort, as this exercise is one of the core activities provided for participants. On the other hand, avoid extending the exercise beyond the planned duration. Monitor how effective participants are in completing this exercise and provide support to them in whatever areas they may need it. Also, be their timekeeper during the exercise and periodically remind them how much time they have left.

Timing: 25–45 minutes

Up to 5 minutes—explaining the tools
Up to 35 minutes—conducting the exercise with the wrap-up
Up to 20 minutes—presenting and discussing the topic with exercise conducted as part of the discussion
5 minutes—time buffer

2.27. Phase 2: Define Project: Stakeholder Identification and Analysis



The slide animation will guide you through this slide. Before triggering animations say that in this slide you return to the topic of project stakeholders to elaborate on their identification and analysis. Then explain the process of stakeholder identification and analysis and associated tools. Ensure that you convey the following messages:

- The rationale for conducting this process emphasising that its outputs become the basis for planning effective communication in a project and for undertaking actions engaging stakeholders critical to project success.
- Identifying three basic steps of this process:
  - Identifying and segmenting stakeholders
  - Analysing stakeholders more thoroughly
  - Developing stakeholder management strategy
- Providing brief explanation of each of these steps.
- Explaining the two basic tools of the process:
  - CPIG segmentation model
  - Stakeholder radar

It is recommended to illustrate this topic with at least one good example from your experience. When providing such example describe what tools and methods were used, how much additional effort was spend on the process and what were the benefits achieved. If time permits you may ask if participants currently do any steps of this process and what are the methods they find effective. Ask participants if they have any questions, respond to these questions and then follow to exercise "Stakeholder Radar". Note that this exercise is optional—you can skip it or do it together with the group as part of the discussion of this topic.

Timing: 10–35 minutes

Up to 10 minutes—presenting and discussing the topic and tools
Up to 20 minutes—conducting the exercise with the wrap-up
Up to 20 minutes—presenting and discussing the topic with exercise conducted as part of the discussion
5 minutes—time buffer

Note that this slide and the associated topic allows you for some flexibility in the time management aspect of the course. The topic is very important and should not be neglected but if you need to generate some additional time for other topics or activities you will find it here. In its shortest version you may compress the duration to about 10 minutes. However, do this only as a last resort. A more expanded version (with the exercise conducted as part of the discussion) would take approximately 20 minutes. A full version with stand-alone exercise done by participants may last up to 35 minutes.

2.28. Phase 2: Define Project: Identify Partners

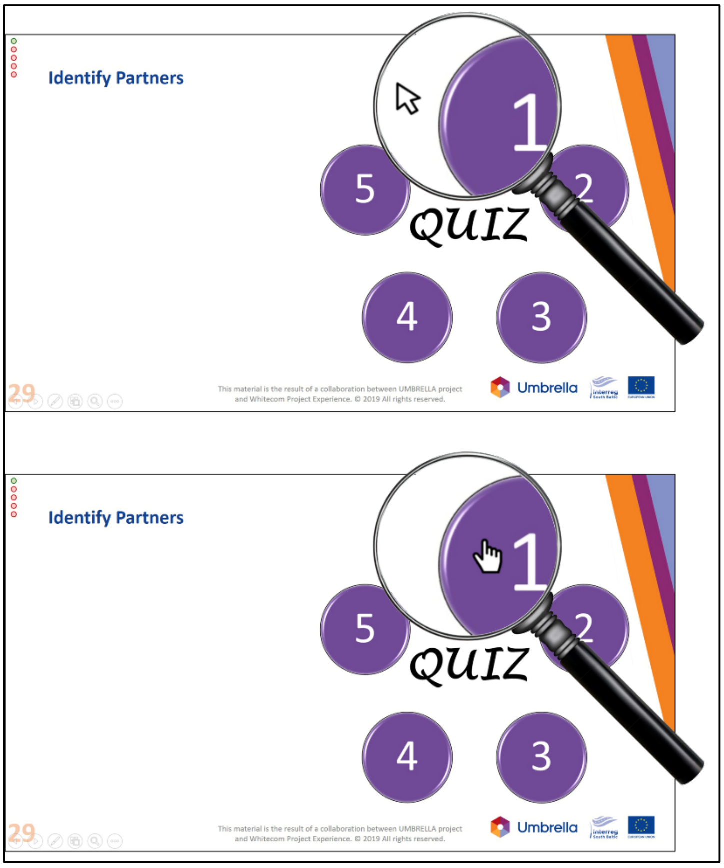
The slide animation will guide you through this slide. However there is an additional animation associated with the quiz. The idea of adding such quiz on this slide is driven by the fact that most probably this is going to be the first topic (or one of the first topics) addressed after the lunch break. The quiz is intended to give them a little fun and improve their energy level. You can introduce it simply by saying: “Well, since the title of this slide is ‘Identify Partners’ let’s see how effectively you can perform this task in a simple quiz that we’ve prepared for you.”. Basically you can use one of the two approaches:

- **Make it a group activity.** In such case the rules are very simple. In each of the five riddles you display part of the picture and the task for the whole group is to identify the partner for a displayed film character. The group has five second to provide the answer. When the time is up you can either reveal the answer or provide additional clue with extra five seconds. We recommend that you prepare such clues for each riddle upfront.
- **Make it an individual contest (preferably with a prize for the winner).** The rules are slightly more complicated here. The person who knows the answer raises his or her hand. You then allow such person to provide the answer. If it is right you confirm it on the screen, the person gets one point and you go to the next riddle. If it is wrong that person is excluded and other participants may provide their answers. If no one wins you can provide the clue and have a

second go or simply reveal the answer. The time to provide answers should be limited (5 seconds is enough). The person who scores most points is the winner and gets the prize. If you decide to award the winner(s) you have to prepare the prizes. Make them fun and/or useful. Small gadget or a book on project management are potentially good prizes. Be prepared for a situation that you have more than one winner (the maximum possible number of winners is five—when each riddle is correctly resolved by a different person). You can also arrange a tie-break in such case—be creative to do it your way.

Important information on navigation through the quiz:

1. To navigate through the quiz you need to have the cursor active on the screen. You can activate it if you just move the mouse or touchpad without switching-off the presentation mode (Note: Some wireless presenters with embedded mouse functionality also enable to do that).
2. The object that works as a hyperlink activating the quiz (**"quiz trigger"**) is the big violet circle with number "1". When you point it with the cursor it will change to a pointing hand (see the Figure on the right). Be careful that you click this object. Otherwise the presentation will start its normal animation (displaying the first text bullet).



3. When you click the quiz trigger the first riddle will appear on the screen (each riddle works in the same way). You will see a partially covered image showing only one of the partners. This is the time when the riddle must be resolved. **Do not click if you just want to give participants a clue and another chance.**

4. When the riddle is resolved click once (this time you can click anywhere) and the whole image is revealed with names of both partners. Additionally, a new quiz trigger is displayed (it is always a violet circle with the number of the next riddle). To continue you need to click the quiz trigger!
5. When the last riddle is resolved the quiz trigger that appears will say “The End”. You have to click it to return to the original slide with the course content. Note: If you click on any other object at this point presentation will end and you will have to manually restart it!

When the quiz is finished you will return to the main slide. Use the question displayed in the first bullet to facilitate a short discussion. With this first animation the violet circles will change into small images with all five pairs of movie partners, so you can encourage the discussion by saying something like “What can you do to find the best partners for you project and be as effective as the partners you have just recognised in the quiz?”. Record the input provided by participants on a flipchart.

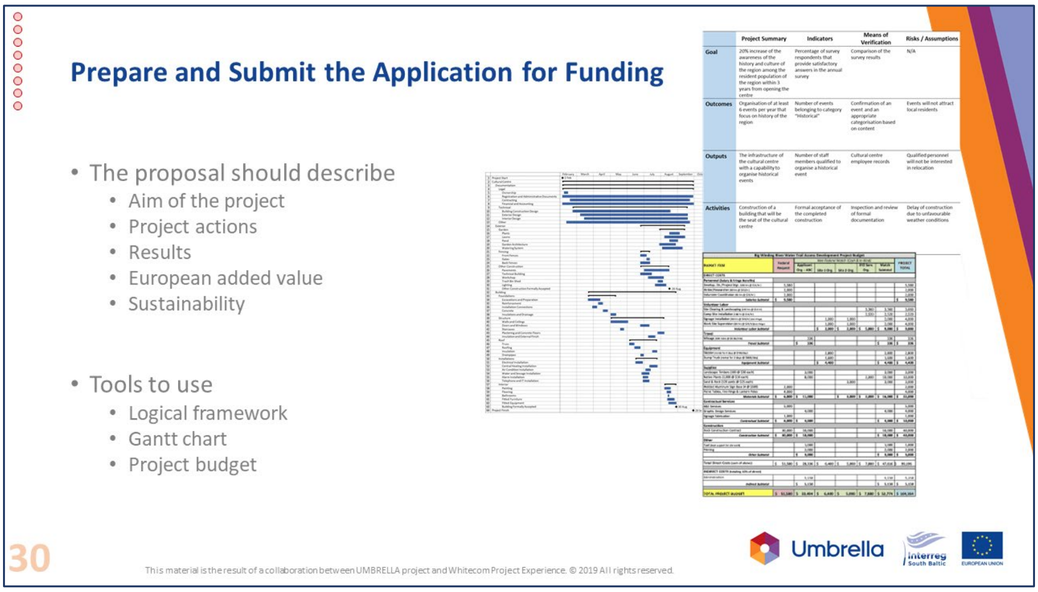
Note: If you decide that you **do not** wish to do the quiz you can simply click to start basic animations and proceed to the topic of the slide. If participants ask why is the word “quiz” used on the slide, you may explain that it is a simple game participants can play on their own and check if they know these famous film partners.

Use the remaining three bullets to wrap-up this topic.

Timing: 10 minutes

Up to 5 minutes—the quiz
Up to 4 minutes—discussion
Up to 1 minute—wrap-up

2.29. Phase 2: Define Project: Prepare and Submit the Application for Funding



The slide animation will guide you through this slide. Start with a very brief review of the items that should be included in the project proposal. Emphasise that the details may vary depending on a funding programme requirements. However, in the vast majority of them the project proposal is expected to use some common tools. Note that participants have already had an opportunity to practice one of them (Logical framework) and now it is time to have a practical session with another one, which is the project budget. Then follow to exercise “Project Budget”. If time is an issue you can decide to do this exercise together with the group as part of the discussion of this topic. However, use this option only as a last resort, as this exercise is one of the core activities provided for participants. On the other hand, avoid extending the exercise beyond the planned duration. Monitor how effective participants are in completing this exercise and provide support to them in whatever areas they may need it. Also, be their timekeeper during the exercise and periodically remind them how much time they have left.

Timing: 20–45 minutes

Up to 5 minutes—review of project proposal items
Up to 35 minutes—conducting the exercise with the wrap-up
Up to 15 minutes—presenting and discussing the topic with exercise conducted as part of the discussion
5 minutes—time buffer

2.30. Phase 2: Define Project: Decision on Approving the Funding

The slide animation will guide you through this slide. The participants were very busy in this section, so treat this slide partly as a very quick wrap-up and mainly as a motivational exercise. Very briefly highlight the outputs. Note that if the project proposal was developed well and in accordance with the programme requirements, the probability of a positive decision on project funding is very high. Spend a little time on the two quotes that emphasise how important is to engage in endeavours that aim at improving the world we live in. Allow for a brief reflection on this. Use “Be proactive” bullet as a link between the “technical” and “hard” aspect of project management and “motivational” and “soft” aspect of the justification that drives your project. Being proactive is important in both dimensions. In technical project management it is represented by proper planning, risk management, thoughtful communication and stakeholder management, etc. In the motivational sense being proactive is what the quotes talk about: thinking about the future and making the world a better place.

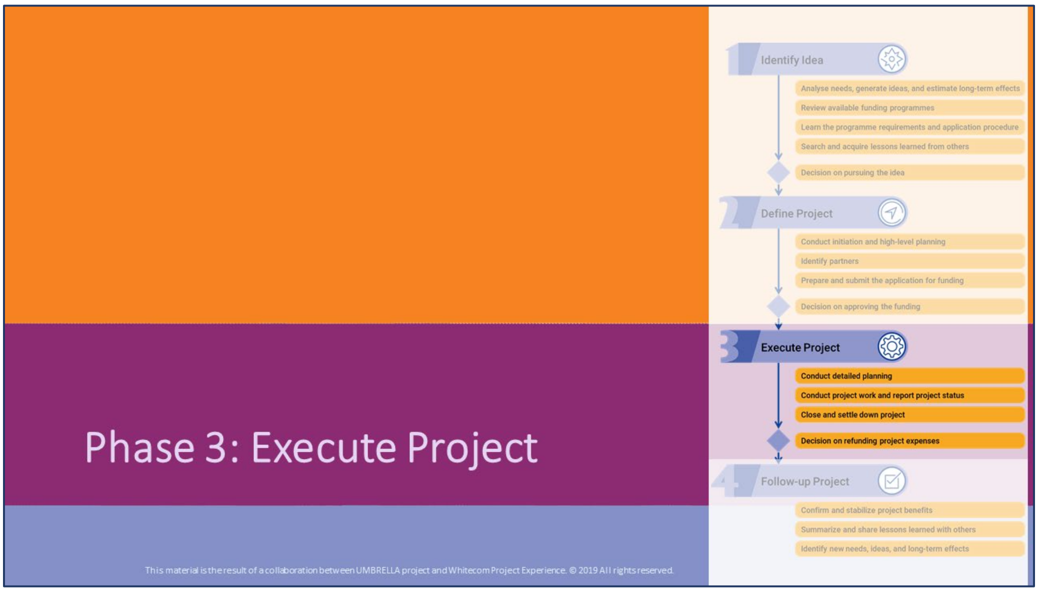
Timing: 3 minutes

Less than 1 minute—wrapping-up the section on Phase 2

2 minutes or a little more—motivational part around the quotes

If time permits, as part of this slide you may conduct a quick review of the whole section with the use of Review Questionnaire. To trigger the review slide click with the mouse pointer on UMBRELLA logo in the right bottom corner. The review for this section consists of six questions. Estimated timing—up to 2 minutes.

2.31. Phase 3: Execute Project: Intro Tab

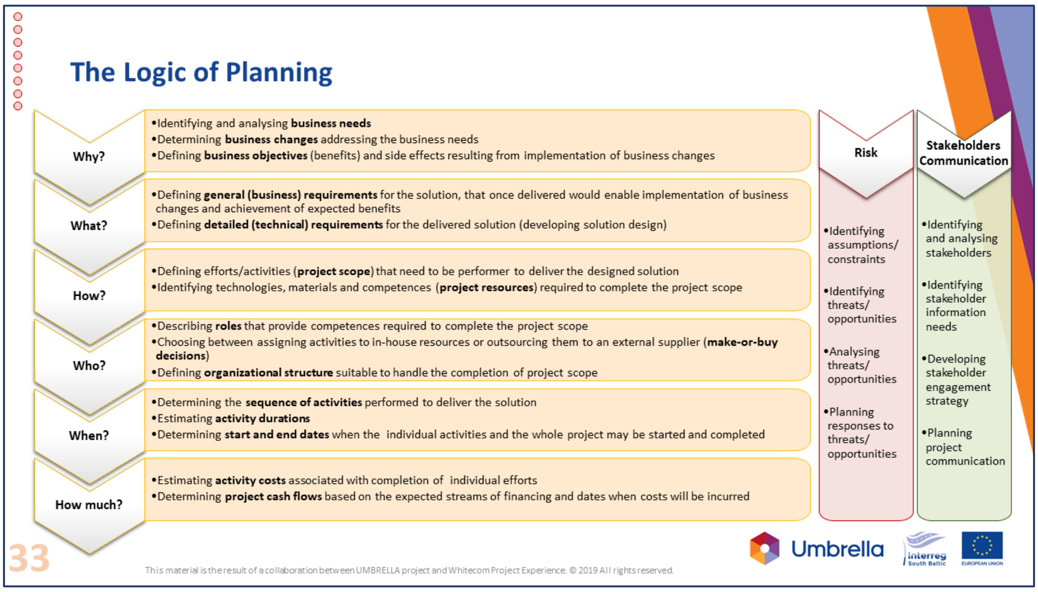


This is an introductory slide to part of the course dedicated to Phase 3 of the framework. Although the project was initiated in the previous phase, it actually takes place here as the project's detailed planning, execution, and closeout are completed here. The topics that are going to be addressed in this section are the essence of the operational project management. However, due to time limitations we are only going to cover the most fundamental topics. Most of the time will be spend on planning, in particular planning related to scope that in most of the project management methodologies and standards is the recommended starting point of operational planning.

Display this slide just for this brief intro and then go to the next one.

Timing: less than 1 minute

2.32. Phase 3: Execute Project: The Logic of Planning



The slide animation will guide you through this slide. Start this slide with observing that without any doubt it is one of the most important slides in the whole course. Firstly, because it is related with one of the critical elements of effective project management which is project planning. The output of project planning becomes a foundation for project communication and control. Secondly, because this slide presents the recommended and the most consistent and effective sequence of planning activities. When discussing this topic emphasise that:

- Planning itself can be defined as a structured approach to answering all the relevant and useful questions concerning the project. Note that the usability criterion should be the basis for deciding which aspects of a project should be planned and at what level of detail. What is appropriate and sufficient in one project, could be insufficient or useless in another one. There is no "one for all" template of the project plan that would be equally effective in every project.
- The model in the slide presents a single iteration of planning. Note that a typical project embraces dozens, if not hundreds of such iterations. Planning is actually conducted throughout the whole project. For example, every change introduced in a project or its environment, as well as every risk that materialises trigger new iterations of planning. Obviously, the highest intensity of planning activities takes place in the first step of this Phase ("Conduct detailed planning").

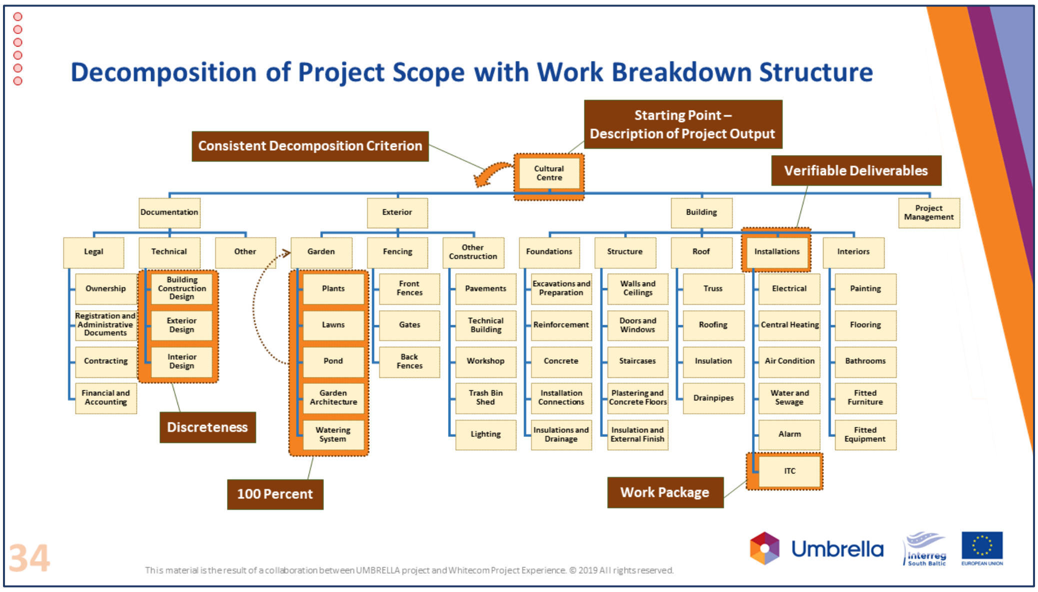
- The first step in the model (“Why?”) could be referred to as **strategic project planning**. It is conceptually closer to business analysis rather than traditionally perceived project management. It provides the input to the remaining steps that could be referred to as **operational project planning**.
- Emphasise that the starting point of operational planning is the answer to “What?” question. In other words, planning starts with defining what is the output expected as a result of a project completion. This aspect of a project is often called **product scope**. Then explain the following steps related with: **project scope** and resources, defining and assigning **project roles**, and finally determining **project schedule** and **budget**. At this stage you may need to address questions or reservations concerning this logic. It is best to surface them as soon as possible. Explain that in most cases this confusion is caused by misunderstanding of fundamental project management concepts and improper use of the basic terms. Do not let the discussion become a lengthy positional debate on who is right. Note that project management is not a discipline based on dogmas but on best practices and that this logic is universally perceived as one of such practices. Avoid generalisations and always refer (and ask the others to refer) to specific examples. Using specific examples makes it easier to explain the difficult points (such as the difference between the budgetary constrain and project budget—two different terms that are typically confused).
- Note that there are two (or actually three) aspects of project planning that work best if they become integral parts of every step in the main sequence. Otherwise, they tend to be perceived as additional burden that does not add value. They are associated with: risk, stakeholders and communication. They have their internal logic of steps that are recommended to be followed.

Ensure that the importance of this slide is recognised by the participants. Answer all questions or use “parking” to record them if they are off-topic.

Timing: 10 minutes

Up to 3 minutes—presenting and discussing the logic
Up to 8 minutes—handling questions and addressing reservations
Be careful not to lose control of time during this slide as this is quite easy!

2.33. Phase 3: Execute Project: Decomposition of Project Scope with WBS



The slide animation will guide you through this slide. Start with saying that this slide is devoted to the most popular and the most useful tool in project management—the work breakdown structure (WBS). Note that most probably WBS is the most frequently used acronym associated with project management. Then briefly introduce the tool itself. The messages that you have to convey here include:

- The concept of decomposition—how it works and how to use decomposition criteria.
- Correlate first decomposition level with activities (and outputs) from the logframe.
- Work package—what it is and how it is used.
- Three compulsory rules to follow:
    - 100 percent,
    - Discreteness,
    - Verifiable deliverables.

You have to be very precise and efficient—the time allocated to introduce this tool is very limited, so you need to provide only the most important and useful information about it. At the same time they must be at a level sufficient to conduct the following exercise. So be very rigorous!

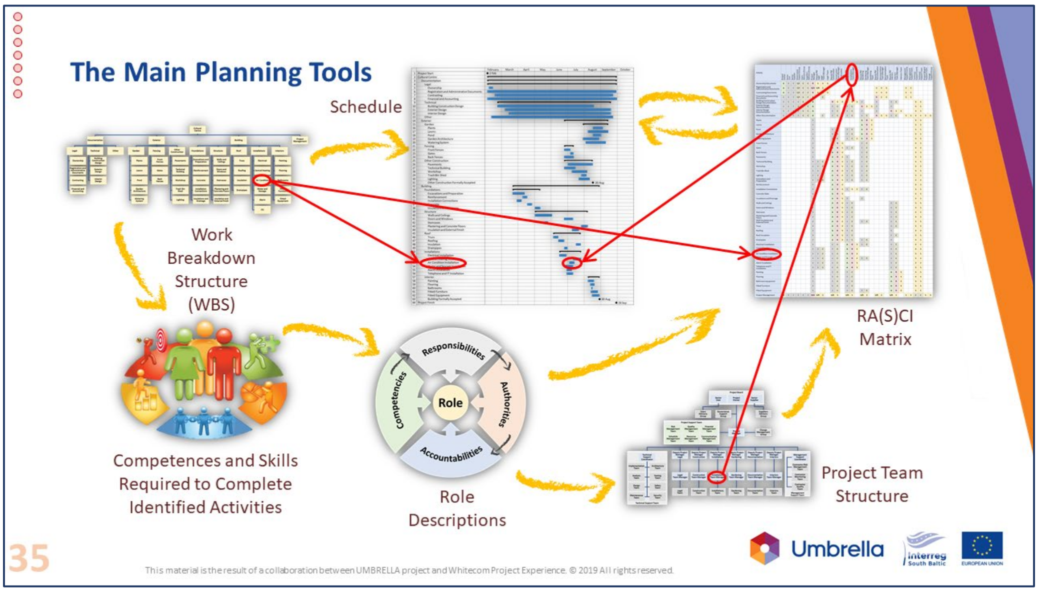
Ask if there are any questions and answer them. Then follow to exercise “Work Breakdown Structure”. If time is an issue you can decide to do this exercise together with the group as part of the discussion of this topic. However, use this option only as a last resort, as this exercise is one of the core activities provided for participants. On the other hand, avoid extending the exercise beyond the planned duration. Monitor how effective participants are in completing this exercise and provide support to them in whatever areas they may need it. Also, be their timekeeper during the exercise and periodically remind them how much time they have left.

Note, that work breakdown structure is revisited in Part 2 of the course where you can elaborate on some more advanced topics related with this tool. This may be very helpful is your group is planning to participate in the advanced part of the course too.

Timing: 20–55 minutes

Up to 10 minutes—review of project proposal items
Up to 40 minutes—conducting the exercise with the wrap-up
Up to 20 minutes—presenting and discussing the topic with exercise conducted as part of the discussion
5 minutes—time buffer

2.34. Phase 3: Execute Project: The Main Planning Tools



The slide animation will guide you through this slide. Use this slide to summarize the use of main planning tools and interrelationships between these tools. Emphasize the following points:

- The relationships between the tools reflect the planning logic discussed earlier.
- Work breakdown structure (WBS) is the reference tool for all the other planning tools and methods.
- The scope of work packages defined in WBS becomes the basis for defining requirements related to competences and skills needed to perform related work. This in turn enables to define project roles both in terms of the role descriptions and the reporting relationships between all the project roles that make up the organisational structure of the project team.
- On the other hand, the work packages become the input to define the logical sequence of work that needs to be performed in a project which is the basis to develop project schedule. However, before the final schedule with dates can be determined, the decision of assigning project roles to specific resources (individuals or teams) must be made. It is because different resources are characterised by different availability and productivity, which will impact the duration estimates and resulting start and end dates of individual work packages. The most powerful tool that handles role assignments is the RA(S)CI matrix.

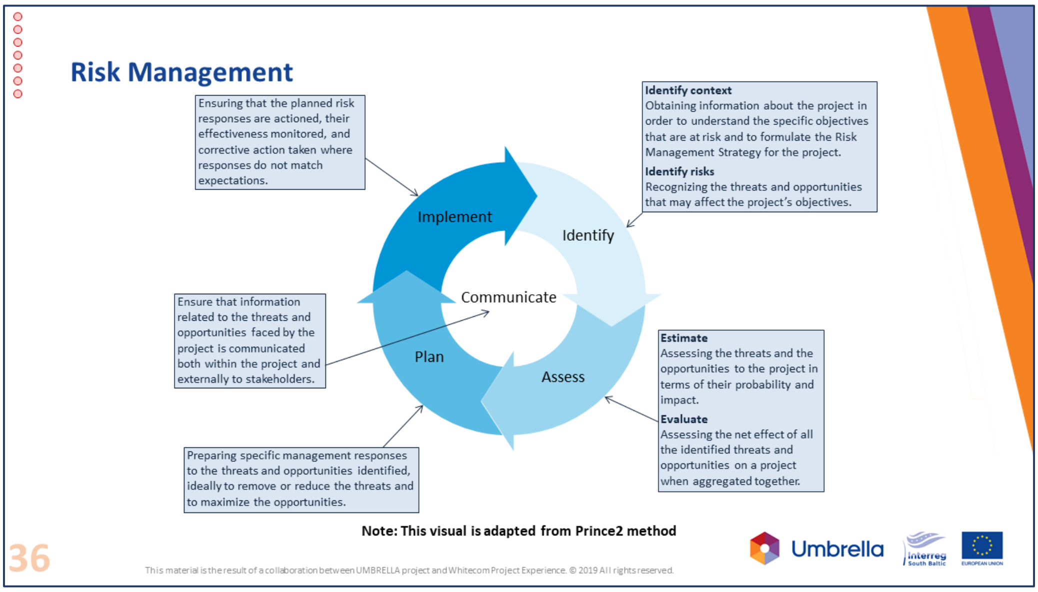
- Finally, based on the role assignments (that impacts the labour costs) and the timing of work packages (that impacts the timing of cash flows) the project manager can develop the project budget (not included on this slide, but indeed being the final output based on all of these tools).

Refer the participants to Beneficiary Manual where all of these tools are described in more detail. Ask if there are any questions. If no questions are posed, you may ask participants if they use these or other similar tools in their projects. It is likely that initially thy will not recognise these tools. However, typically when they elaborate on tools they use, it appears they are just simplified equivalents of those mentioned here. It is a good opportunity to reinforce the initial statement concerning relevance and usability of planning and associated tools. In simpler projects some of these tools may be integrated into one or simpler equivalents may sufficiently serve the purpose.

Timing: 5 minutes

Up to 3 minutes—presenting and discussing the tools and their interrelationships
Up to 2 minutes—questions and/or examples

2.35. Phase 3: Execute Project: Risk Management



The slide animation will guide you through this slide. Ensure you include the following messages:

- The topic of risk management is both important and comprehensive and could easily fill a two to three day training course. However, in this course this topic is not only limited to this slide. In fact, we strive to make risk management an integral part of almost every other aspect of managing a project. You may provide examples such as the topics of: project constraints, development of logframe, or conducting project work.
- In this slide we elaborate on a process dedicated to managing project risk that was already introduced with the discussion of the planning logic.
- Risk management processes or procedures included in most project management methodologies and standards are very similar to each other. There are minor differences in details or naming conventions but the essence is literally the same. The approach we recommend is based on Prince2 but it is absolutely consistent with any other recognised reference.
- The steps of the process are sequential and discrete. The process itself can easily be scaled. But even if its application is greatly simplified, the steps should not really be combined into one activity. The reason for that is an essentially different nature of each step. They require application of different skills and mind-sets. “Identify” is an analytical step that requires a very open-minded and creative attitude. Quantity prevails over quality.

"Assess" requires a very systematic and repetitive application of standardised algorithm to conduct the assessment and come up with a categorised and prioritised list of risks. "Plan" comes back to a more creative and innovative approach; however, applied with a bit more rigour, based on priorities defined in the previous step. Finally, "Implement" is just a systematic execution of plans.

- Our recommendation is to incorporate "Identify" into every activity associated with managing a project, while "Assess" and "Plan" could be performed as a single two-step activity of each planning iteration or as part of monitoring and controlling cycle. Only in large and complex project you may consider conducting facilitated workshops dedicated solely to the whole risk management process.
- Note that "Communicate" is not really another step in the process. Instead, it is a continuous and integral part of anything related to managing risk in a project.
- Emphasise that even in small projects it is recommended to maintain a centralised repository of information concerned with project risks (usually it is called Risk Register). It is also very useful to have a formally documented strategy of managing project risk either in a form of a separate document or as part of the project plan.

Address any questions and if time permits provide (or ask participants to share) an example that illustrates an effective (or ineffective) application of this process.

Timing: 5 minutes

Up to 3 minutes—presenting the process

Up to 2 minutes—addressing questions and/or providing example(s)

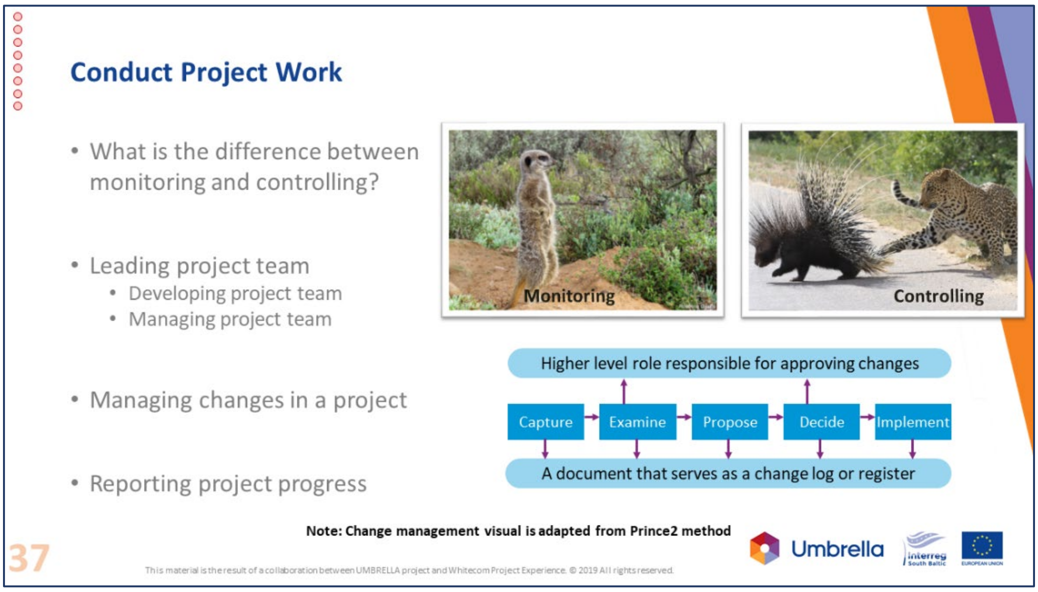
NOTE: This is a very important topic so if the group expects this you may slightly extend its duration at a cost of some other topic. Be flexible here but remain in control of time.

References

Axelos 2017: *Managing Successful Projects with PRINCE2®, 2017 Edition*. London: TSO (to learn details of Prince2 approach to risk management)

PMI Standard Committee 2017: *A Guide to the Project Management Body of Knowledge (PMBOK® Guide), Sixth Edition*. Newtown Square, PA: PMI (to compare Prince2 and PMI approaches to risk management and see that they are essentially the same)

2.36. Phase 3: Execute Project: Conduct Project Work



The slide animation will guide you through this slide. The messages that should be communicated in this slide include:

- **Monitoring vs. controlling.** They are not synonyms. Instead, they are two mutually complementing aspects of project management. Use the images to engage participants in defining **monitoring** as ongoing observation and gathering data about the project performance and **controlling** as compering actuals with the plan, identifying variances, and taking corrective and/or preventive actions when variances are beyond accepted level (tolerance). Note: The image for "Monitoring" shows a meerkat (suricate), an animal famous for its foraging behaviour. Meerkats forage in a group with one sentry watching for predators while the others search for food. Sentry duty is usually approximately an hour long. The meerkat standing guard makes peeping sounds when all is well. The image for "Controlling" shows a porcupine defending against a leopard. Porcupine are relatively small rodents famous for using different responses in different situation when defencing against predators. They would use attack only as a last resort. Before they would employ other behaviours: quill erection, teeth clattering, and emitting of odour.
- **Leading project team.** Discuss the two most important components of this activity. Provide (or ask participants to share) an example that illustrates each of these components.

- **Managing changes in a project.** Emphasise that this is one of the critical elements of ensuring that the project remains on track. Introduce the concept of the scope creep. Illustrate it with an example of how large number of small uncontrolled changes can completely derail the project. Briefly present the process represented by the image and adapted from Prince2. Note that other recognised project management methodologies recommend very similar processes or procedures for managing changes. Make sure that participants acknowledge the need for at least some basic formalisation of this process. It should define the steps and responsible roles, provide a documented way of submitting changes and a repository for all changes that occurred during the project (including those that were rejected). Explain that the goal of change management procedure is not to prevent changes from occurring. Rather than that it is expected to increase the ability to manage these changes and the whole project.
- **Reporting project progress.** Note that this is of the most important aspects of project communication during project execution. Remind that one of the stakeholders that expects such reporting is the funding programme. Emphasise the importance of a well-prepared communication plan that defines who, when and how should be provided the progress reports. Ensure that the participants understand three basic elements that a performance report should contain: information about what was completed and variances that occurred in a given reporting period, explanation of reasons for these variances, and a forecast of expected future performance.

Ask for questions and address them briefly.

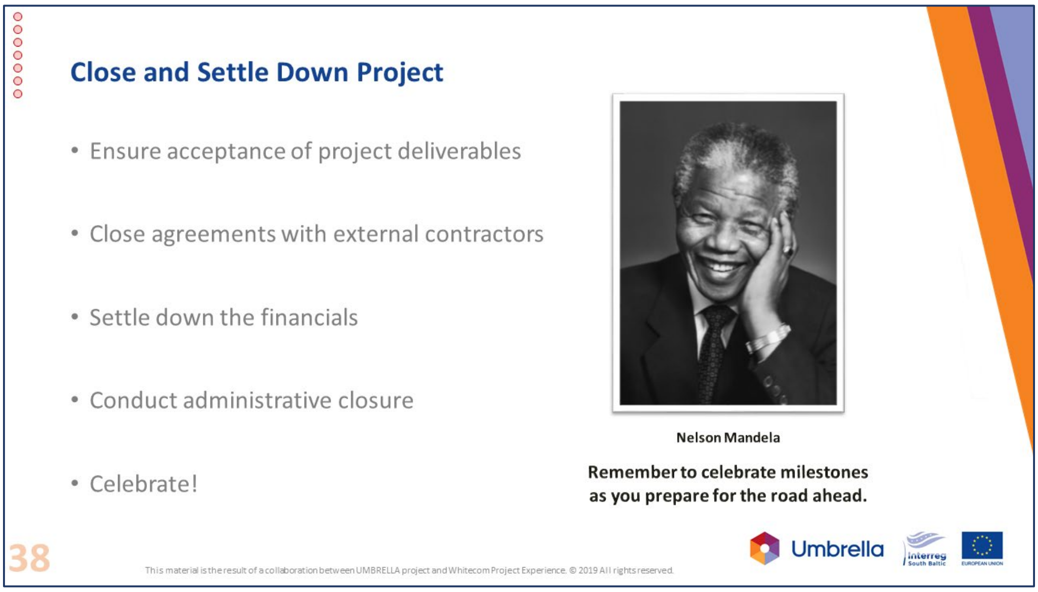
Timing: 8 minutes

Up to 6 minutes—presenting and discussing the four components of this topic
Up to 2 minutes—addressing questions or elaborating on a component that is most interesting to participants
NOTE: This is a very broad topic so if the group is particularly interested in a specific component you may slightly extend its duration at a cost of some other topic. Be flexible here but remain in control of time.

References

Axelos 2017: *Managing Successful Projects with PRINCE2®, 2017 Edition*. London: TSO (to read about Prince2 approach to managing project changes)

2.37. Phase 3: Execute Project: Close and Settle Down Project



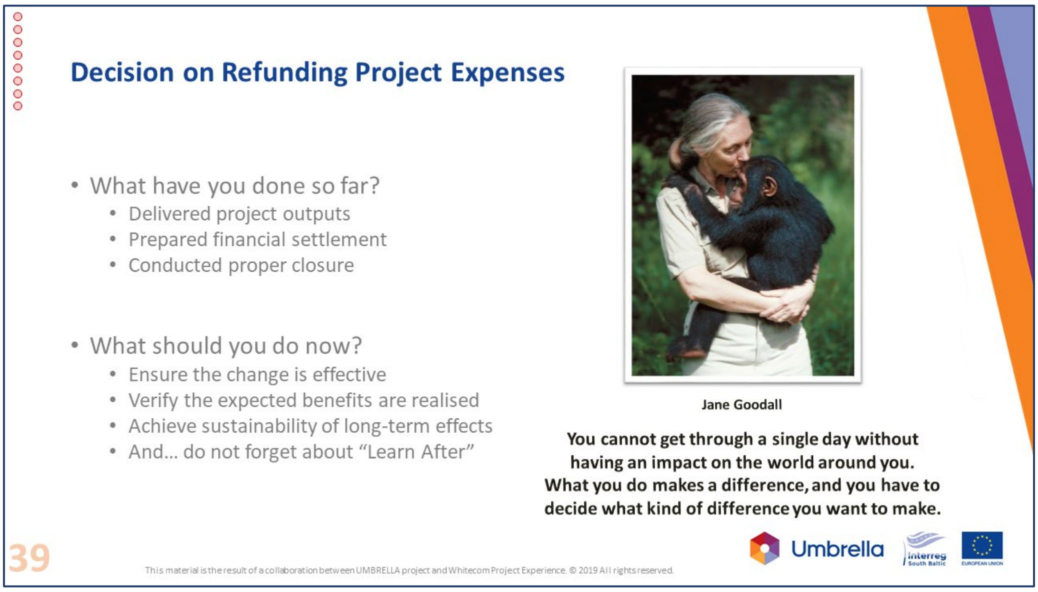
The slide animation will guide you through this slide. Ensure that participants acknowledge the importance of all components of the project closure listed in the slide. Use the time provided for an open discussion or providing a good example of project closure rather than lecturing on each of these items. The quote should help you to emphasise the importance of the “soft” interpersonal aspect of closure. By celebrating we acknowledge team members’ effort and commitment. We also communicate them that they have succeeded.

Ensure that you communicate the key message here: to close the project it is not sufficient just to complete work and deliver the project output—part of project manager’s role is to conduct an ordered closure and address all its components. Note that the proper closure is also required if a project was prematurely terminated.

Timing: 3 minutes

Up to 1 minute—presenting and discussing the items on the list
Up to 2 minutes—open discussion and questions
NOTE: You may decide to complete this slide very quickly and proceed to the next one that to stop there for a little longer and wrap-up the whole section.

2.38. Phase 3: Execute Project: Decision on Refunding Project Expenses



The slide animation will guide you through this slide. Briefly summarize the three outputs resulting from Phase 3. Note that the list is not exhaustive. It is only an indication of the most important results of this phase:

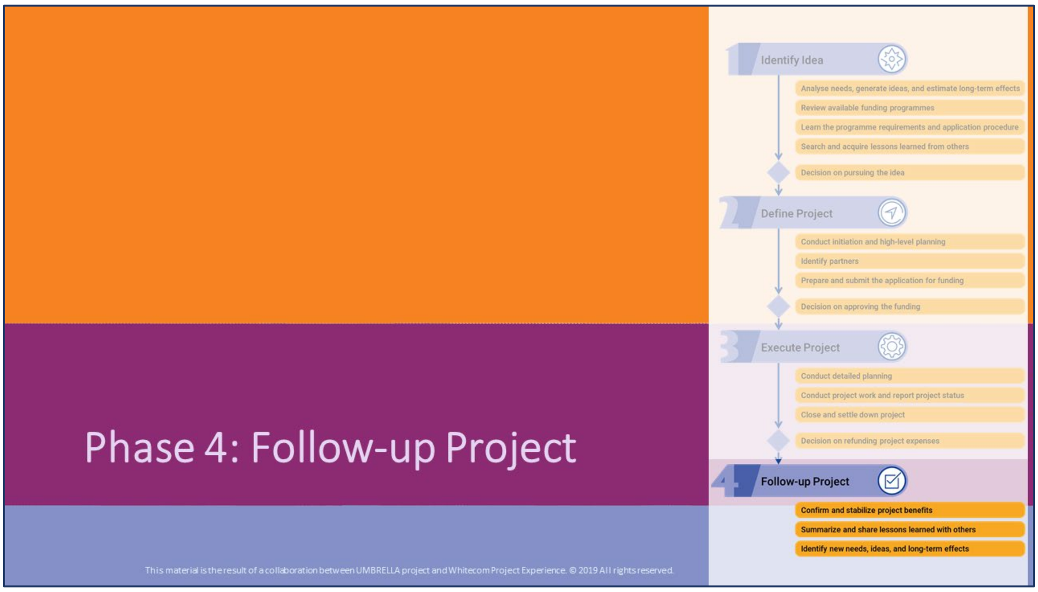
- **Delivered project outputs.** From the operational perspective this is obviously the key item. The whole project was initiated to deliver the output which is the enabler for the following change and the resulting benefits.
- **Prepared financial settlement.** This is important from the perspective of obligations to funding programme. The details concerning the format, level of detail, content and other aspects of the settlement depend on the requirements of a given programme. Emphasise that this activity should conform with the programme requirements.
- **Conducted proper closure.** This is just a reminder concerning the significance of the step that often tends to be overlooked. It was addressed in the previous slide.

The message behind the second part of this slide is that though the project and project manager's job are done, from the project success perspective there is still one important step to be made. It is addressed by Phase 4. The quote emphasises the relevance of this phase because its main objective is to assess what is the true value of the difference you have made with your project.

Timing: 2 minutes

If time permits, as part of this slide you may conduct a quick review of the whole section with the use of Review Questionnaire**. To trigger the review slide click with the mouse pointer on UMBRELLA logo in the right bottom corner. The review for this section consists of six questions. Estimated timing—up to 2 minutes.**

2.39. Phase 4: Follow-up Project: Intro Tab



This is an introductory slide to part of the course dedicated to Phase 4 of the framework. It takes place after the completion and closeout of actual project. However, this is the phase when the project success is verified. It is also critical for the learning and development aspect of project management.

Display this slide just for this brief intro and then go to the next one.

Timing: less than 1 minute

2.40. Phase 4: Follow-up Project: Confirm and Stabilize Project Benefits

The slide animation will guide you through this slide. Note that project success has many dimensions. The one that is quite obvious (and by many people wrongly perceived as the only dimension) is associated with completing the project on schedule, within budget, and according to specification. Explain that though you do not want to undermine the importance of these items as project constraints (and performance metrics) the ultimate goal of each project IS NOT just to meet these constraints (such statement could be perceived as a little controversial so be prepared to handle that). Instead, projects are the tools to implement strategic changes in the context where the original needs were identified. This is another (and quite arguably a more important) dimension of project success. In the case of projects managed by the participants, the highest-level basis for the assessment of project success in this dimension is represented by the image displayed in this slide. On a more specific level, it will be the sustainability of project outputs and outcomes that were identified during the first phase of our framework and were then used as a baseline and managed throughout the project. Recommend the tools and techniques described in Beneficiary Manual (in particular Business Analysis Core Concept Model, Problem and Objective Tree Analysis, and Benefit Map). Ask if there are any questions and address them.

Timing: 5 minutes

Up to 3 minutes—presenting and discussing the topic
Up to 2 minutes—time buffer for potential questions

2.41. Phase 4: Follow-up Project: Summarize and Share Lessons Learned

The slide animation will guide you through this slide. Explain that this step of the framework focuses on two closely related items:

- **Reflecting on things** that worked well during the project and on those that could be improved in the future. Due to importance of this activity it is recommended:
    - to ensure that all the key team members are involved;
    - to do it in a structured way, preferably as a facilitated workshop.

  Such workshop is often conducted in a form of a project retrospective, but other approaches are also used. Explain briefly how project retrospectives are run and what are their main success factors. Note that the image in the slide shows one of the most spectacular and comprehensive outputs of a retrospective called Timeline. Recommend reading resources on retrospectives and address any questions.
- **Communicating with project stakeholders.** Interestingly, though the project was already finished some time ago new stakeholders may emerge at this point. They will be interested in how you managed it; addressed various risks, problems, and issues; made your decisions; etc. They may be considering or already running a similar project and would like to learn from your experience. So lessons learned are shared and project promotion is continued at this stage, it is recommended to think about these new stakeholders too. Provide (or ask participants to share) one or two examples that illustrate this concept.

Timing: 5 minutes

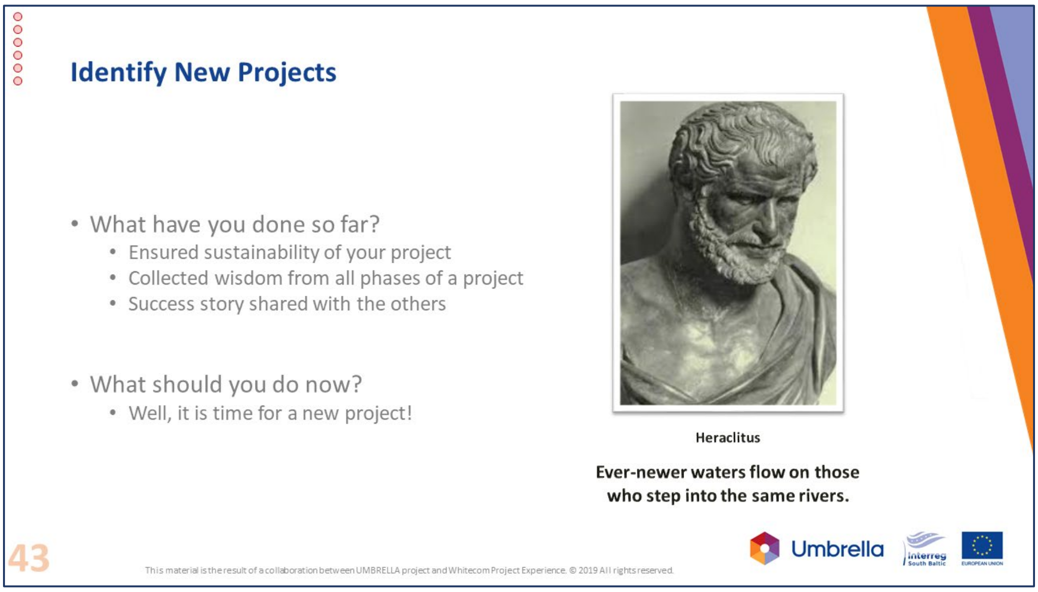
Up to 4 minutes—discussing lessons learned and project retrospectives

Up to 2 minutes—the remaining two bullets

References

Derby, Esther; and Larsen, Diana 2006: *Agile Retrospectives: Making Good Teams Great*. Dallas, TX: Pragmatic Bookshelf (to read more about project retrospectives)

2.42. Phase 4: Follow-up Project: Identify New Projects



The slide animation will guide you through this slide. Briefly summarize the three outputs resulting from Phase 4:

- **Achieved sustainability of project outputs and outcomes.** Emphasise a strategic importance of this item from the perspective of the funding programmes. Recall that in the case of outputs sustainability means that they continue after the funding stops (for example if the output was an IT system, it continues to be supported and maintained, and remains fully operational). Ensuring sustainability of outcomes may be a little more difficult due to their nature and timing.
- **Completed "Learn After" step of the knowledge management cycle.** This is one of the most powerful learning and development opportunities for project teams. Everything is now known about the project and the team members cannot afford to lose this unique opportunity to contemplate, share perspectives, and come to conclusions on what can be reused and reinforced as well as what should be improved and corrected.
- **Conducted final step of project communication and promotion.** Be a collaborative member of project management community and tell the others the story of your project. It may help them to be more effective and you will contribute to their success. Making your project well-known and visible is also an important part of your personal PR and may result in new interesting and challenging assignments.

That personal aspect of final project communication links with the final bullet of this slide. Use Heraclitus quote to emphasise that life continuously bring new challenges and situations. The project that you have just completed introduces a change in the context, which often triggers new needs. New problems and opportunities may also arise from the context itself. Finally, the completed project may have been only the first of the series of steps that should be taken to fully address the initial need. In any of these cases, the whole cycle may start again and lead to a new project.

Timing: Up to 2 minutes

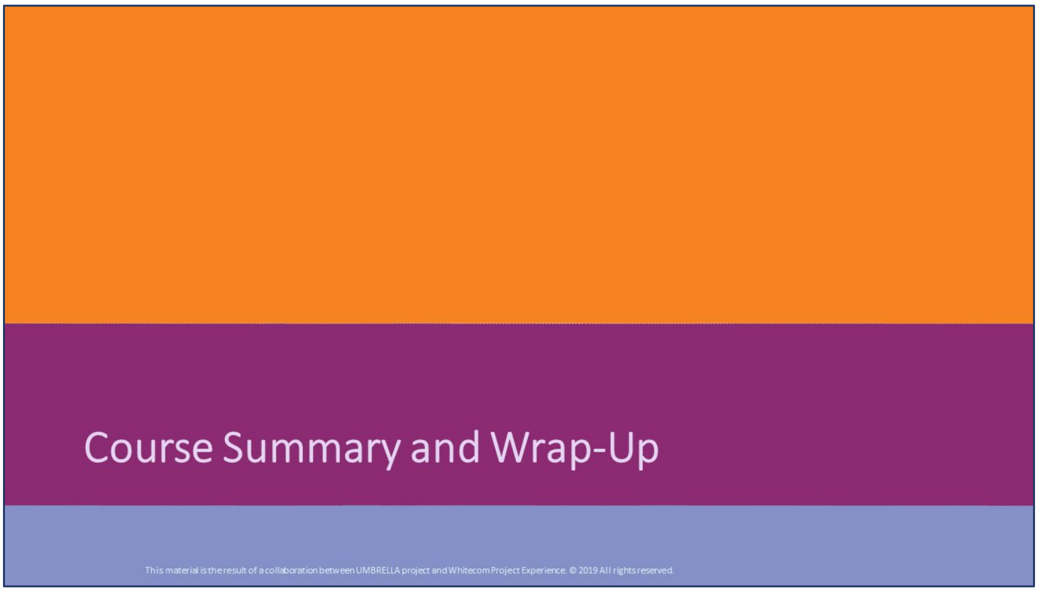
1 minute—covering completed outputs

1 minute—introducing the quote and concluding the slide

NOTE: Keep this slide quick and do not extend this timing. All of these topics were just covered in the two preceding slides so do not be redundant. Even if you have some excess time left it will be much more useful in the Course Summary and Wrap-Up**.**

If time permits, as part of this slide you may conduct a quick review of the whole section with the use of Review Questionnaire**. To trigger the review slide click with the mouse pointer on UMBRELLA logo in the right bottom corner. The review for this section consists of two questions. Estimated timing—up to 1 minute.**

2.43. Course Summary and Wrap-Up Tab



This is the last part of the course. Conduct it in a concise and efficient manner. Things you should consider for this part include:

- **Top things to remember.** A brief summary of the key learning messages in a form of short statements. Do not list too many of them—five is a good number, try not to exceed ten items. Emphasize that other things are important too, but you just mention the critical ones.
- **Collecting feedback.** You may ask for feedback on the course from participants. There is a variety of methods that you can use here, including:
    - **Volunteer feedback.** Can be collected by asking "Who would like to share some final feedback on the training either related with the content or to other aspects of the course? What did you particularly like about it? And where could it be improved?". Allow time for two to four participants. Do not elaborate, just ensure that the feedback is important to you and you will take it into account with next sessions.
    - **Round robin.** Ask each participants to share a very brief feedback. It is recommended to do it in a structured way. For example, ask each participant to say one thing from the course that they found most interesting and one thing that they found most useful. When the participants share their feedback record them on two flipcharts (one for "Most interesting" and another one for "Most useful"). The items do not have to be unique; in

other words, several participants may consider the same item as most interesting or most useful. it is a very powerful approach because it leaves most participants with the feeling that the whole training was a positive experience.

- **Exit poll.** You can simply ask participants to put a mark next to their choice of answer to close-ended questions (or statements) that you write down on a flipchart and put next to the doors. They can do it when leaving the classroom. Do not use more than three questions. Before the participants leave, read all questions and answers to ensure that they are clear. Questions should be simple and short, for example: "The course increased my ability to conduct international projects. (A) Strongly agree; (B) Agree; (C) I don't know; (D) Don't agree; (E) Strongly don't agree". You can also distribute sticky notes and ask participants to write down their answers to open-ended questions (or just provide their own feedback) and also put them on the flipchart when they leave the room.
- **Evaluation questionnaire.** A common way to ask for feedback is to ask participants to fill the predesigned evaluation questionnaire. Usually, it assesses the course content, trainer's approach and capabilities, etc.

- **Checking if participants expectations were met.** It you recorded participants' expectations at the beginning of the course, now it is time to do a quick walkthrough and ensure that you've met these expectations. It is best to ask the author of each expectation about the assessment. You may use a simple scale such as: a plus ("+") if an expectation was met; a zero ("0") if it was met partially; and a minus ("–") if it was not met at all.
- **Dealing with "parked" topics.** If you used "parking" to record out-of-scope topics, it is time now to quickly address them.
- **Final questions.** Ask participants if they have any final questions regarding the course. Find out first how many questions will you have and then answer them according to the time that is left. You may go into a more detailed answer if there is only one question (or two). With five or six, you have to be very brief.

Timing: 10 minutes

You may have a little more time for this part if you finish earlier, but 10 minutes is the absolute minimum.

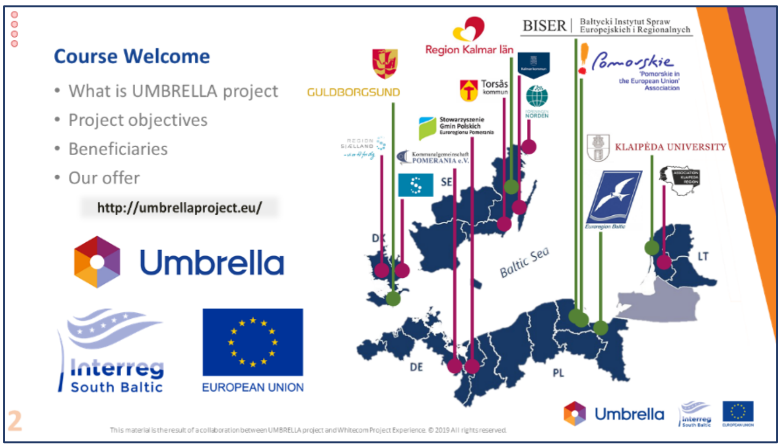
3. Part 2—The Course Flow

This section describes the details of the flow of the advanced course (part 2).

3.1. Title Slide

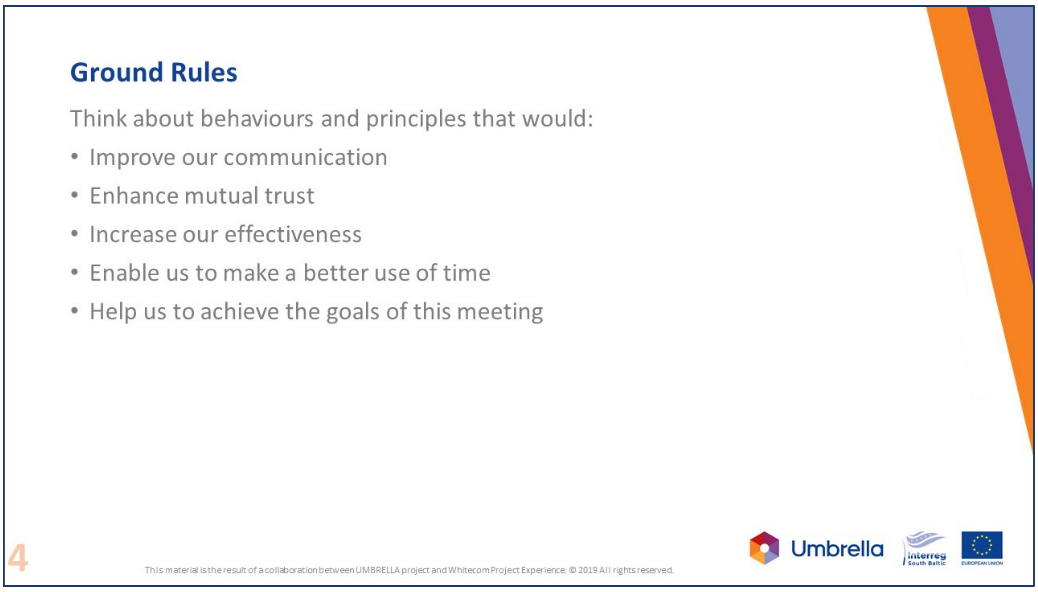
As part of the preparation to the course enter the location and date of the course on the slide. You may also decide to add your name on it. Display this slide before participants start coming to the room and keep it displayed until the course starts.

3.2. Course Welcome



This slide is used by one of the partners to officially open the training course.

3.3. Introduction: Ground Rules

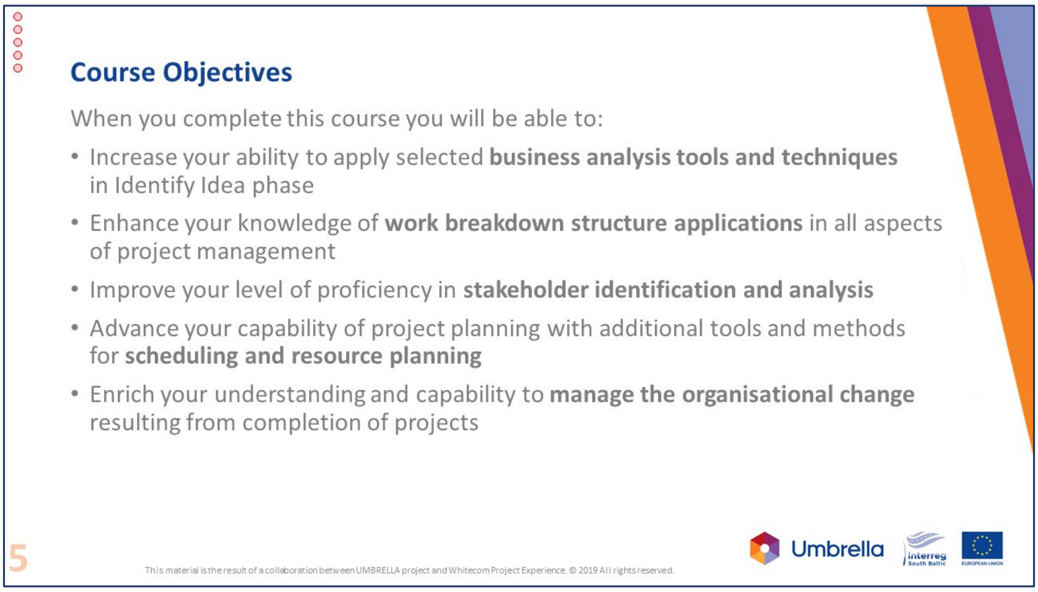


Conduct the course section concerned with ground rules in exactly the same way as in the beginner course. However, if this course is a continuation, you have already agreed the ground rules with the group and the group consists of exactly the same participants you may simply refer to the ground rules agreed before. It is highly recommended that you have the original flipchart from the previous course and that you confirm that the group continues to accept the agreed rules and will follow them. In such case you need approximately 10 minutes for this slide (2–3 minutes for revisiting ground rules and 7–8 minutes for expectations concerning the current course).

Timing: 10–20 minutes

3 minutes—your introduction
15 minutes—participants' preparation and presentation
2 minutes—time buffer
10 minutes—if you continue with the group with previously agreed ground rules

3.4. Introduction: Course Objectives



Tell the participants that they have just identified their expectations from the course and you will now related them to the planned agenda. Then review the learning objectives of the course and say that the course will mainly focus on expanding the participants' ability to use various tools and techniques that could be applied at different phases:

- **Phase 1** focuses on **business analysis** and consequently the tools and techniques proposed here are mainly associated with this domain. You will put special emphasis on four of them: SWOT analysis, selected basic financial indicators, Business Analysis Core Concepts Model, and facilitated meetings. Each of these assets has different nature and different applications. As a result they create a very interesting mix of additional capabilities
- The main purpose of **phase 2** is to convert the selected idea into a project, initiate it, and develop a winning project proposal. Unlike in typical approach to initiation stage promoted by the majority of project management methodologies (where the efforts tend to be reduced to a necessary minimum), the international project supported by funding programmes have to planned at more detailed level. In the beginner course we have covered the main planning tools and formats required by funding programmes. Here we revisit the classic project management tool, **work breakdown structure**, and elaborate on its applicability in this process. Another topic that is quite extensively covered is **stakeholder identification and analysis**.

- Most of our focus concerning **phase 3** is on planning tools and techniques. This is because the benefits from a sound plan go far beyond planning itself. Therefore, we provide quite an extensive coverage of one of the most important project scheduling tool, network diagrams. We also have a discussion on how to use milestones and RASCI matrix. the final part in this section is devoted to interpersonal and team skills.
- Finally, in the section on phase 4, we spend some time on ADKAR model, which is one of the approaches to managing change that puts a great emphasis on sustainability of change. This aspect of a change is one of the crucial success factors for international projects financed by funding programmes.

If the expectations listed by the participants in the previous step are not aligned with the agenda of the course, you should address them during the presentation of course objectives. If possible, try to link them at least partially with specific parts of the course. If they are fundamentally different you should honestly admit that:

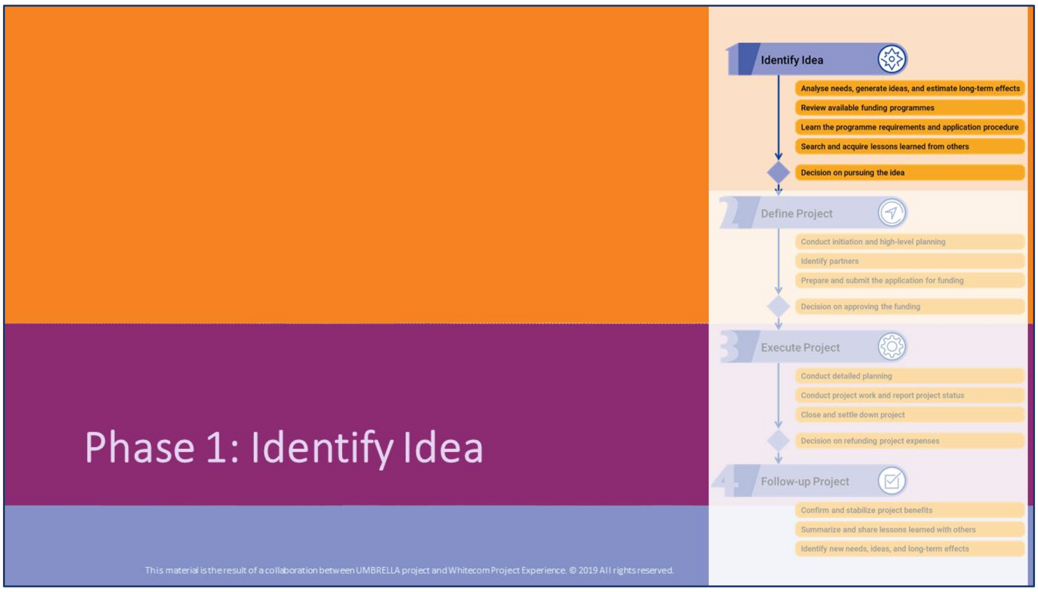
- They are beyond the scope of this training course but you will try to take them into consideration if time permits.
- For those expectations that you will not find time during the course, suggest that you can provide off-line hints and recommendations in individual conversations with participants during the breaks or via e-mail after the course (it is recommended that you provide your e-mail address to participants if they wish to contact you after the course).

Make sure that you do not leave any expectations unaddressed. It is always better to openly admit that something is out of the scope, rather than say nothing. You may also use "parking" to record expectations that are clearly beyond the scope of this course.

Timing: 5 minutes

4 minutes—review of objectives
1 minutes—time buffer

3.5. Phase 1: Identify Idea: Intro Tab

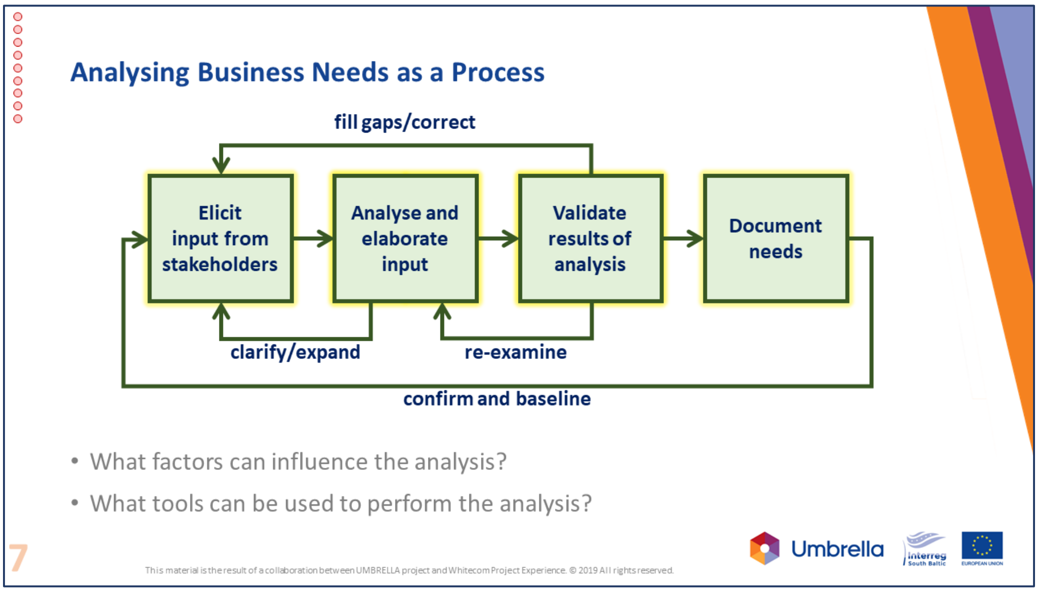


This is an introductory slide to part of the course dedicated to topics associated with Phase 1 of the framework. Use this opportunity to review quickly the essence and role of this phase. Remind that is this section we will introduce and discuss several business analysis tools and techniques and their applications.

Display this slide just for this brief intro and then go to the next one.

Timing: less than 1 minute

3.6. Phase 1: Identify Idea: Analysing Needs as a Process



The slide animation will guide you through this slide. Use this topic to trigger and facilitate an engaging discussion on each of the steps of this process. Note the fundamental difference associated with each step that require a variety of different skills from business analysts.

As this is a beginning of the course it may be a good idea to engage participants in an activity they do on their own. One of the formats that you may use to facilitate such activity is **"Timeline"** with each of the four steps of the process. You may ask participants to provide their own experiences concerning these four steps on sticky cards. However, if you decide to conduct such activity you should allocate a little more time for this step.

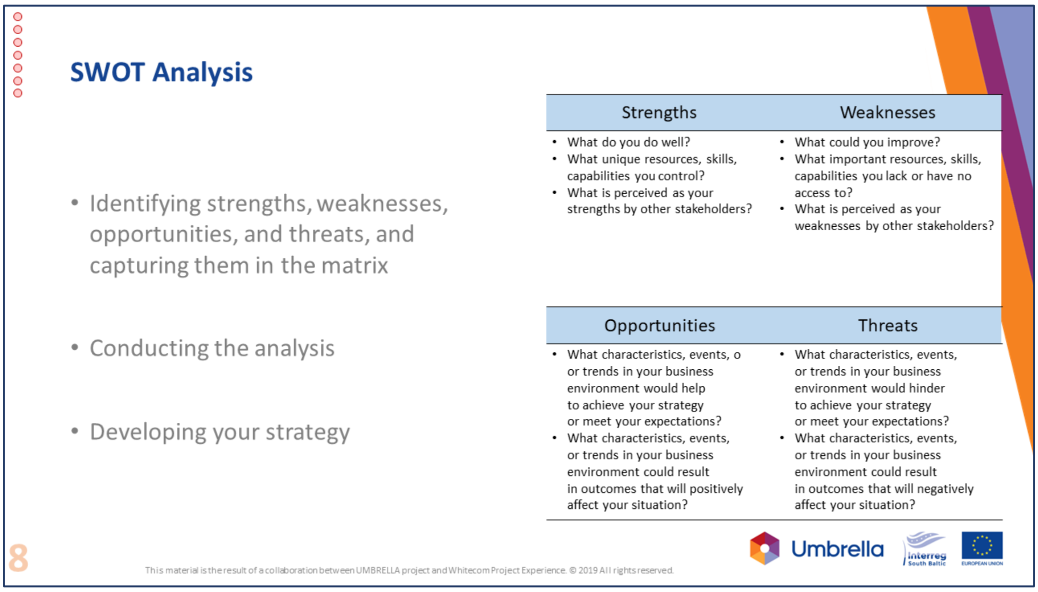
Timing: 10–30 minutes

Up to 10 minutes—presenting and discussing the topic in the form of interactive discussion
Up to 30 minutes—conducting this step as a facilitated activity (such as "Timeline")

References

Derby, Esther; and Larsen, Diana 2006: *Agile Retrospectives: Making Good Teams Great*. Dallas, TX: Pragmatic Bookshelf (to learn more about using "Timeline" method)

3.7. Phase 1: Identify Idea: SWOT Analysis



The slide animation will guide you through this slide. Introduce and review this simple but powerful tool. Note that is one of the very few tools that explicitly require discussing opportunities which is very advantageous in risk analysis. You may decide to apply one of the two alternative approaches:

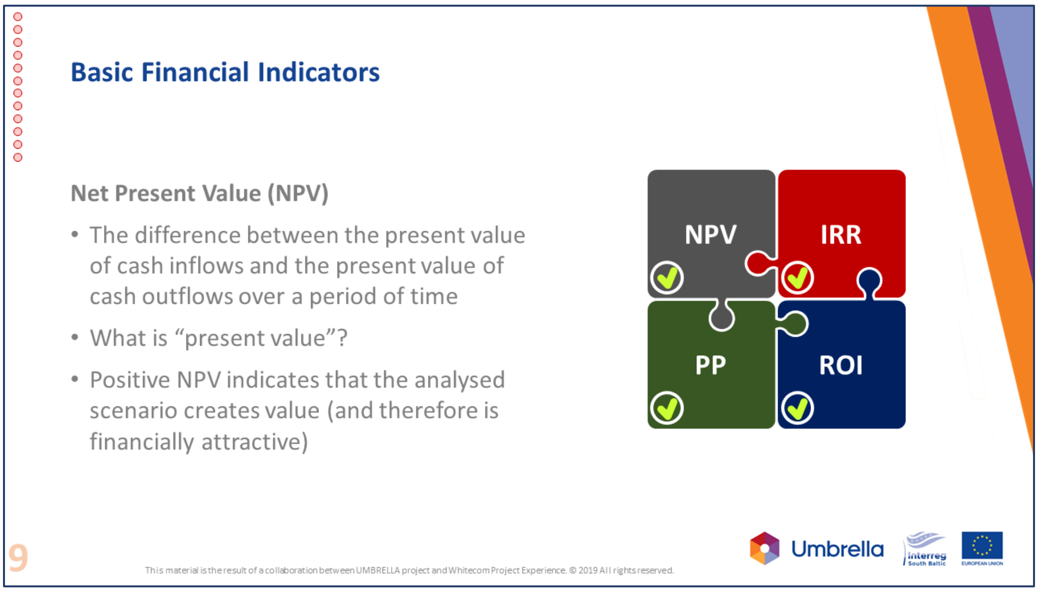
- If you can allocate more time for this topic, follow to exercise “SWOT Analysis”. The exercise can be done within as short as 15 minutes but if you can afford it is worth extending it by some additional 10 or even 15 minutes to give participants more time to unleash their creativity.
- If you have less time for this topic, conduct the review and facilitate a quick session of identifying one or two examples for each sections of the matrix.

In both cases ensure that participants understand how to use this tool effectively and that you address their questions and concerns.

Timing: 15–30 minutes

Up to 10 minutes—review of the tool and its applications
Up to 15 minutes—conducting the exercise with debrief
5 minutes—time buffer
Note: When conducting the exercise limit the time spent on the review and try to extend a little the duration of the exercise itself. This can provide more value to participants.

3.8. Phase 1: Identify Idea: Basic Financial Indicators



The slide animation will guide you through this slide. Its main purpose is to introduce participants to the basics concerned with four popular financial indicators. Additionally, you should make them aware that financial indicators could be an important tool that supports decision making process in any projects, even non-commercial ones. The approach to this topic is driven by two factors: the amount of time allocated for this topic and the current familiarity of participants with financial indicators:

- In a basic recommended approach spend the allocated 15 minutes on reviewing the four indicators and addressing participants questions and concerns.
- If you feel that participants have a better understanding of these indicators and you need less time for a review you may decide to conduct a simple optional exercise provided for this topic (“Basic Financial Indicators”).
- If you can or wish to allocate more time for this topic with participants who have little knowledge on financial indicators you may do both the review and exercise, and with more advanced participants you may decide to add more indicators to cover. Good examples of financial indicators that are useful in project management are: Total Cost of Ownership (TCO) and Economic Value Added (EVA). You may even develop a simple financial business case for the case study project. Note that these options may require some additional preparation.

Timing: 15 minutes

Up to 15 minutes—presenting and discussing the topic

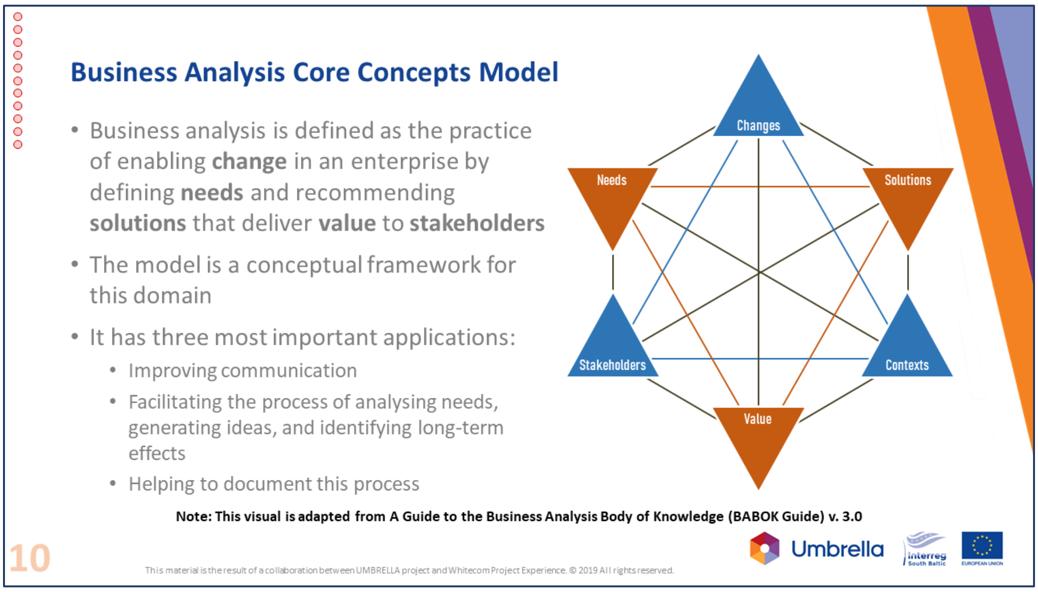
Up to 15 minutes—time needed to conduct and debrief the optional exercise provided

References

Hubbard, Douglas W. 2014: *How to Measure Anything: Finding the Value of Intangibles in Business, Third Edition*. Hoboken, NJ: John Wiley & Sons (to learn more about ways to measure intangible benefits)

Parmenter, David 2011: *Key Performance Indicators: Developing, Implementing, and Using Winning KPIs, Third Edition*. Hoboken, NJ: John Wiley & Sons (to familiarise with the most popular indicators)

3.9. Phase 1: Identify Idea: Business Analysis Core Concepts Model



The slide animation will guide you through this slide. Use the definition of business analysis as a basis to introduce and discuss all six components of the model. Then use one of the two alternative approaches:

- If you can allocate more time for this topic, follow to exercise "Business Analysis Core Concepts Model". Allocate sufficient time during the exercise debrief to address questions or concerns of participants.
- If you have less time for this topic, facilitate a discussion based on your example of an application of the model to your project. You can first introduce participants to the example and then show them how would you use the concepts to structure the information about this example. Use this opportunity to ensure if participants can properly identify what is the need, solution and change in a given situation as very often these concepts are confused. As part of the discussion address any questions or concerns of participants.

Ensure to make participants aware that the model can be applied at various levels. On one hand it is a conceptual framework for the whole discipline of business analysis. However, on the other hand it can be used to analyse a relatively simple case or even individual aspect of a case. The power of the model is in a clear definition of the concepts and their interrelationships.

Timing: 20–45 minutes

Up to 10 minutes—review of the model and six concepts

Up to 30 minutes—conducting the exercise with debrief

Up to 10 minutes—conducting facilitated discussion based on your example

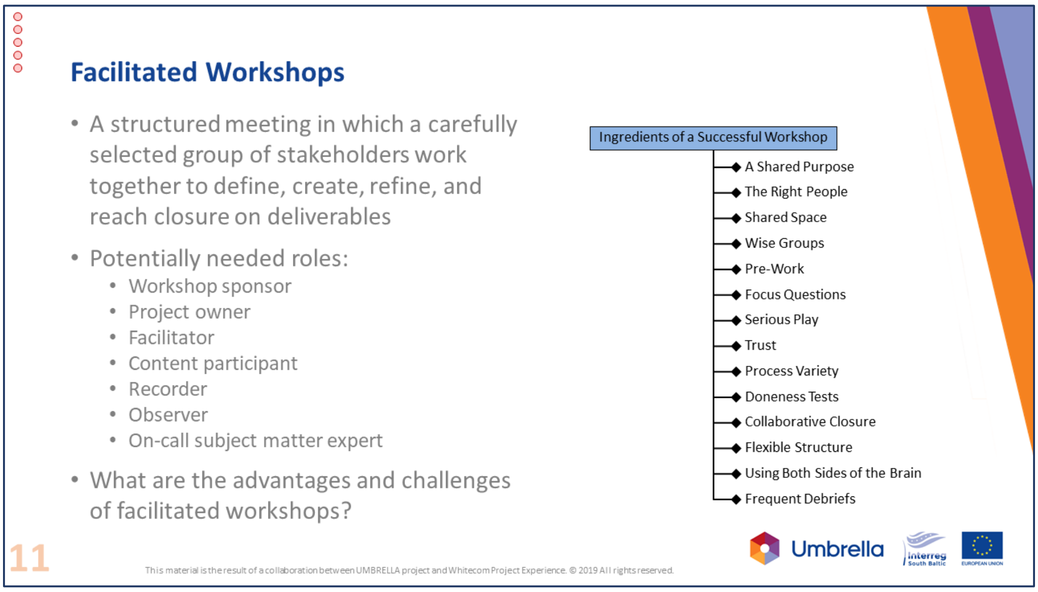
5 minutes—time buffer

References

International Institute of Business Analysis 2015: *A Guide to the Business Analysis Body of Knowledge (BABOK Guide), Version 3.0*. Toronto: International Institute of Business Analysis (to learn more about the Business Analysis Core Concepts Model and business analysis in general)

Umbrella Interreg South Baltic European Union European Regional Development Fund

3.10. Phase 1: Identify Idea: Facilitated Workshops



The slide animation will guide you through this slide. This is another topic that can be easily expanded to a distinct training course. In this course you can realistically allocate about 15 minutes for this topic, so we recommend that you focus on:

- Ensuring participants' understanding that facilitated workshops are **structured events requiring adequate preparation and appropriate skills**.
- Just as with any process the critical success factor is the **awareness of roles** played by all participants. For example it is potentially disturbing and dangerous if someone who participates as Observer suddenly engages in active participation or tries to influence the activities of Content Participants. This applies to any persons who are not performing their roles appropriately, whether we talk about Facilitators trying to present their opinions on content, Recorder who fail to document the outputs, or Content Participants who avoid participation regardless of their motivation.
- The list of ingredients that make a successful workshop can be used as a reference for an overview discussion. You can select to focus on two or three of them and discuss them in more detail. You can also provide examples illustrating the importance of some or all of these ingredients or elicit such examples from participants. Good practices may be equally valuable as bad practices. Finally, you can conduct this section as a facilitated group activity in which participants share their experiences associated with workshops. One of

the techniques that you can use to gather interesting input from participants is **"Speedboat"** (also called **"Anchors and Engines"**) or a very similar technique called **"Force Field Analysis"**. The participants' task is to generate as many examples of factors that have a positive impact on workshop effectiveness ("Engines") and factors that have a negative impact ("Anchors"). In Force Field Analysis the task is similar, but additionally participants define the relative strength of each factor and then conduct the analysis of possible relationships between the factors. As such this technique is a little bit more time consuming and would require more time that is allocated for this topic. You can use it if you decide to create a customised version of the training that only focuses on selected themes.

Finally address the topic of solution ideas that emerge in our heads almost instantly when we face a new need. Note that it would not be wise to immediately proceed to implementing those ideas before identifying and taking into consideration alternative ones. However, it is a good idea to record them at this point and recall them when the process asks for generating such ideas. You can conduct this item as a short facilitated discussion using the question provided by the slide.

Timing: 10–15 minutes

Up to 15 minutes—presenting and discussing the topic

If time permits, as part of this slide you may conduct a quick review of the whole section with the use of Review Questionnaire**. To trigger the review slide click with the mouse pointer on UMBRELLA logo in the right bottom corner. The review for this section consists of five questions. Estimated timing—up to 2 minutes.**

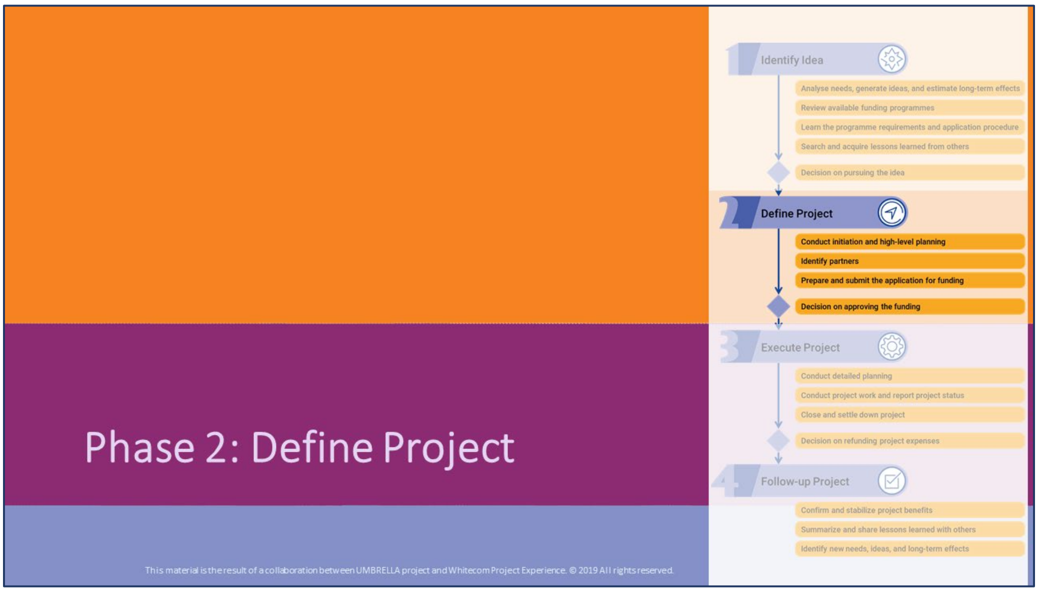
References

Bens, Ingrid 2017: *Facilitating with Ease! Core Skills for Facilitators, Team Leaders and Members, Managers, Consultants, and Trainers, Fourth Edition*. Hoboken, NJ: John Wiley & Sons (to learn more about basics of facilitation)

Derby, Esther; and Larsen, Diana 2006: *Agile Retrospectives: Making Good Teams Great*. Dallas, TX: Pragmatic Bookshelf (to familiarise with methods you could use to facilitate this topic)

Gottesdiener, Ellen 2002: *Requirements by Collaboration: Workshops for Defining Needs*. Boston, MA: Addison-Wesley Professional (to learn more about facilitated meetings as a technique)

3.11. Phase 2: Define Project: Intro Tab

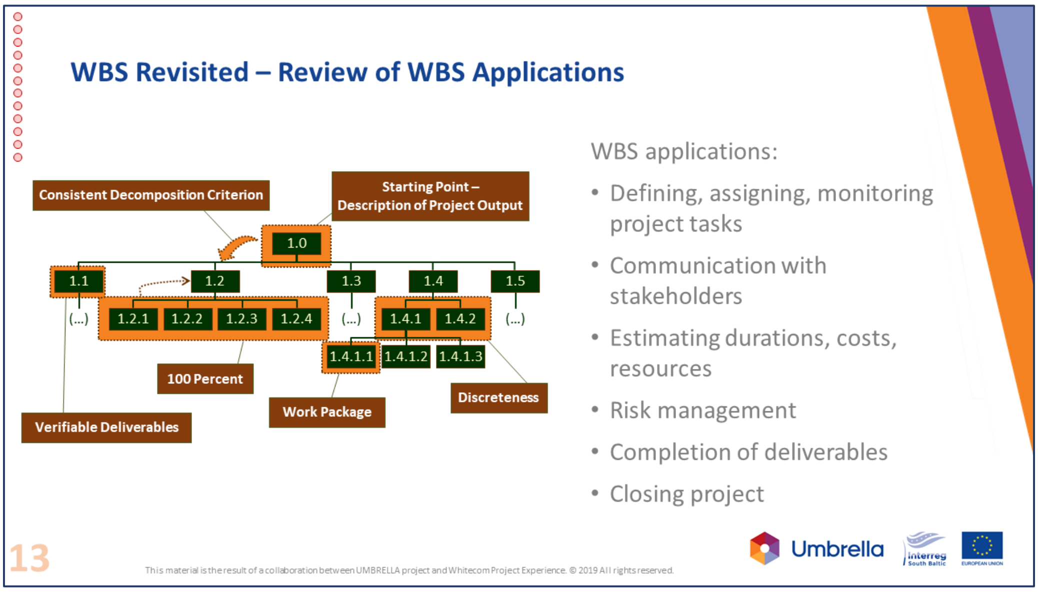


This is an introductory slide to part of the course dedicated to topics associated with Phase 2 of the framework. Use this opportunity to review quickly the essence and role of this phase. Remind that in this section we will focus on advanced applications of WBS and on stakeholder identification and analysis.

Display this slide just for this brief intro and then go to the next one.

Timing: less than 1 minute

3.12. Phase 2: Define Project: Review of WBS Applications



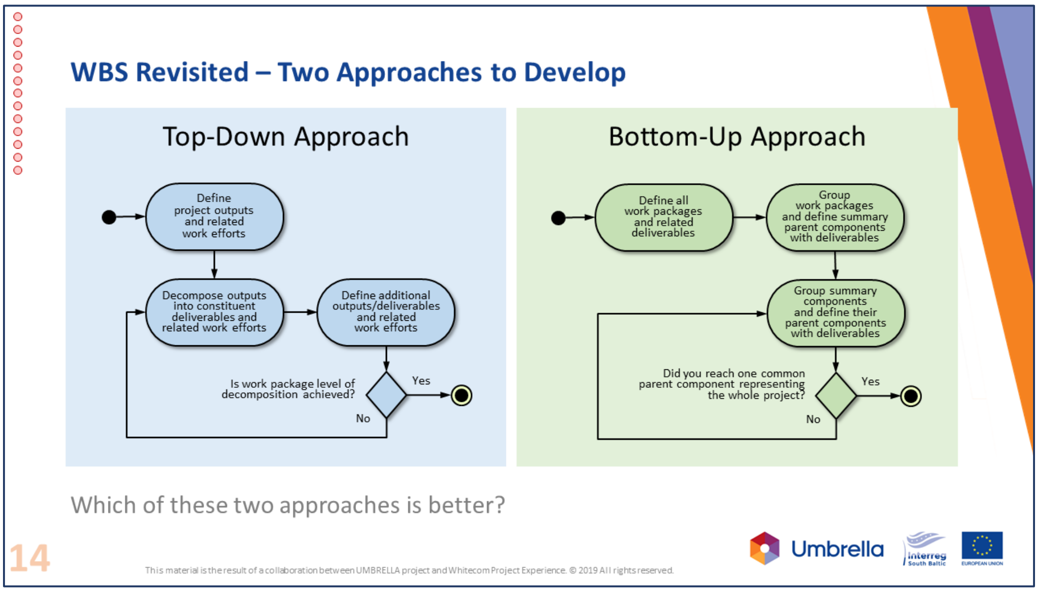
The slide animation will guide you through this slide. The following three slides enable you to revisit the most important tool of project managers, the work breakdown structure. Most of the participants should be familiar with this tool, but typically only some of them are truly aware how powerful and important this tool is when you use it consciously.

You may use your own approach to conducting this part of the course. You should assign for it about 30 minutes and cover: a quick refresher of the tool mechanics and rules; some advanced aspects of developing a useful WBS; and its applications. Most of the value is associated with the last of the three components. We recommend that you use each of the three slides to keep you focused on one of those components. This slide is best to remind the concept of decomposition and the related rules and guidelines. You may also spend some time on discussing the applications. However, the third slide ("Linking WBS with Project Budget") is the best illustration for a detailed discussion of examples of applications. The second slide shows two basis approaches to developing the WBS. Feel free to rearrange the order of these slides (for example, you may prefer to discuss the applications first and then go to more advanced aspects of tool development).

Timing: 10 minutes

Up to 10 minutes—reviewing the tool and its applications

3.13. Phase 2: Define Project: Two Approaches to WBS Development

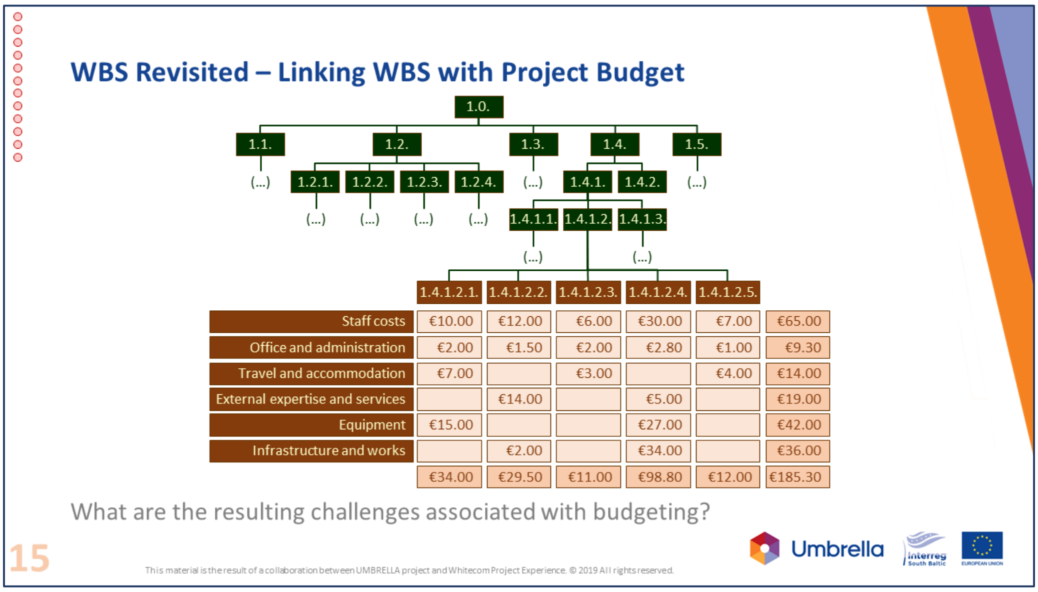


The slide animation will guide you through this slide. Apart from presenting the two model approaches to WBS development you may use this slide to go into more detail of the mechanics of decomposition process. Ensure that participants consider less obvious decomposition criteria and do not limit themselves to using product components or project phases as the only basis. You may facilitate a simple activity in which you ask participants to build a list of at least ten different decomposition criteria. This can make them realise how flexible this tool is.

Timing: 5–10 minutes

Up to 10 minutes—discussing the technical aspects of WBS development

3.14. Phase 2: Define Project: Linking WBS with Project Budget



The slide animation will guide you through this slide. This is an example of a rather advanced application of the WBS. It proves how powerful this tool is. Throughout the three slides related to WBS emphasise at least the following items and associated benefits:

- Decomposing the project to work package level enables you to **understand and define the scope of a project** in great detail. In fact this is the basic application of the WBS.
- If you used the appropriate decomposition criteria and followed the WBS basic rules, your work packages are well defined and discrete activities ease to be **assigned to those who will perform them**.
- A clear definition of work packages **facilitates communication** with different stakeholders about the project work.
- It also helps to **prepare various project documents** (such as RFPs concerning outsourced work packages) that are part of this communication.
- **Bottom-up cost estimating** is not really possible unless you clearly define work packages.
- Moreover, with well-defined work packages it is easier to understand where you still miss important information and need to **make assumptions** concerning the project. Each of these assumptions can be recorded, attached to a specific work package, and become the basis for **identification of risks**. As a result you have a greater transparency in **defining a required contingency reserve**.

- When it comes to execution work packages become your basic monitoring and controlling tool. **Reporting progress**, **resolving project issues**, **introducing changes**, **completing and accepting deliverables**, and finally **closing the project** are all done at work package level.

Make sure that you address all questions and concerns of participants. If they are looking for the tool that can be their foundation for a successful project management there is no better tool than the WBS.

Timing: 10–15 minutes

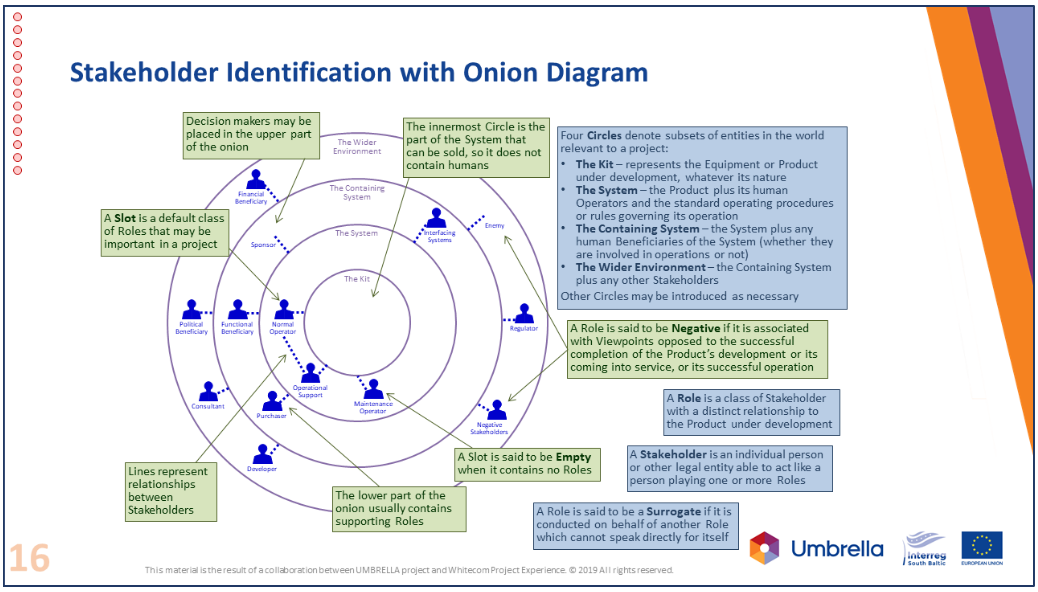
Up to 15 minutes—presenting and discussing the applications of WBS

References

Buchtik, Liliana 2013: *Secrets to Mastering the WBS*. Newtown Square: Project Management Institute (to learn more about WBS and its applications)

Haugen, Gregory T. 2001: *Effective Work Breakdown Structures*. Vienna, VA: Management Concepts (to learn more about WBS and its applications)

3.15. Phase 2: Define Project: Stakeholder Identification with Onion Diagram



The slide animation will guide you through this slide. It is particularly helpful for explaining how the tool works. Start with reminding participants that they have already conducted stakeholder identification with the support of CPIG segmentation model (if the group did not participate in part 1 of the course) you may ask what identification methods do they use in their projects. Then introduce this tool. Explain that despite the terminology it is applicable in all types of projects, not necessarily IT ones.

When you address all questions and concerns follow to exercise "Using Onion Diagram". If time is an issue you can include a facilitated application of the tool to identify sample stakeholders in each of the categories. Though it is not mandatory exercise it does not take a lot time so we recommend to conduct it in a normal mode.

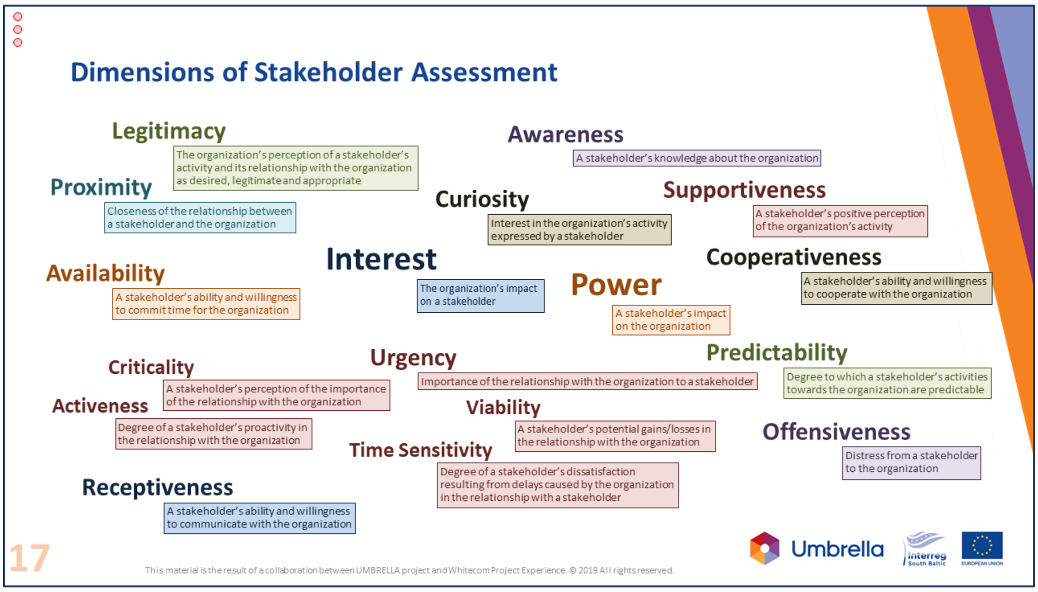
Timing: 15–30 minutes

Up to 10 minutes—presenting and discussing the tool
Up to 15 minutes—conducting the exercise with debrief
Up to 15 minutes—tool presentation combined with facilitated identification of some stakeholders
5 minutes—time buffer

References

Alexander, Ian F. 2005: "A Taxonomy of Stakeholders. Human Roles in System Development". *International Journal of Technology and Human Interaction*, Vol. 1, 1, 2005, pp. 23–59 (to learn more about Onion Diagrams and their applications)

3.16. Phase 2: Define Project: Dimensions of Stakeholder Assessment



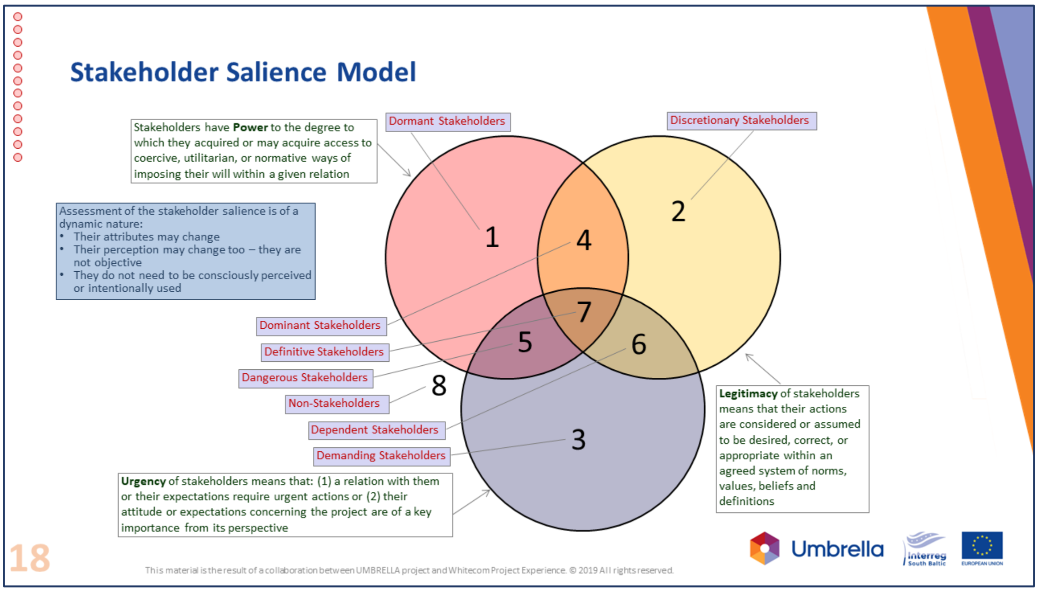
The slide animation will guide you through this slide. This part is the elaboration of a basic stakeholder analysis addressed at the beginner level training. Remind the stakeholder radar tool that analysed stakeholder based on the assessment of their power and level of interest. Here some of the other possible dimensions of stakeholder assessment are presented. Do not discuss each of them separately. Instead we recommend to use the slide as an inspiration for a facilitated discussion on what stakeholder characteristics may be important from the perspective of a project. You can refer to various approaches to stakeholder analysis from purely qualitative to quantified methods in which stakeholder priority or assessment are calculated with a predefined algorithm.

You may easily combine this slide with the next one that shows an example of a widely used model based on three of the above mentioned attributes.

Timing: 5–10 minutes

Up to 5 minutes—basic presentation of the model
Up to 10 minutes—extended presentation of the model

3.17. Phase 2: Define Project: Stakeholder Salience Model



The slide animation will guide you through this slide. Note that this is one of the most popular models in stakeholder analysis. Explain that it takes into consideration three very important perspectives: ability to influence a project (Power), criticality of a stakeholder for a project (Legitimacy), and the perception of a stakeholder to be important to a project (Urgency). As a result dividing stakeholders into eight groups becomes one of the most practical stakeholder prioritisation approaches.

Discuss this model with participants and address potential questions. You can flexibly combine this slide with the previous one and use the time allocated for both as one consistent topic.

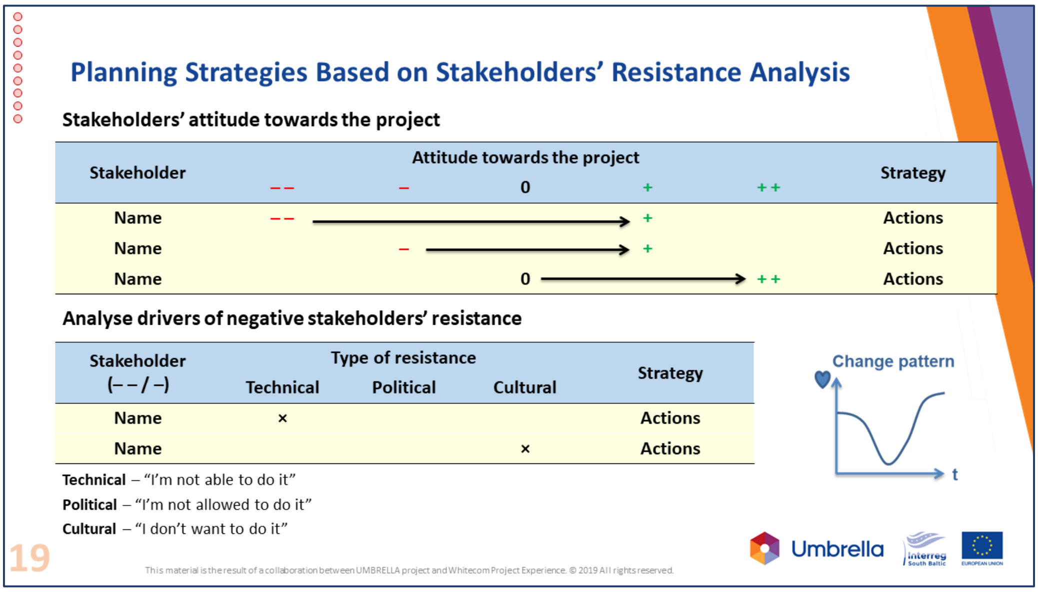
Timing: 5–10 minutes

Up to 5 minutes—basic presentation of the model
Up to 10 minutes—extended presentation of the model

References

Mitchell, R.K.; Agle, B.R.; and Wood, D. 1997: “Towards a theory of stakeholder identification and salience: defining the principle of who and what really counts”. *Academy of Management Review*, Vol. 22 No.4, 1997 (to learn more about Stakeholder Salience Model)

3.18. Phase 2: Define Project: Planning Stakeholder Strategies

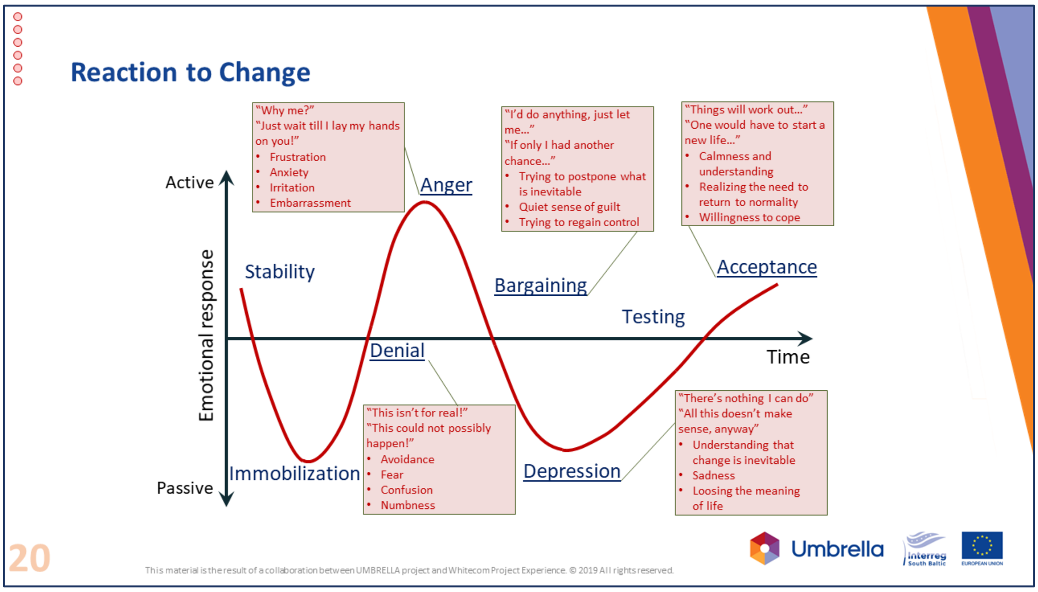


The slide animation will guide you through this slide. Explain each of the two tools. Note that they can also be used separately. With each line presented on the slide provide an illustrative example or elicit one from participants. When you discuss potential strategies addressing different types of resistance ensure that participants fully understand the differences and their implications. Ensure that you answer all questions and concerns before you move to "change pattern" that is elaborated on the next slide.

Timing: 15 minutes

Up to 15 minutes—presenting and discussing the topic

3.19. Phase 2: Define Project: Reaction to Change



The slide animation will guide you through this slide. Explain that this pattern was originally observed and described as the theory of the five stages of grief by Elisabeth Kübler-Ross a Swiss-American psychiatrist. Over the years the model was modified by various other researchers. The curve on the slide is the typically used in change management.

Explain the dynamics of each stage. With each of them provide illustrative examples or ask participants to provide theirs. It is recommended that the participants understand the value of this model in understanding people's behaviours and motivations in the face of a change. This is what makes the model so powerful.

Address any questions from participants and follow to exercise "Planning Stakeholder Engagement Strategy". If time is an issue you can cut out this exercise as it is an optional one. Stakeholder engagement topic is covered quite comprehensively during this course. You can also conduct the exercise together with the group in a form of a facilitated discussion. If you decide to conduct it as a group activity do not extend its duration. Its purpose is only to give the participants a flavour of developing engagement strategy, and for this purpose the allocated time is sufficient. Be participants' timekeeper during the exercise and periodically remind them how much time they have left.

Timing: 10–35 minutes

Up to 10 minutes—presenting and discussing the topic

Up to 20 minutes—conducting the exercise with debrief

5 minutes—time buffer

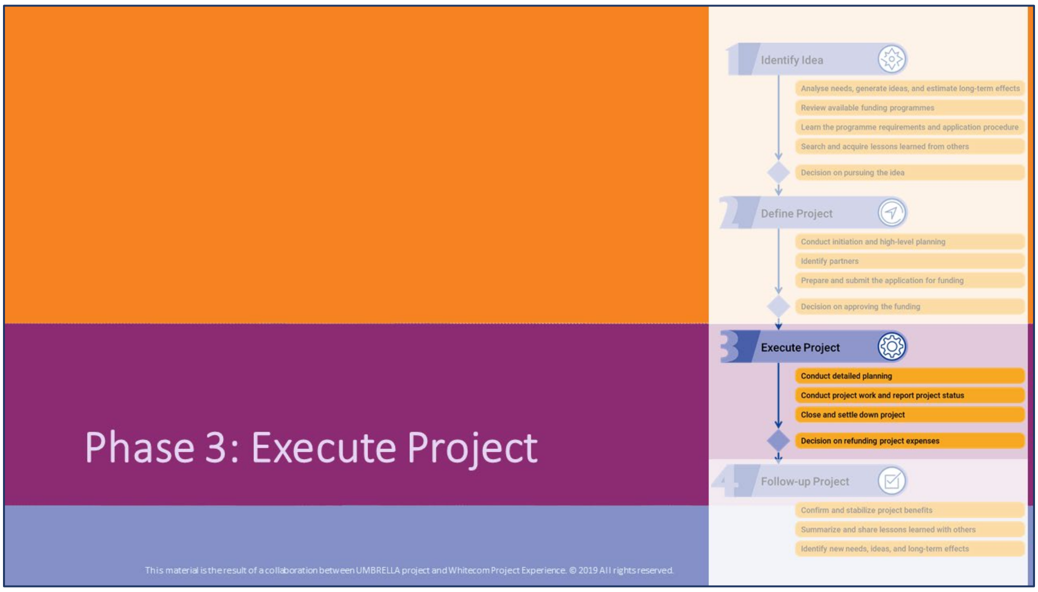
If time permits, as part of this slide you may conduct a quick review of the whole section with the use of Review Questionnaire**. To trigger the review slide click with the mouse pointer on UMBRELLA logo in the right bottom corner. The review for this section consists of six questions. Estimated timing—up to 2 minutes.**

References

Leybourne, Stephen A. 2016: "Emotionally sustainable change: two frameworks to assist with transition". *International Journal of Strategic Change Management*, Vol. 7, 1, 2016, pp. 23–41 (to learn more about application of Kübler-Ross Model in change management)

Kübler-Ross, Elizabeth 1969: *On Death and Dying*. London: Routledge/Tavistock Publications (to read about the research conducted by Elizabeth Kübler-Ross and her original findings)

3.20. Phase 3: Execute Project: Intro Tab

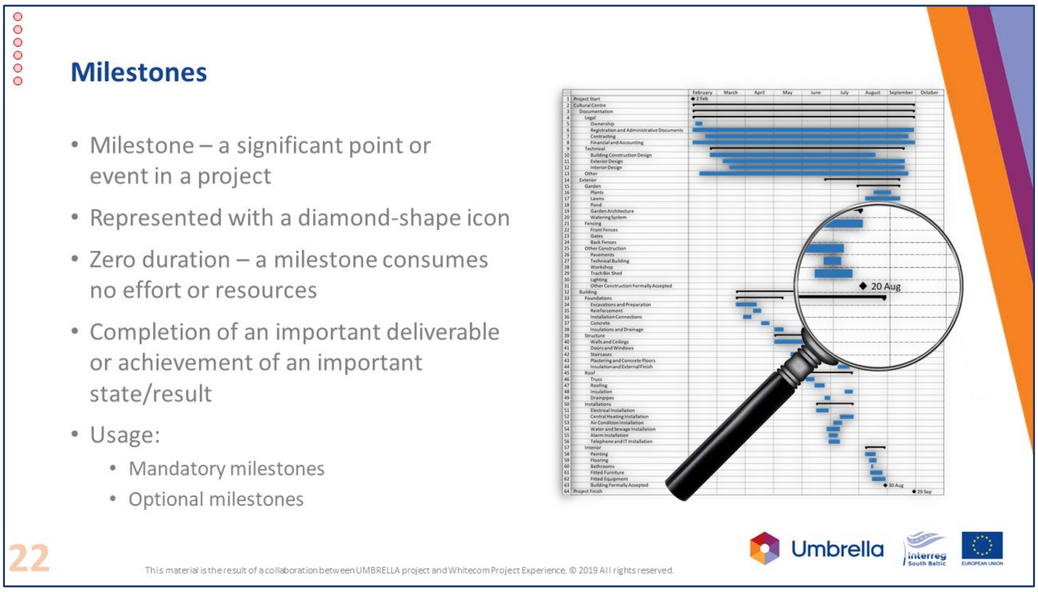


This is an introductory slide to part of the course dedicated to topics associated with Phase 3 of the framework. Use this opportunity to review quickly the essence and role of this phase. Remind that in this section we will on project planning tools and techniques as well as on interpersonal and team skills.

Display this slide just for this brief intro and then go to the next one.

Timing: less than 1 minute

3.21. Phase 3: Execute Project: Milestones



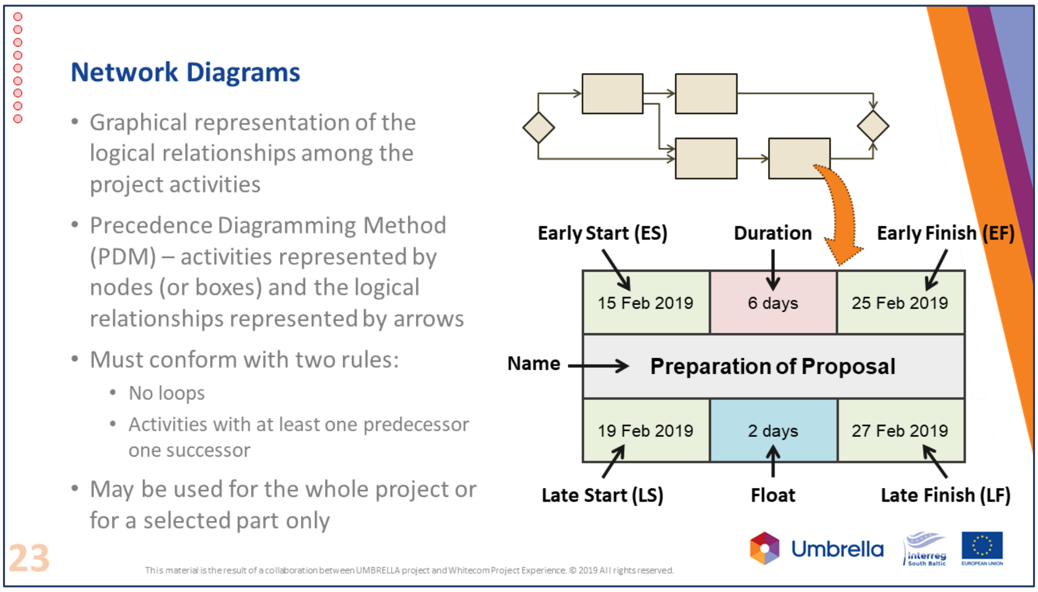
The slide animation will guide you through this slide. Start with saying that although conceptually very simple this is one of the most powerful scheduling tool in project management. Ensure that participants understand the difference between a zero duration of the milestones themselves and a non-zero duration of activities that lead to completion of milestones. You may say that unlike activities which are associated with effort and work that needs to be done, milestones define specific state that is a result of this work. Milestone is like a destination point while activities are roads that lead to this point and are associated with a distance.

Elaborate on different uses of milestones. Emphasise that it is a very flexible tool that can be used both to represent constraints and to help you with monitoring your project and its progress. Facilitate a discussion with examples that you provide or elicit from participants. Address any questions or concerns.

Timing: 5–10 minutes

5 minutes—the basic minimum presentation of the topic
Up to 10 minutes—expanded presentation if participants are more interested in the topic

3.22. Phase 3: Execute Project: Network Diagrams



The slide animation will guide you through this slide. Present the basic information about network diagrams. You may very briefly introduce the participants to the history of this tool. Network diagrams were introduced to project management in the mid-1950s and early 1960s with two basic types of methods: “activity-on-arrow” and “activity-on-node”. Precedence Diagramming Method that we use here (and that is by far the most popular technique) belongs to the second group. Explain the rules that need to be followed and the typical notation of the box representing activity. Note that in the exercises the participants will not use the dates but the numbers representing points on the time axis with project working days.

Finally emphasise that the technique may be flexibly used for the whole project or any of its parts. Also, it may be used at any level of detail. Explain that it makes sense to use it is situations when there are many activities conducted in parallel. When the logic is very sequential the added value of this tool is rather limited.

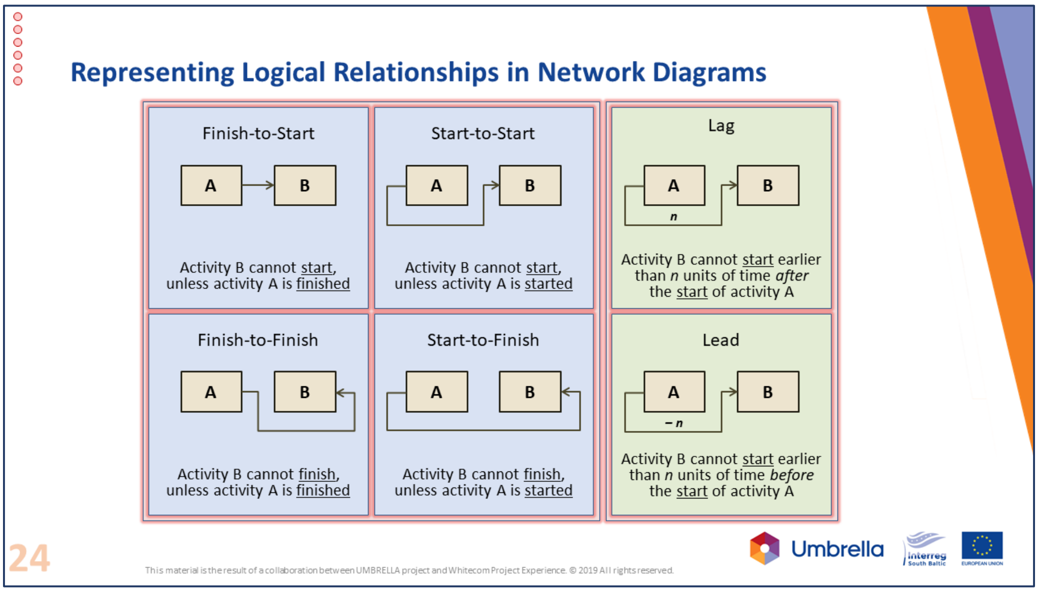
Timing: 5 minutes

Up to 5 minutes—presenting and discussing the topic

References

Lockyer, Keith; and Gordon, James 2005: *Project Management and Project Network Techniques*, Seventh Edition, Harlow: Prentice Hall (to familiarise with network diagramming techniques)

3.23. Phase 3: Execute Project: Logical Relationships in Network Diagrams



The slide animation will guide you through this slide. Use this slide to introduce all four basic types of logical relationships and the two popularly used modifications in these relationships. In general, wait with specific examples until the next slide, but if you feel that participants have difficulties in abstract thinking you can use simple illustrative examples here (preferably different than those on the next slide).

This slide is continued on the next one, so you can make them an integrated part of the course. The allocated time can be shifted between the two slides. For example you can use this one only for a very quick introduction (even without animations) and then spend most of the time on examples and questions. Explain the participants that for the purpose of this training course it is sufficient that they feel comfortable with Finish-to-Start relationship only.

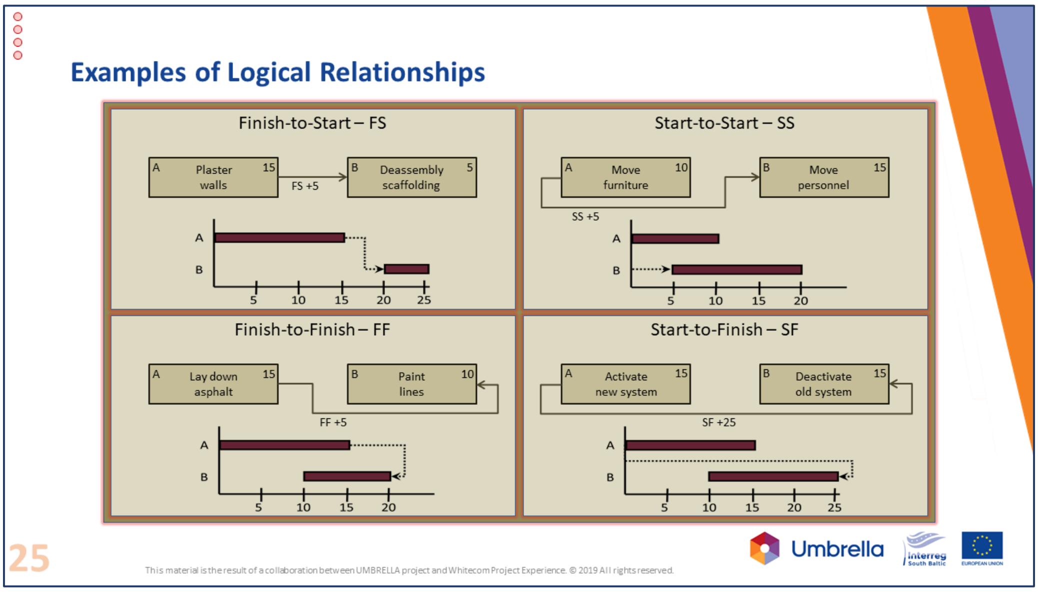
Timing: 5 minutes

Up to 5 minutes—presenting and discussing the topic

References

Lockyer, Keith; and Gordon, James 2005: *Project Management and Project Network Techniques*, Seventh Edition, Harlow: Prentice Hall (to familiarise with network diagramming techniques)

3.24. Phase 3: Execute Project: Examples of Logical Relationships



The slide animation will guide you through this slide. It is a continuation of the previous slide. Briefly explain each example and ensure that you address all questions. With each logical relationship type ask participants for at least one example different than the one on the slide.

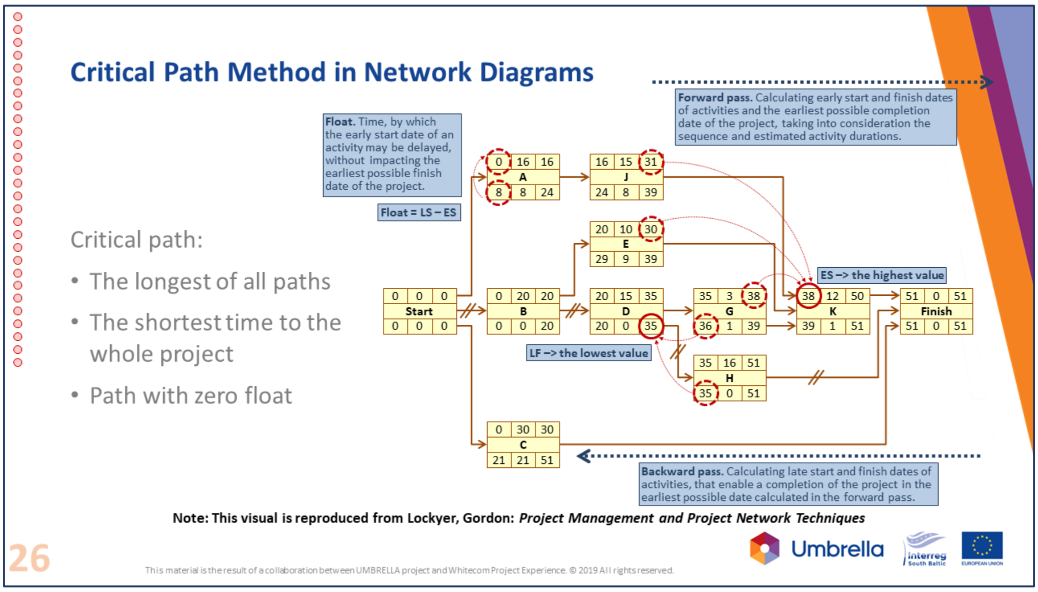
Timing: 5 minutes

Up to 5 minutes—presenting and discussing the topic

References

Lockyer, Keith; and Gordon, James 2005: *Project Management and Project Network Techniques*, Seventh Edition, Harlow: Prentice Hall (to familiarise with network diagramming techniques)

3.25. Phase 3: Execute Project: Critical Path Method in Network Diagrams



The slide animation will guide you through this slide. Explain that the purpose of the slide is to walk participants through the basic set of calculations used in Critical Path Method (CPM) applied to network diagrams. In most of the cases 10 minutes should be sufficient to present this even to participants that had no opportunity to use or even see this method before. Do not go beyond the scope included in the slide. Even if the group is very eager to learn how to do these calculations for other types of logical relationships or what is free float or how to do crashing with network diagrams tell them that any advanced scheduling topics are beyond the scope. You can recommend the book by Lockyer and Gordon as the most valuable resource on this subject.

Address any questions from participants and follow to exercise “Scheduling with Network Diagrams”. If time is an issue you can decide to simplify the exercise by providing participants some assistance or guidelines related with defining logical relationships as this is going to be the most difficult part. Simply decide on some things on their behalf! However, use this option only as a last resort, as this exercise is one of the core activities provided for participants and it is very important that they learn properly how to use this tool. You can also stop at some point and ask the most advanced team to present their diagram and complete the calculations with the rest of the group. Monitor how effective participants are in completing this exercise and provide support to them in whatever areas they may need it. Also, be their timekeeper during the exercise and periodically remind them how much time they have left.

During the debrief ask what which part was the most challenging and time-consuming. Verify if the diagrams are correct in terms of the logic. Check if there are no loops and if each activity has predecessors and successors. If you have some time left you may elaborate on simple applications of network diagrams for compressing the schedule.

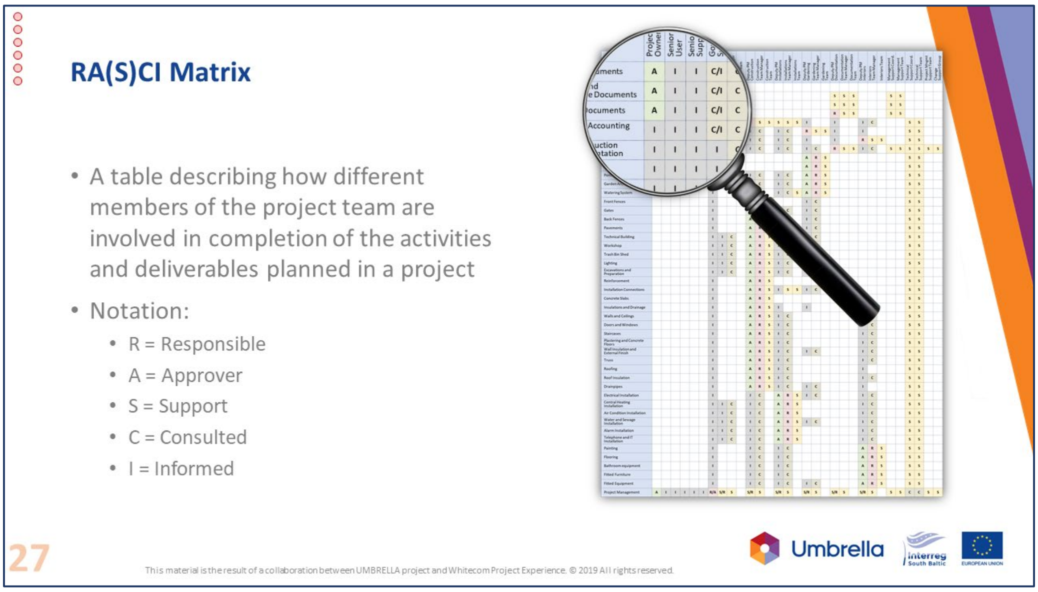
Timing: 30–60 minutes

10–15 minutes—explaining the calculations related with Critical Path Method
Up to 40 minutes—exercise with debrief
5–10 minutes—time buffer

References

Lockyer, Keith; and Gordon, James 2005: *Project Management and Project Network Techniques*, Seventh Edition, Harlow: Prentice Hall (to familiarise with network diagramming techniques)

3.26. Phase 3: Execute Project: RA(S)CI Matrix



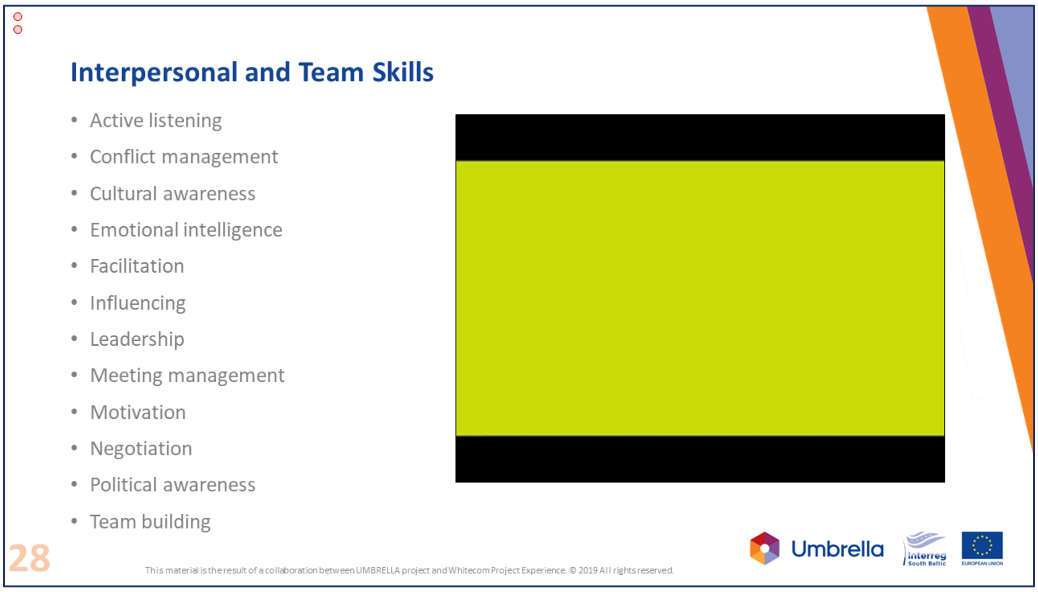
The slide animation will guide you through this slide. Quickly present the tool itself. It is rather simple so the most important part is to ensure that participants clearly understand the meaning of each letter. Note that there are various versions of this notation as well as numerous other notations that can be found in different sources. Explain that participants may create their own notation too as there is no “obligatory” standard for the notation used in this tool. The key is to include a clear explanation of the meaning of each symbol.

Then lead an interactive discussion on the topic. Ask for or provide examples of using this tool. Enquire about participants’ concerns or doubts and ensure that you address them with your recommendations and/or explanations.

Timing: 10 minutes

Up to 3 minutes—explaining how the tool works and the recommended notation
Up to 7 minutes—facilitate discussion on the topic

3.27. Phase 3: Execute Project: Interpersonal and Team Skills



The slide animation is barely to display the list of related topics. **Do not** attempt to cover each of them because it will not have any real value. You have to be a little innovative here and develop your own approach to this topic. Feel free to use a different illustrating material if, in your opinion, you have something more suitable for a particular group than the video clip provided. Some of possible ideas include:

- In a basic approach we recommend to show the video clip (1 minute 15 seconds) and use it as a trigger for a facilitated discussion on two or three selected topics. You may select the topic yourself and illustrate them with your examples. You may also use an example that is related with several of the listed skills. Alternatively, you can pick up the topics that were indicated earlier by participants or encourage them to suggest the choice at this point. In this approach reserve the last 1 or 2 minutes of allocated time to wrap-up the discussion.
- Pose a general question such as: “Based on your experience, what would you recommend as your personally verified good and bad practices related to these skills”. Depending on the dynamics of the group you may decide to do it in a voluntary input or round robin format. Reserve up to 2 minutes of allocated time for wrap-up.
- Use one of many participative formats to arrange an activity that will enable participants to retrospect on their experience related to these skills. One of such formats that you can

easily adapt for the purpose of this activity is **"Mad, Sad, Glad"**. You need to prepare sticky cards (preferably in three different colours) and ask participants to spend the next 8–10 minutes on writing at least one example of things (such as behaviours, attitudes, decisions, etc.) that trigger each these three feelings. Note that in general "glad" has positive connotations while "sad" is related with rather negative emotions. "Mad" could be any of them but the intensity or "volume" of emotions is substantially higher. Ask participants to use different colours for each type of emotions OR prepare three separate flipcharts entitled with these keywords. When the time is up ask them to post their examples and then give them 5–7 minutes to review all of them. If you have more time you may decide to group the output based on predefined criteria (such as specific skills or aspect of a project). Reserve up to 2 minutes for wrap-up mainly to ask for some comments from participants or your own examples that you wish to share.

You can be very creative here in introducing your preferred format of this section. Considering the time of the day make it rather light, dynamic, and refreshing.

Timing: At least 15 minutes

Note: You may extend time allocated for this slide if participants explicitly mention any interpersonal and team skills as their main expectations from the course. You may generate this additional time by cutting on those topics that are of lower priority for participants. Plan this change as early during the course as possible.

If time permits, as part of this slide you may conduct a quick review of the whole section with the use of Review Questionnaire**. To trigger the review slide click with the mouse pointer on UMBRELLA logo in the right bottom corner. The review for this section consists of six questions. Estimated timing—up to 2 minutes.**

References

Bens, Ingrid 2017: *Facilitating with Ease! Core Skills for Facilitators, Team Leaders and Members, Managers, Consultants, and Trainers, Fourth Edition*. Hoboken, NJ: John Wiley & Sons (to find basic inspirations on facilitating)

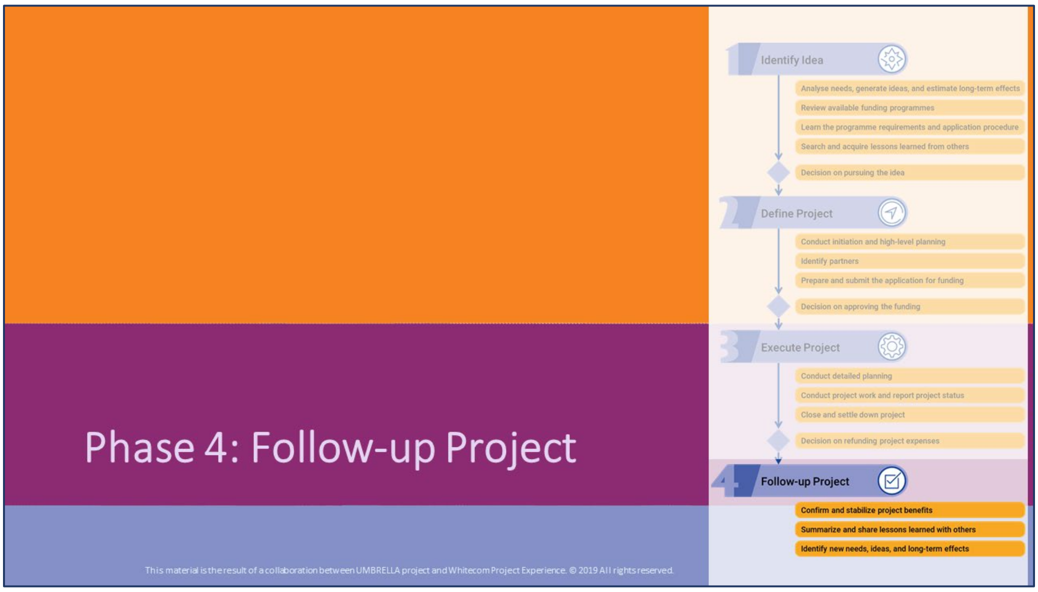
Derby, Esther; and Larsen, Diana 2006: *Agile Retrospectives: Making Good Teams Great*. Dallas, TX: Pragmatic Bookshelf (to learn about "Mad, Sad, Glad" method)

Levin, Ginger 2010: *Interpersonal Skills for Portfolio, Program, and Project Managers*. Vienna, VA: Management Concepts (to read about using interpersonal and team skills in project management)

There are countless freely available resources in Internet on facilitative tools and formats that you can use to develop your own activity for this section of the course—your task is to make people share their experiences and/or observations related with these topics

Additionally, refer to the extensive list of reference materials included in section 8.2. of the Beneficiary Manual

3.28. Phase 4: Follow-up Project: Intro Tab

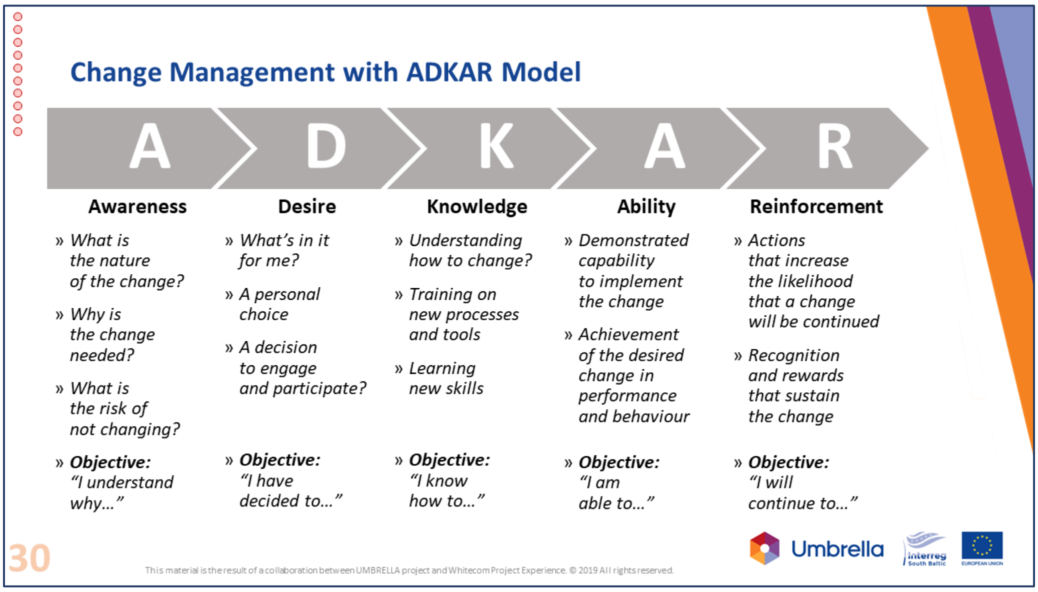


This is an introductory slide to part of the course dedicated to topics associated with Phase 4 of the framework. Use this opportunity to review quickly the essence and role of this phase. Remind that in this section we will address one of the approaches to change management, the ADKAR Model.

Display this slide just for this brief intro and then go to the next one.

Timing: less than 1 minute

3.29. Phase 4: Follow-up Project: Change Management with ADKAR Model



The slide animation will guide you through this slide. Start with saying that the topic of this slide is one of the most challenging aspects of project management. When organisations undertake projects they tend to focus on the delivery of project output and take for granted that this will automatically ensure realisation of expected benefits. Note that the approach presented throughout the whole course is very strongly oriented at taking into consideration the change management aspect of a project. Change was part of the Business Analysis Core Concepts Model. Stakeholders concerns related to project outcome were the basis to develop a strategy of managing their engagement in a project. We also emphasise the importance of benefits management at every stage of the project life-cycle. This slide presents a consistent framework for understanding change at individual level. The model becomes the foundation for a successful implementation of change at organisational or contextual level.

Spend several minutes on presenting each of the elements of ADKAR model. Emphasise the sequential nature of the model and the fact that all components are needed for effective change management. Point out that though "Awareness" part is relatively easy to achieve, a typical barrier that ruins many change efforts is insufficient "Desire". Note that "Ability" is the component that can be directly translated into actions necessary to implement change, so it can be considered as the most important element of the model. Explain that the model is very strongly supported by a complete change management methodology with defined roles, ready-to-use tools and document templates, and the guidelines on how to conduct each step. Support the presentation of ADKAR model with an example of a winning or losing approach to managing a project outcome. If presenting a negative example make sure you explain what difference would it make to apply a method such as ADKAR. Alternatively, you may ask participants what are their experiences with successes and failures associated with change management aspect of their projects. Throughout this part monitor the energy and engagement. This is a very important and final topic. After the whole day the group may already be a little tired and you need to ensure not to turn this part into a boring lecture.

Timing: 15 minutes

Up to 3 minutes—presenting and discussing the topic

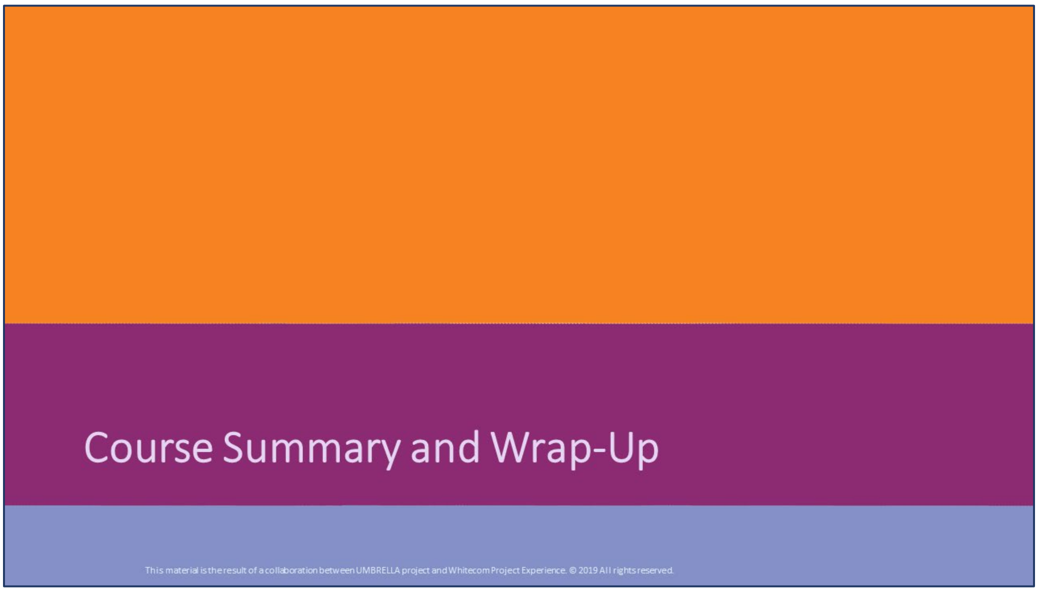
Note: You may extend time allocated for this slide if participants explicitly mention change management as one of their main expectations from the course. You may generate this additional time by cutting on those topics that are of lower priority for participants. Plan this change as early during the course as possible.

If time permits, as part of this slide you may conduct a quick review of the whole section with the use of Review Questionnaire**. To trigger the review slide click with the mouse pointer on UMBRELLA logo in the right bottom corner. The review for this section consists of three questions. Estimated timing—up to 1 minute.**

References

Hiatt, Jeffrey M. 2006: *ADKAR: A Model for Change in Business, Government and our Community*. Fort Collins, CO: Prosci Research (to read about ADKAR model)

3.30. Course Summary and Wrap-Up Tab



This is the last part of the course. Conduct it based on the same approach as described for the beginner course.

Timing: 10 minutes

You may have a little more time for this part if you finish earlier, but 10 minutes is the absolute minimum.

4. Exercises

4.1. Case Study Description

Umbrellaland is a region in one of the countries of the South Baltic Region. Its total area is 1,122 km^2. In the southern part it is mainly covered by mixed forests with countless streams and ponds. The northern part is dominated by fields and meadows. The largest settlement of the region is Vale, formerly a small town and nowadays a larger village inhabited by ca. 1,300 people. The other settlements are small villages scattered around the region. Due to poor quality of soil and unfavourable hilly landscape the farming methods are rather extensive. In fact, the economic conditions caused most of the agricultural activity in this region to be unprofitable. On the other hand the region was never really in the focus of attention of industrial activity. Tourism is also marginal as the region was rather poorly promoted despite its intriguing history and attractions that seem to be a little forgotten. As a result, the life here is very slow, quiet and by most of the people (especially the younger ones) considered inadequately exciting.

Things were not the same once. There is evidence that the region was inhabited in the Bronze Age and early part of the Iron Age. In 1950s the excavations led by a small team of archaeologists from Lund University revealed traces of two settlements among the forests in the southern part of the region. Professor Karen Astrid Jansson of the Lund University who was part of that team recollects with a smile on her face: “It was quite a rainy summer that year and our site was situated right next to the marshes famous for duckberries. So we had to be alert for two things. Not to harm a rare species of plant and not to be eaten by hordes of omnipresent mosquitos”. Despite the insects, excavations revealed vestiges of wooden huts and some artefacts used by hunting and gathering tribes, such as bone spears, elk antler harpoons and flint. Unfortunately, the excavations had to be stopped due to lack of funding and since then were never resumed. In early Middle Ages the region was often visited by the rulers of the country who liked hunting in the local forests. One of the manuscripts from that period mentions that “the king had a hunting manor on a sunny slope of a hill in the forests where the Umbrellians live”. Although no traces of such manor were ever found, the Umbrellians are actually the indigenous peoples that inhabited this region in those days. Their history is rather tragic, as over the years they were conquered and destroyed in various wars and religious crusades. Only a small number assimilated but the price was high as their culture, original language and customs vanished. One of the few remnants of Umbrellians people is the local speciality called “greenfish”—pickled Baltic herring fillets, rolled into a cylindrical shape, around a filling made of duckberries, the fruits of an endemic shrub that can be found in its wild form only in the marshes of Umbrellaland. The experts claim that fruits of the cultivated varieties of this plant are nowhere near the wild ones that combine sweetness and spiciness in an absolutely unique way. “Greenfish” is said to be part of Umbrellians cuisine and part of a very important traditional feast of this people organised around the summer solstice. In his book “Unknown History of Southern Baltic Peoples”, Dovydas Markevičius, a historian associated with Klaipėda University writes that according to some sources he studied, Umbrellaland could have been once a unique example of a peaceful cohabitation of Slavic, Germanic, and Nordic communities. They were created by people who left their homelands as a result of wars and disturbances and in to find shelter in this remote and quiet area. Though never really confirmed and criticised by many as “absurd and improbable”, this theory could be an inspiration for many people. It certainly inspired a group of young individuals who were born in this region and left it once in a search for education and experience. They have met during a scholarship organised as part of Erasmus Programme at the University of Salamanca and discovered that all of them have some connections with Umbrellaland. As a result they spontaneously decided to do something to promote their forgotten homeland and prevent its history and tradition from being completely lost. One of their ideas was to stimulate the interest in the region by building a cultural centre in Vale that could become a venue for all types of cultural, scientific, and educational events. You are part of this team and your task throughout the course is going to be to elaborate this idea or generate and elaborate others.

4.2. Project Constraints

Based on the situation described in the case study:

1. Define each of the three constraints included in the "Project Triangle" in terms of measurable parameters.
2. What is the priority of these three constraints? Define the project priority matrix using the table below.
3. Identify and define in measurable terms at least two other external or self-imposed constraints that you should take into consideration. Add these constraints to the matrix and define their priority.
4. Taking into consideration your priority matrix, identify at least three risks related to various constraints identified in this exercise.

	Scope	Resources	Time		
Constrain					
Enhance					
Accept					

4.2.1. Notes for the trainer

Use the content of page 121 to print exercise handouts for participants.

Timing: Up to 25 minutes

15 minutes—exercise base duration
Up to 5 minutes—debrief
Up to 5 minutes—time buffer for extension

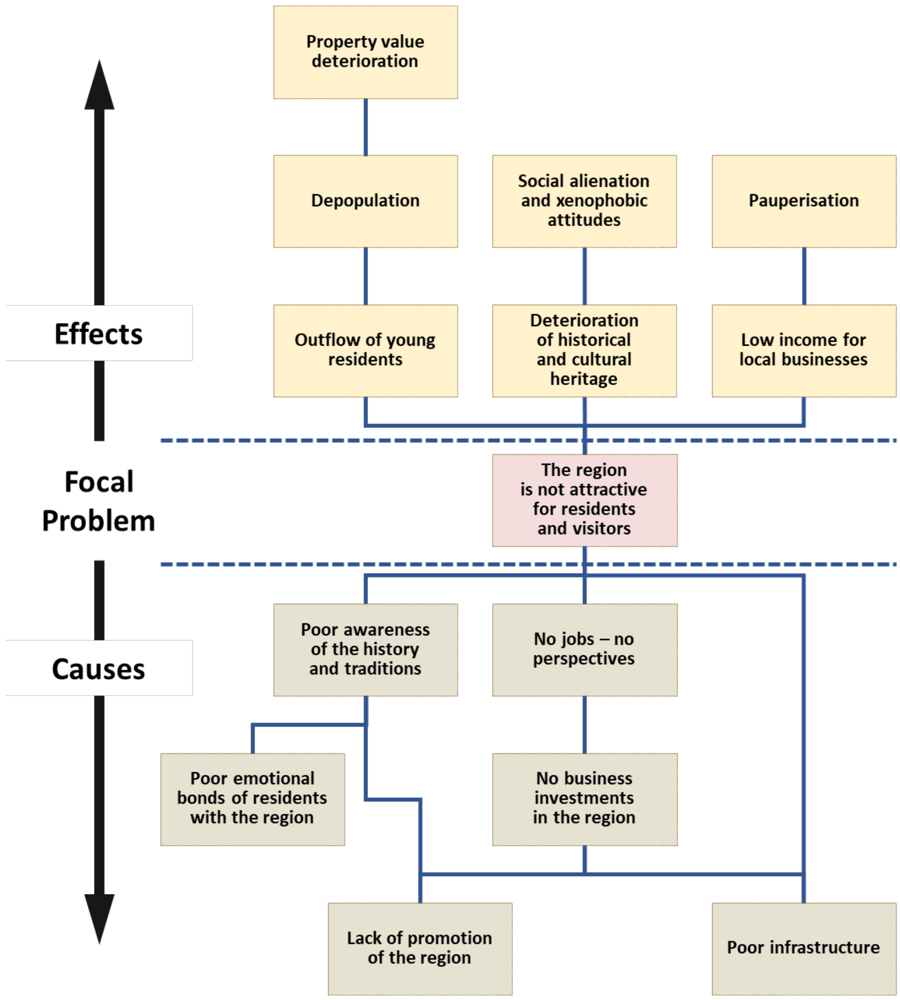
Remarks

- “Resources” factor can be split into different categories (“Financial”, “Human”, “Non-Human”, etc.)
- Expect difficulties in quantifying some factors (such as “Scope”)
- If all factors are classified as “Constrain”, the project becomes unmanageable. There is no decision-making flexibility. At least one (preferably two) of the three main factors should be defined as “Enhance” and/or “Accept”.
- The main source of information concerning the prioritisation of the factors should be the Project Owner
- In a debrief as the teams to provide quick rationale for their classification of factors. In the case of differences of results between the teams note that most probably they result from different assumptions they made and a resulting different interpretation of these assumptions. Emphasise that using assumptions to continue with a project is a very common situation in projects. As such it is not such a big problem. However, every assumption should lead to identification of at least one risk associated with an assumption turning out to be false. If these risks are not identified and managed and if the assumptions are nor monitored, it may substantially increase the overall risk of a project.

4.3. Problem Tree Analysis and Objectives Tree Analysis

4.3.1. Part 1: Problem Tree Analysis

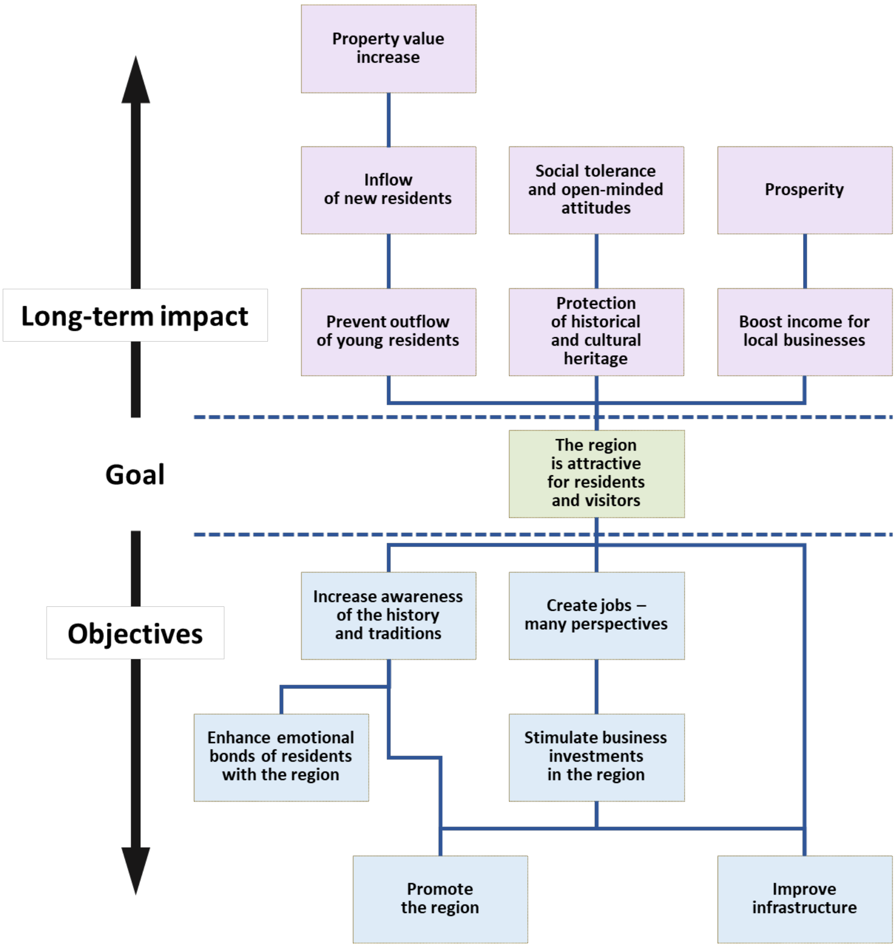
Based on the situation described in the case study, analyse and discuss with your team the problem tree that was prepared by the previous project manager:



1. Do you agree with the way the focal problem, causes, and effects are stated? What changes would you make in these statements?
2. Do you agree with the logic represented in the tree? What changes would you make here?
3. Taking into consideration how is the current project scope defined suggest at least three additional causes and at least three additional effects that you could include in this tree.
4. Are all the components of the tree addressed by the current project scope? What changes to the scope would you suggest to improve this?

4.3.2. Part 2: Objectives Tree Analysis

Now it is time to go to the second step of this process and define the objectives as well as long-term impact of the project. Again, your starting point is the objectives tree prepared by the previous project manager:



1. Update the tree with all the changes you introduced in the problem tree: add new boxes related to new causes and effects and update the logic. If you changed the wording in any boxes verify if the objectives or long-term impact statements are still relevant.
2. Ensure that all components of the tree are defined in the way consistent with the SMART model.

4.3.3. Notes for the trainer

Use the content of pages 123 and 124 to print exercise handouts for participants.

Timing: Up to 40 minutes

10 minutes—part 1 base duration
15 minutes—part 2 base duration
Up to 10 minutes—debrief
Up to 5 minutes—time buffer for extension

Remarks

- Remind participants about assumptions. Advise that if they have doubts or problems they should ask for your support as good time management is critical in this exercise.
- Participants have 10 minutes for part 1 of the exercise, so they should start the most time-consuming part no later than about 4 minutes after the start of exercise. This is a good indicator of their progress.
- In part 2 make sure that they complete point number 1. They should do it no later than within 8 minutes from the start of part 2. The remaining 7 minutes is not likely to be sufficient to make all of the objectives consistent with SMART model, but make sure that participants do that at least for 3–5 objectives.
- Whenever you see that any teams get stuck intervene as soon as possible. You cannot afford to find out towards the end of the allocated time that participants are still discussing if the focal problem is defined correctly. The exercise does not have to be completed in each and every detail. It is a lot more important that the participants have the basic feeling of this tool and can comfortably move between the different steps of this process.
- Use the time buffer wisely. You do not have to extend duration unless it is absolutely necessary. The buffer of 5 minutes will not really make the difference if participants did not find the right pace and you may need it later in the course.
- In the debrief ask the teams to present just one chosen example in each point of the exercise.
- Share your assessment of: the amendments made in both trees, the quality of newly added items, the correctness of logic, the final SMARTness of items.

4.4. Logical Framework

Based on the situation described in the case study and your outputs from exercise "4.3. Problem Tree Analysis and Objectives Tree Analysis" develop the Logical Framework for the project using the following tabular format:

	Project Summary	Indicators	Means of Verification	Risks / Assumptions
Goal				
Outcomes				
Outputs				
Activities				

The output from this exercise should include:

1. A set of Activities and resulting Outputs that will define the high-level scope of your project and will logically enable the Outcome (or Outcomes) that contributes to the defined Goal.
2. At least one entry in columns "Indicator", "Means of Verification" and "Risks / Assumptions" for the Goal and for at least one of the identified Outcomes, Outputs and Activities.

4.4.1. Notes for the trainer

Use the content of page 126 to print exercise handouts for participants.

Timing: Up to 40 minutes

25 minutes—exercise base duration
Up to 10 minutes—debrief
Up to 5 minutes—time buffer for extension

Remarks

- When introducing the exercise note that Goal and Outcomes should be easily traceable to specific items in the objective tree from previous exercise (with long-term impact being the basis to define Indicators at these two levels).
- Emphasise that the most important element that participants should primarily focus are Activities and Outputs (they will be the basis for the next exercises). In particular they should ensure that the whole scope is covered.
- Remind about assumptions. Advise that if they have doubts or problems they should ask for your support as good time management is critical in this exercise.
- Recommend that participants should start with the first column. It is likely that they will need at least 12–15 minutes for Activities and Outputs, so they should start them no later than after about 5 minutes of the exercise, and should leave themselves at least 5 minutes for columns 2–4. These are good indicators of their progress.
- It makes sense to use some or all of the buffer if participants' pace is good and they need just a little bit of additional time to finish. If the pace is poor you have to intervene earlier and provide them some facilitation (either to selected teams or to the whole group). Give them one or two examples and let them continue on their own. Monitor them throughout the whole exercise because they may slow down again.
- In the debrief ask them to list their Activities and related Outputs. Compare them between the teams and comment on any differences. Ask each team to provide Indicators, Means of Verification, and Risks/Assumptions only for one chosen line. Make that different teams cover different lines.

4.5. Stakeholder Radar

Based on the situation described in the case study conduct a simplified stakeholder identification and analysis. Your output from this exercise should include:

1. A list of up to ten stakeholders (2–3 in each CPIG category).
2. A stakeholder radar with the assessment of all stakeholders from this list.
3. Basic components (3–4 bullet points) of stakeholder management strategy for two selected stakeholders (each must belong to a different CPIG category).

4.5.1. Notes for the trainer

Use the content of page 128 to print exercise handouts for participants.

Timing: Up to 25 minutes

15 minutes—exercise base duration
Up to 5 minutes—debrief
Up to 5 minutes—time buffer for extension

Remarks

- The exercise requires a good pace and rigorous time control but it is relatively straightforward.
- Recommend that in the first step participants should not spend time on debating whether a given entity is a better or worse stakeholder or if it is a stakeholder at all. This step is meant to be a typical idea generation activity where critical thinking should be "switched off" and quantity prevails over quality. The assessment step is a verification of these results and all the less important stakeholders are moved out of the focus. This is a well-proven and effective approach and actually one of the aims of this exercise is to teach participants such attitude.
- On average participants have 5 minutes per each section of the exercise and actually this is a good indicator of their progress. So, monitor the teams and react if they fail to perform at this pace.
- As a minimum, participants should develop a strategy for one stakeholder. If the time is over and they only have one do not extend the duration and save the buffer for other time-constrained parts of the course.
- Conduct the debrief in the form of a quick review of what other teams achieved. Ask the teams to go around the room and visit the results of other teams. Give them 2 minutes for that. Then ask all of them if they have any questions or remarks. Finally, ask one volunteer team to present their strategy and spend another minute on commenting it.

4.6. Project Budget

Assume that in the case study you are going to develop a project proposal in response to a call published by Interreg South Baltic programme. Based on the Programme Manual, the situation described in the case study, and the outputs of previous exercises work on developing the project budget. Your output from this exercise should include:

1. A determined structure of the budget with individual budget lines.
2. Up to 2 examples of probable eligible cost items (for this particular project) in each of the budget lines.
3. One examples of probable non-eligible cost items (for this particular project) in each of the budget lines.

4.6.1. Notes for the trainer

Use the content of page 130 to print exercise handouts for participants.

Timing: Up to 40 minutes

25 minutes—exercise base duration
Up to 10 minutes—debrief
Up to 5 minutes—time buffer for extension

Remarks

- Make sure that participants have access to Interreg South Baltic Programme Manual during this exercise.
- The most challenging part of this exercise is that participants need to extract the necessary information form the Programme Manual (pages 64–84) in a very short time. However all this information is provided in one place and is very clearly presented. The manual also contains very extensive lists of examples of cost items that are eligible and those that are not eligible. So, it is just a matter of reading the manual with understanding and being able to apply it in a given project.
- Ensure that participants do not try to estimate the numbers. They are irrelevant for the purpose of this exercise. Remind them to focus on cost categories and items not the numbers.
- Monitor the time and the pace of participants. However, of all the exercises this one is the only one in which there is a real opportunity to shorten the base time used for the exercise and lengthen the duration of the debrief. We recommend that you should attempt to do it because a longer debrief may give the participants a lot more value. You can also use the buffer to extend the duration of a debrief.

4.7. Work Breakdown Structure

Based on the situation described in the case study and your outputs from exercises “4.3. Problem Tree Analysis and Objectives Tree Analysis” and “4.4. Logical Framework” develop work breakdown structure for the project.

The output from this exercise should include:

1. Three levels (two levels of decomposition) in each branch of the WBS.
2. Work package level in at least one of the branches.

4.7.1. Notes for the trainer

Use the content of page 132 to print exercise handouts for participants.

Timing: Up to 45 minutes

30 minutes—exercise base duration
Up to 10 minutes—debrief
Up to 5 minutes—time buffer for extension

Remarks

- It is very important that participants quickly get the mechanics of this tool and its output. A typical problem with WBS is that people put there as components things such as deadlines or other constraints, resources, etc. Ensure they understand that the tool is to define **project scope** or **work** that needs to be performed in a project. They should think in terms of **activities** that produce specific **results** (**outputs/products**). A date, risk, or resource are none those things. Another trap is trying to arrange WBS components in chronological order. This is part of project scheduling and must be done in tools such as Gantt chart or network diagram, but NOT in a WBS. intervene whenever you see such issues.
- If participants get stuck with the first level of decomposition tell them to literally copy the activities from their logframe as the first level of decomposition. It works very well and an additional benefit is a clear traceability between the two tools. Once they have the first level the rest should be easier.
- Remind participants about the three mandatory rules. People tend to underestimate these rules because they seem to be so obvious. But the reality is that most of the problems with WBS result from violating these rules.
- It is sufficient if participants get to work package level in just one branch. If they complete this faster than the base time do not hesitate to finish earlier. You can have more time for debrief or for other topics. Excess time is not a problem in this course!
- Do the debrief in Q&A mode. Ask what was particularly difficult and what was easy. Let the participants share comments on process rather than the output of this method. However, verify if their WBSes are correct.

4.8. SWOT Analysis

Based on the situation described in the case study:

1. Identify strengths and weaknesses within associated with our local community and/or entities that may be potentially engaged in the project coalition (at least three examples in each of these categories).
2. Identify threats and opportunities within the context of our operations that may impact negatively or positively our capability to achieve project objectives (at least three examples in each of these categories).
3. Identify at least three examples of relationships between the items identified above that may be the basis for specific strategies you may consider in relation with this project.

Strengths	Weaknesses
Opportunities	**Threats**

4.8.1. Notes for the trainer

Use the content of page 134 to print exercise handouts for participants.

Timing: Up to 25 minutes

15 minutes—exercise base duration
Up to 5 minutes—debrief
Up to 5 minutes—time buffer for extension

Remarks

- Ask participants to work with flipcharts right from the beginning. This will give them a better focus and let them be more efficient with recording their output.
- The timing allocated for this exercise allows to do it only in a very basic form. It could be a real value added for participants if you can extend its duration by additional 10–15 minutes. This is especially useful for part three of the exercise.
- If you need to maintain a short duration you can suggest that the teams split into two sub-teams, one of them working on strengths and weaknesses, and the other on threats and opportunities. This may help them to generate more output.
- The main purpose is to get the flavour of the tool and experience the value of conversation that is triggered within the team by using this format. Emphasise this during debrief.
- When you conduct the debrief do not let participants read the whole content of their matrices. Rather than that, you may ask the teams to visit other flipcharts and compare the results and then have a very short round of comments. Alternatively, you may ask them what was challenging to them, what they found easy or engaging, etc.

Interreg South Baltic
European Union
European Regional Development Fund

4.9. Basic Financial Indicators

The financial team has developed the following financial forecast related with inflows and outflows associated with the project:

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTAL
1	Revenues on operations of the cultural centre		50	300	650	1,000
2	Construction of the building	250	300			550
3	Exterior of the centre	20	50			70
4	Purchase of furniture and equipment		60			60
5	Bank loan to finance part of the project		410			
6	Interest on bank loan		90			90
7	Own capital of the investors	270				
8	Discount rate	1	0.91	0.83	0.75	

1. Calculate NPV of this financial scenario.
2. What is the Payback Period of this scenario?

4.9.1. Notes for the trainer

Use the content of page 136 to print exercise handouts for participants.

Timing: Up to 15 minutes

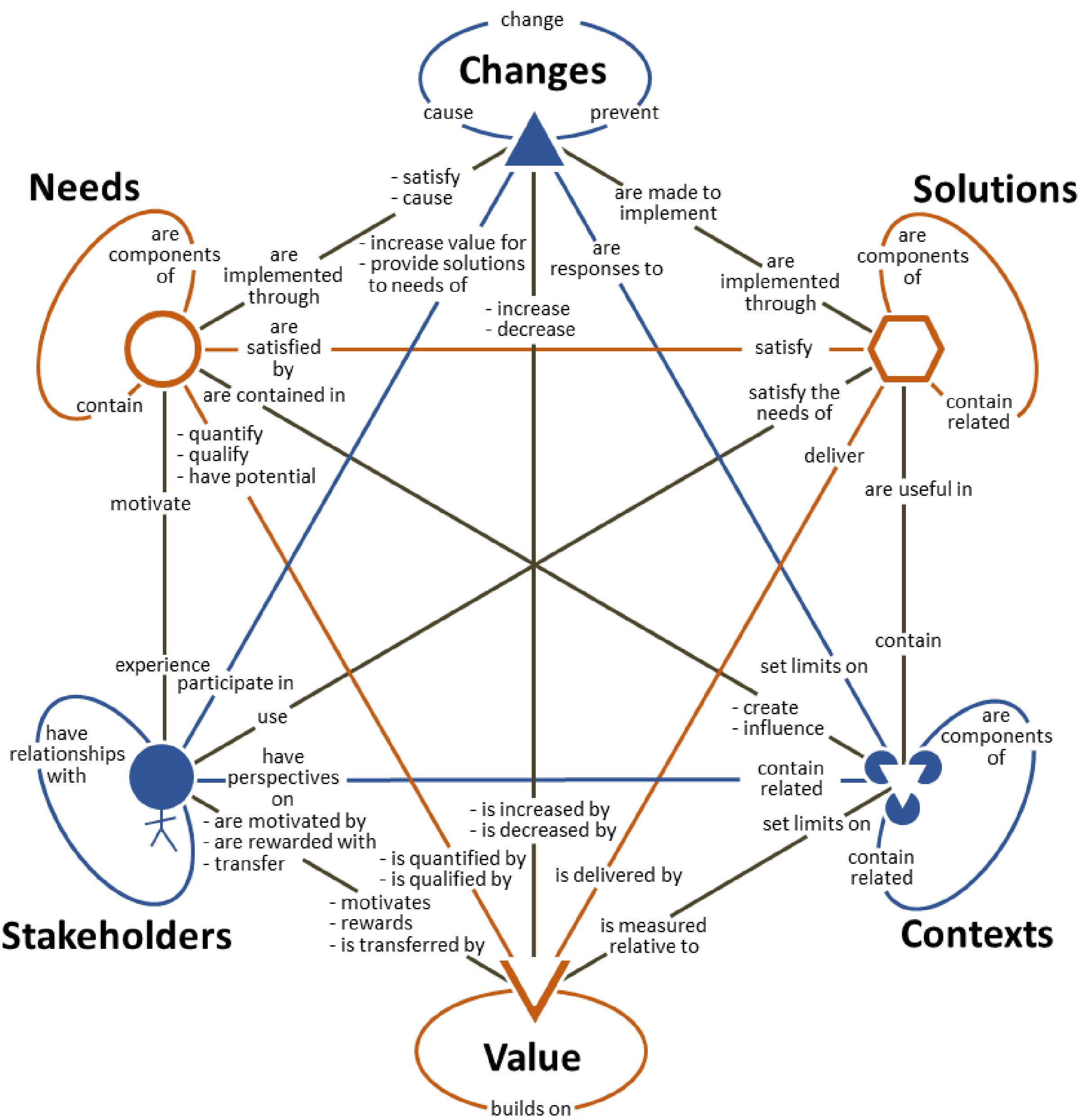
12 minutes—exercise base duration
Up to 3 minutes—debrief

Remarks

- Numbers in the table are not really that important, so explain to participants that their task is not to challenge the accuracy of estimates in this exercise. If they do not find these numbers comfortable they can change them to any other numbers and focus on calculating the indicators.
- This is an optional exercise. You need to resolve a dilemma of whether you should do this with the group or decide to give it up. There are some obvious advantages of doing this exercise as it gives participants the real practical experience with financial indicators. For some of them it can be a truly demystifying experience. On the other hand, it can easily elongate so you may find yourself in a situation that after 15 minutes all teams have still a long way to go to reach a solution. Therefore, you need to monitor the progress and provide some hints during the exercise to get at least one team to a successful closure. Let this team then to present their solution.
- Our recommendation is to stop the exercise after 15 minutes (or even a little earlier) and show the solution if no teams managed to get it right or ask one of the teams to share the solution with the others. There is not much time left for discussion so just ask if there are any questions and answer them briefly or park them.

4.10. Business Analysis Core Concept Model

Using the components of Business Analysis Core Concept Model, prepare a one-page summary of the information about a project that you are currently involved in or were involved in the past. Ensure that you have covered all six components in your description. The following diagram may help you define and describe relationships between the six components.



4.10.1. Notes for the trainer

Use the content of page 138 to print exercise handouts for participants.

Timing: Up to 30 minutes

20 minutes—exercise base duration
Up to 10 minutes—debrief

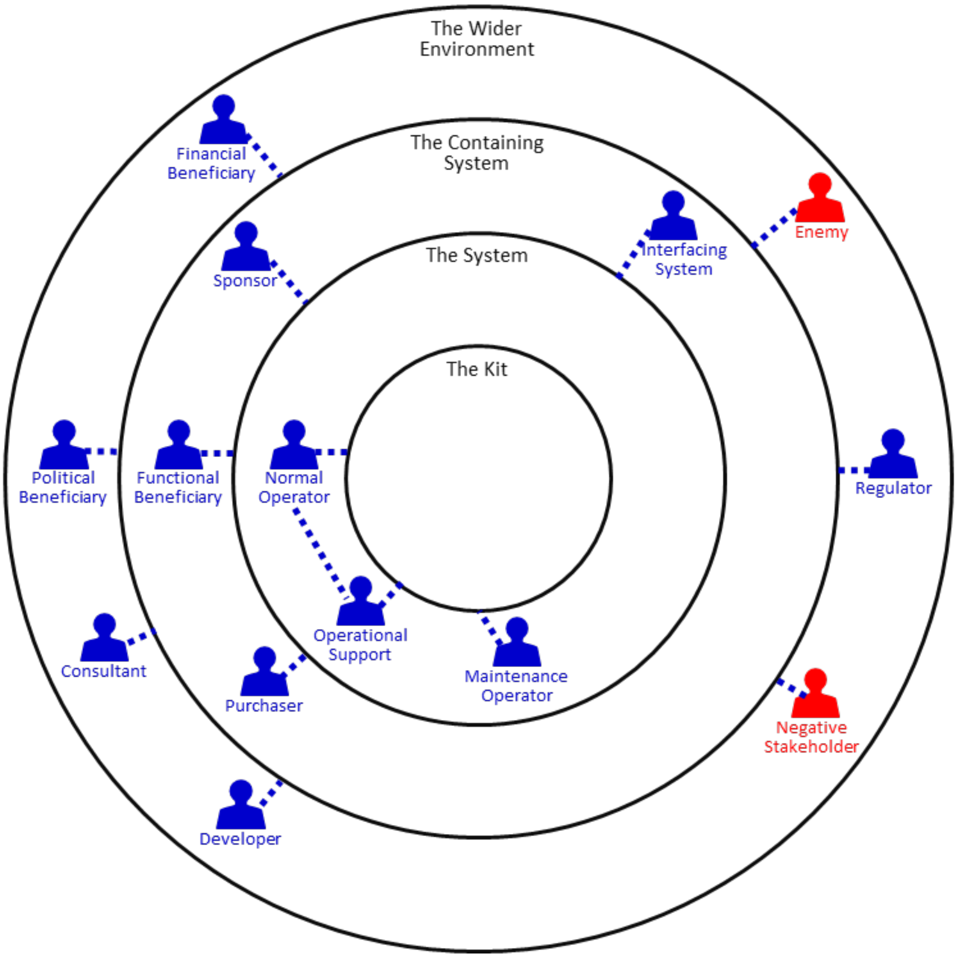
Remarks

- The recommended approach to debriefing this exercise is to let the participants have a 2-minute presentation of their output. Emphasise that they have a time limit and reserve enough time for all teams to use their 2 minutes plus additional 2–3 minutes for time buffer and your wrap-up. Plan it upfront and if you find that you need less than 10 minutes for debrief extend a little the base duration. That means that you have time for up to four presentations. Ask participants to volunteer. It is not recommended to force them to present as they may prefer to listen to the others rather than to expose themselves. Usually, 20 minutes is sufficient. That gives the participants about 3 minutes for each component.
- It is up to you to decide if you do this exercise in small teams or individually or let the participants decide themselves. The thing is that unless they participated in the same project and can work together on the same description the exercise will be too time-consuming. So it is much better to tell them that they need to self-organise and work individually if no other participants were involved in the same project.
- Do the time-keeping on behalf of participants. Some of them may have difficulties in ensuring that they do not exceed the average time per each component. So keep reminding them how much time is still left. A little time pressure in this exercise will help them to be more focused and productive.
- Wait with your comments until all presentations are delivered. Be assertive with your feedback and if have doubts or notice any obvious mistakes point them out. However, always try to balance such “negative” comments with some “positive” feedback to acknowledge the effort of participants.

4.11. Using Onion Diagram

Based on the situation described in the case study identify one example of project stakeholders belonging to the following categories:

1. Normal Operators
2. Operational Support
3. Maintenance Operator
4. Functional Beneficiary
5. Political Beneficiary
6. Financial Beneficiary
7. Interfacing Systems
8. Regulator
9. Purchaser
10. Negative Stakeholder / Enemy



4.11.1. Notes for the trainer

Use the content of page 140 to print exercise handouts for participants.

Timing: Up to 20 minutes

10 minutes—exercise base duration
Up to 5 minutes—debrief
Up to 5 minutes—time buffer for extension

Remarks

- Explain to participants that they do not have to use the circles as a format to document the results of stakeholder identification. Actually, a list or a table is a lot more practical to document additional data about each stakeholder. The image is only to visualise the model.
- Be supportive with explaining and reminding the definitions of individual categories but let the participants have their own ideas as to whom they identify as representatives. It is not a problem if they cannot find any as some slots can be empty.
- When conducting a debrief do it in a collective mode, by asking the whole group "Whom do you have as Normal Operators?", "Whom do you have as Functional Beneficiaries", etc. If they have any doubts or disagree they should raise this as an issue themselves.
- The main purpose with this exercise is to convince them that this tool works as a specific checklist and introduces a lot of structure into identification process. It also aims at proving that the tool can be easily applied in any industry and is not an IT-specific tool.

4.12. Planning Stakeholder Engagement Strategy

Based on the situation described in the case study:

1. Assess current and desired attitudes towards the project for at least five different stakeholders.
2. For at least two selected stakeholders develop suggested action that you may undertake in order to change the stakeholders' attitude from current to desired level.

Stakeholder	Attitude towards the project					Strategy
	– –	–	0	+	+ +	

3. For stakeholders with negative current attitude in the above table identify the type of their resistance.
4. Suggest the actions that may be taken to address their specific type of resistance.

Stakeholder (– – / –)	Type of resistance			Strategy
	Technical	Political	Cultural	

4.12.1. Notes for the trainer

Use the content of page 142 to print exercise handouts for participants.

Timing: Up to 25 minutes

15 minutes—exercise base duration
Up to 5 minutes—debrief
Up to 5 minutes—time buffer for extension

Remarks

- The time allocated for this exercise is extremely limited. Unfortunately, to conduct it in a full-blown format you would need several hours. Still it is really beneficial to introduce this methodology as it can offer great value to project teams. We recommend to keep this exercise even if you are very limited on time.
- In the minimum version ask participants to focus right from the beginning only on stakeholders with a negative attitude. Ask them to do the complete analysis for three stakeholders and if they have some time left add more stakeholders to the list.
- Do not ask about details of the output during debrief. Rather than that, focus on the process and ask what was difficult or challenging or unclear. Emphasise the practical aspect of this method.

4.13. Scheduling with Network Diagrams

Based on the situation described in the case study:

1. Ensure that you have a set of around 10–12 or more work packages related with a specific area in a project. You can use the output of exercise "Work Breakdown Structure" included in Part 1 of this training course. Alternatively, you need to conduct the decomposition of project scope as part of this exercise or simply define a list of related work packages.
2. Using the set of work packages develop the logic of a network diagram.
3. Conduct forward pass and backward pass and determine the critical path(s).

4.13.1. Notes for the trainer

Use the content of page 144 to print exercise handouts for participants.

Timing: Up to 50 minutes

30 minutes—exercise base duration
Up to 10 minutes—debrief
Up to 10 minutes—time buffer for extension (of base time or debrief)

Remarks

- To conduct this exercise participants need a set of around 10–12 or more work packages related with a specific area in a project. Ideally, the work packages should not create one sequential path of activities but at least three concurrent interrelated paths. The set should not be overly extensive because developing the logic may be too time-consuming. If the group participated in Part 1 of this training you need to ensure that they have the output of exercise “Work Breakdown Structure”. Alternatively, they need to conduct the decomposition of project scope as part of this exercise or simply define a list of related work packages. You can also prepare them a list of such work packages to save their time and let them focus on the essence of this exercise. This should be taken care upfront or you may improvise and facilitate a quick 5-minute session of identifying work packages with the whole group. In general your aim is to get participants working on the network diagram logic as soon as possible.
- Monitor how the group is doing. It is likely that they get stuck at the sequencing stage of network diagram development. Do not push them too much but remind them that they need to leave at least 5 minutes for calculations.
- In a debrief emphasise the difficulty of sequencing step and the importance of assumptions made at this step. They may completely change the final output. Point out and correct any technical errors in the diagrams. Emphasise that the calculation part is relatively straightforward and in real life it is usually done by a scheduling tool.

5. Customisation of the Training

One of our main goals when designing the content of this training course was to embed some flexibility enabling trainers to customise the workshops to take into consideration specific expectations or characteristics of a given group. In its basic form the training consists of two parts, each scheduled for one day (eight hours of total time including the breaks). Every time you plan a session consisting of such two parts ensure that your agenda fits within the available time. The timing information provided for each slide includes some flexibility, so you need to make final decision concerning the duration of each step based on the analysis of a given group. Always leave yourself at least 15 minutes of a total time buffer. Thought in the basic form we assume that each part takes one day, you can easily extend this duration to 1.5 days if you have such additional time for the course. If you have more time (for example 4 days in total) we recommend to conduct a more thorough analysis of the group needs and expand the training with a practical part based on a real project.

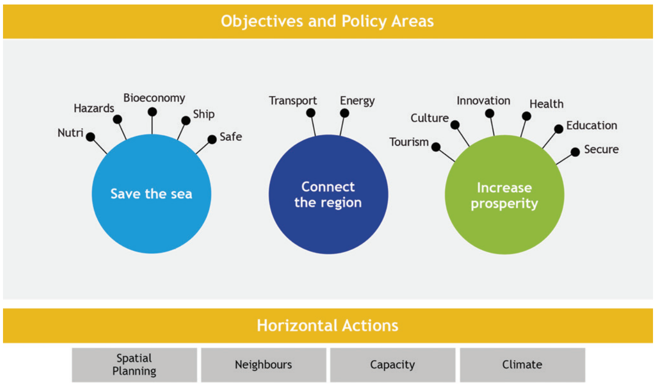
Another possible scenario is that participants are engaged only in one of the two parts. This is relatively easy as the two parts are rather independent. However, you need to ensure that participants of part 2 have the knowledge included in part 1. Additionally, you have to take care that they can smoothly do the exercise related to network diagrams (as an input to this exercise they need a list of work packages that is an output of WBS exercise in part 1).

Finally, you have almost unlimited possibilities of creating your own custom-made training courses based on these materials. In fact you can use each individual slide as a building block to create a fully customised course aligned with the needs of a given group and available time. Use the information concerning the timing and all the recommendations included in the descriptions. One of the examples of such customised training courses could be a workshop on business analysis part of the course for a group that is primarily interested in Phase 1 of UMBRELLA Framework. It may consist of:

- The introduction slides (Welcome Slide, Ground Rules and Course Objectives that you need to edit to fit the final content of the course) scheduled for **approximately 30 minutes**.
- Slides 16–19 from part 1 of the course (if necessary also slides 20–22) (**ca. 20–30 minutes**).

- Exercise on Problem and Objective Tree Analysis from part 1 of the course (**ca. 45–60 minutes**).
- Slides 7–11 from part 2 of the course (**ca. 60 minutes**).
- Exercises on SWOT Analysis, Financial Indicators, and Business Analysis Core Concept Model from part 2 of the course (**ca. 90 minutes**).
- Final slide (**ca. 15 minutes**).

As you can see the total net duration of such course could be around 4.5 to 5 hours. Feel free to expand this material with any additional materials that you find useful and share your feedback with us. You may also use a simple Excel spreadsheet (“Umbrella Training.xlsx”) that we have created to plan the agenda of your course and calculate its total duration. The spreadsheet contains a recommended agenda for both parts of the course but you may use it to plan your own approach that suits best the needs of a given group.



How you can benefit?

There is no better illustration of potential benefits than the actual successfully completed projects. Here are some of them:

South Coast Baltic—attractive modern tourist destinations and marketing opportunities

BUDGET: 2,516,732.99 EUR
PROGRAMME CO-FINANCING: 2,127,223.04 EUR
DURATION: October 2016 – March 2020
South Coast Baltic is a joint marketing initiative that promotes the boating region of the south eastern shores of the Baltic Sea, including Vorpommern (DE), Bornholm (DK), Zachodniopomorskie (PL), Pomorskie (PL), Klaipėda region (LT) and Kaliningrad region (RU). The goal is to attract more tourism by building a strong recognized umbrella brand and increasing the quality of services and products offered by the operators. The SCB provides courses, market research, networking opportunities, etc. Every year it organizes a boating rally to explore and promote the historic, cultural and natural gems. Find out more about this project at: https://southcoastbaltic.eu

Biking South Baltic—increasing the sustainability of tourism in the South Baltic Region

BUDGET: 988,036.69 EUR
PROGRAMME CO-FINANCING: 807,982.52 EUR
DURATION: January 2017 – December 2019
Biking South Baltic goal is to promote and develop the Baltic Sea Cycle Route (EuroVelo 10 – Velo Baltica) in Denmark, Germany, Lithuania, Poland and Sweden. The project aims at increasing the cycling tourists safety and satisfaction from the regional tourism offer while protecting the nature from the devastation by the increasing number of tourists. Find out more about this project at: https://www.prot.gda.pl/biking-south-baltic

Attractive Hardwoods—connecting nature and people

BUDGET: 1,493,252.65 EUR
PROGRAMME CO-FINANCING: 1,189,875.44 EUR
DURATION: July 2016 – June 2019
How can we bring people closer to nature, and boost ecotourism in the South Baltic Region? This is the question connecting the many different partners who are involved in this project led by the Swedish Forest Agency. The solution? Promote best practice by sharing challenges. Find out more about this project at: https://www.skogsstyrelsen.se/en/attractive-hardwoods

Potential sources of funds

One of the most challenging steps in the process of EUSBSR intervention is finding and successfully applying for a financial support from a funding programme. Examples of funding sources available for project undertaken in South Baltic Region include:

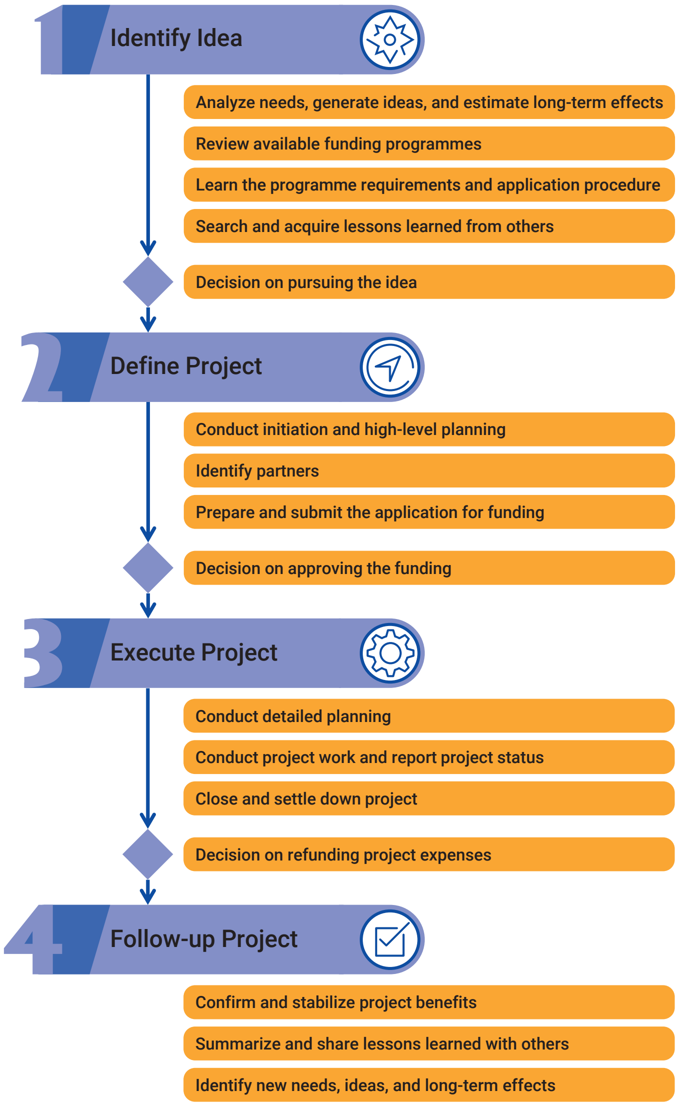
- Interreg South Baltic
- Interreg Baltic Sea Region
- Interreg Central Europe
- Erasmus +
- Life
- Europe for Citizens
- Horizon 2020
- EASI (PROGRESS and EURES)
- Creative Europe
- Rights, Equality and Citizenship work programme
- Swedish Institute funding
- EEA & Norway Grants
- POWER (Polish programme)
- Nordic Council of Ministers funding
- CBSS-PSF (project support facility)
- URBACT
- EU Maritime and Fisheries Fund

Our educational materials will help in the process of identifying and selecting the most appropriate funding programme and will guide you.

Tips & Tricks

- **Cooperation must be valuable for both sides**. Offering new business contacts or opportunities is attractive but just offering "know-how" is not enough for companies. (BioBigg)
- To begin a cooperation with companies, **you must be able to offer something**. Companies are not non-profit institutions and they care about money. (BioBigg)
- **Be open**, and try to understand the other culture's point of view. (CaSYPoT)
- **Accept the differences**—sometimes there is no one optimal solution for all the countries. (CaSYPoT)
- **Communication and willingness to cooperate** is the most important factor to success. (Attractive Hardwoods)
- **Do what you promise to do** and do not avoid taking responsibility. (Attractive Hardwoods)
- Misunderstandings may result from cultural differences. With time you will understand each other better with the partners. **Learn to compromise**. (Biking South Baltic)
- The **established relationships with the partners bring benefits**—for you, the project and your future undertaking. (Biking South Baltic)
- Acknowledge **the power of social media communication**—it is really the tool that the majority of your will get to know you project and its initiatives. (South Coast Baltic)
- **Build strong ties with the stakeholders** by regular updates, sending the materials and face-to-face meeting so the networks continue after completion of the project. (South Coast Baltic)

UMBRELLA Project Management Framework



With the support from the subject matter experts in project management we have developed a framework that will guide you through the process of creating, initiating, and conducting a project supported by funding programmes. In fact, you may also use this framework for any other project that you undertake!

It is based on best practices included in the standards, methodologies, and approaches used worldwide by commercial and non-commercial organizations. However, we have adjusted these best practices to take into consideration your specific needs and the nature of the projects you will undertake. We have also expanded them with steps associated with finding the appropriate source of funds to finance the project, conducting a successful application process, and fulfilling the obligations resulting from the support provided by funding programmes.

The framework covers the whole project life cycle—from identification and understanding of your need, to converting your ideas on how to address these needs into specific project, to planning and executing this project successfully, and finally to ensuring that the benefits expected from the project are actually achieved and sharing the lessons you learned in your project.

We have equipped our framework with the complete set of additional materials that will help you in managing your project successfully. They include:

- important definitions associated with international projects;
- tools and techniques used to manage a project at different stages of its lifecycle;
- templates and examples of useful project documents;
- exercises, questionnaires, checklists, guidelines, tests, case studies, and a comprehensive list of useful resources (books, papers, websites, etc.)

With our framework and our assistance, you can successfully convert all your great ideas into tangible results!

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