



Rural Community Cooperative Facilitator (CCF)



Training Course – Module 1 – Identifying your Project

<http://www.entcom.eu>

ENTCOM – Entrepreneurship and Community Cooperatives

Project Number: 2014-1-IT02-KA204-003631



1: Identifying your Project

Skill Topic Area: Train individuals/groups engaged in cooperatives how to clearly identify their project e.g. research techniques, needs analysis, SWOT Analysis, resource identification (people and money).



Rural Community Cooperative Facilitator (CCF) are bound to support, monitor and actively engage in the proper training and mentoring of community leaders at a variety of levels. As expressed in the rationale of the present project description, the main aim of the initiative is the development and consolidation of entrepreneurial competences (knowledge, skills and attitude) in order to structure entrepreneurial initiatives under the specific framework of “community cooperatives”.

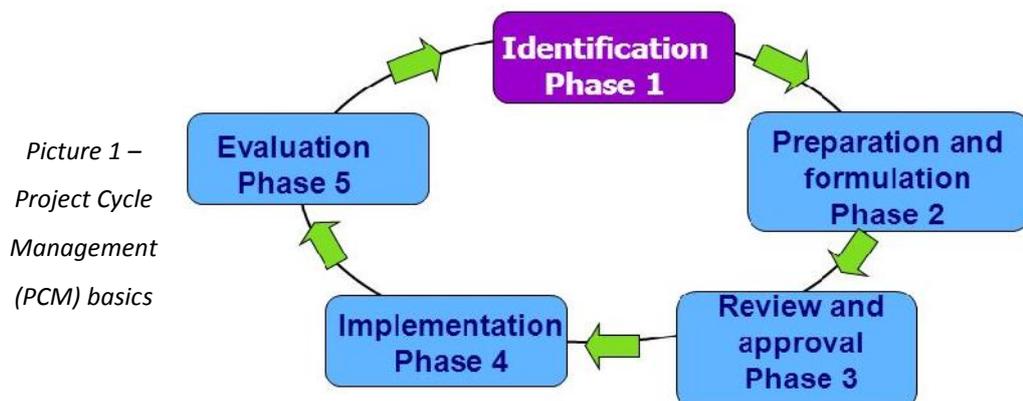
1.0 INTRODUCTION

Identifying (characterizing and outlining), a project (work plan, initiative) that is conceptualized to tackle a specific need is the key milestone and the very early stage of the project development, either aiming at creating theoretical instruments such as policies, or practical equipment such as infrastructures, or an entity such as a community cooperative.

Therefore, it is essential to implement a structured learning activity in this field. This module will support the CCF in generating the Project Concept Note, which outline the answer to an identified need, materialized in a project and its work plan.

1.0.0.: Objective of the current module

The present module of the EntCom Training Course (TC) “Identifying your Project” outlines the content, exercises (scenarios) and resources (material to support the TC) related to the referred theme.



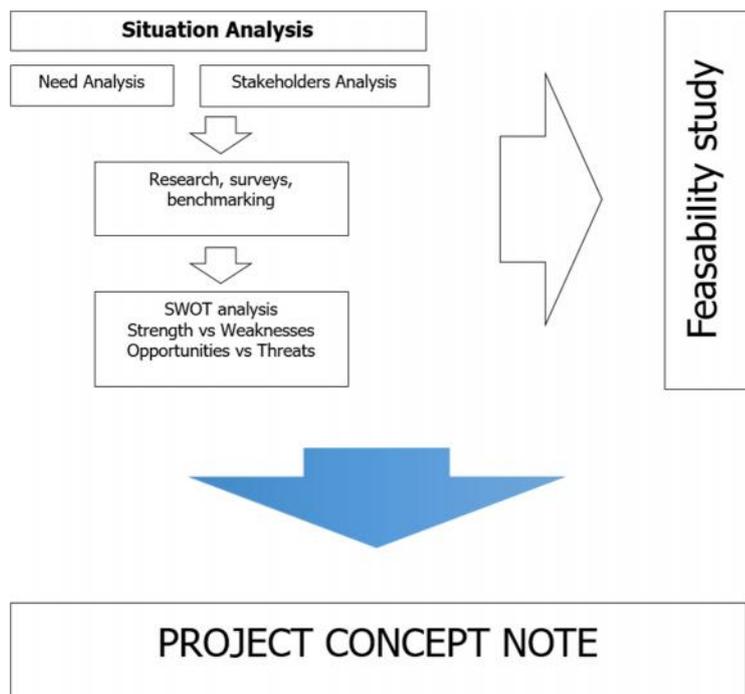
The key learning outcomes of the present module activities is defined as “the identification of a project and the related Project Concept Note (PCN)”, which is a milestone in the inception phase of project development, namely for the argumentation (rational), negotiation with a prospective contributor (financial), explanation to beneficiaries and stakeholders, and ultimately to better prepare the further stage of the project as a whole.

Depending on the specific needs and the level of awareness of interested parties, the PCN will differ in level of detail.

This module outlines the basic procedures and components that globally encompass the work process of “project identification”.

Quote: *"Fast is fine, but accuracy is everything"*, Xenophon (Greek historian, student of Socrates).

The picture below illustrates the steps, activities and tasks in project identification and conceptualization.



Picture 2 - Project identification key milestones

1.0.1 Structure (ECVET approach)

| Sub Module | Main learning outcome | Secondary learning outcome | Section |
|------------|---|--|---------|
| 1 | Understanding the notion of project conceptualization | Project conceptualization components | 2.0.0 |
| | | Understanding and characterizing a need | 2.0.0.0 |
| | | Knowing how to conduct a situation analysis | 2.0.0.1 |
| 2 | Understanding research methodologies | Knowledge of supporting tools and good practices | 2.0.1 |
| 3 | Understanding S.W.O.T. analysis | Knowledge of supporting tools and good practices | 2.0.2 |
| 4 | Understanding a feasibility study | Knowledge of supporting tools and good practices | 2.03 |
| 5 | Understanding funding systems | Knowledge of supporting tools and good practices | 2.04 |
| 6 | Understanding and creating a project concept note | Knowledge of supporting tools and good practices | 2.05 |
| | | | |

1.0.2 Framework of competence (skill topic area)¹

| Knowledge | Skills | Attitude |
|---------------------------|---|---|
| Project conceptualization | 1. Critical thinking 2. Organizing 3. Methodical | 1. Pragmatism 2. Enthusiasm 3. Communality |
| Research methodologies | 1. Critical thinking 2. Questioning 3. Surveying tools | 1. Pragmatism 2. Accurate 3. Meticulous |
| S.W.O.T. analysis | 1. Critical thinking 2. Assessment 3. Questioning | 1. Pragmatism 2. Logical 3. Meticulous |
| Feasibility study | 1. Critical thinking 2. Logical framework 3. Sense-making | 1. Pragmatism 2. Meticulous 3. Logical |
| Funding systems | 1. Communication 2. Social (globally) 3. Media | 1. Proactivity 2. Charisma 3. Self-confidence |
| Project concept note | 1. Cultural awareness 2. ICT 3. Design mind-set | 1. Pragmatism 2. Open-minded 3. Meticulous |

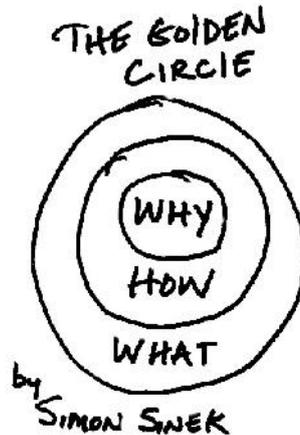
¹ Developed from Heinonen & Poikkijoki (2006). *An entrepreneurial-directed approach to entrepreneurship education: mission impossible?* *Journal of Management Development*, 25 (1) and incorporating issues from EC (2007). *Key competences for lifelong learning – European Reference Framework and NESTA (2009). The identification and measurement of innovative characteristics of young people.*

2.0 SUB-MODULES

2.0.0 Project conceptualization – Submodule 1

What is a project concept? The feasibility, or concept, phase of the Project Life Cycle (PCM) is the inception development stage started after determining the rationale and value-added potential for implementing a project. This commonly consists of an examination and study set of activities, where a preliminary project description is outlined with sufficient feature, validating that the project is realistic, and identifying how the project should be organized aiming at delivering the expected benefits to the identified target group, beneficiaries and stakeholders. The Feasibility Study phase of

the PCM is where the prevalent opportunities for adding best value to the venture can be originate. As the project description gets more advanced, and once the project work plan moves into its implementation stage, the possibilities for adding value lessens as the emphasis shifts towards certifying the results are delivered as planned. Once identified alternatives and options, the resulting task is to narrow down to a best alternative, which may itself comprise a set of options, prior to moving on to the exhaustive pre-scheduling stage of the project.



Picture 3 - Project identification key impact circles

There a virtuous motive for implementing a Project Concept examination at the earliest stage before implementing it:

- to have the opportunity to reflect all alternatives for achieving the planned objectives;
- develop reliably, alternative possibilities and routes for the project beforehand, aiming at identifying the best value option to proceed with;
- engage a relatively small quantity of money to comprehend the project and its probabilities of realisation, before constraining greater quantities of money related with project execution;
- categorise the most important risks linked to the project, should it proceed to application (social, technical, environmental, political, etc.);
- compare the identified project latitude and delineation with the rationale for undertaking it;
- decide when it is the time of the project where best value can be added, supported by the resourcefulness and know-how of those involved, where ideas can be deliberated and verified in a safe environment;
- test the benefactor's (financial) and supporter's level of pledge and enthusiasm to understand the project through, when the resultant conclusions and recommendations are offered.

Watch the video:

The Project Management Life Cycle

<https://youtu.be/POuGKD3xLqs>

Five steps to protect project initiation

<https://youtu.be/SLYWKAdq7j8>

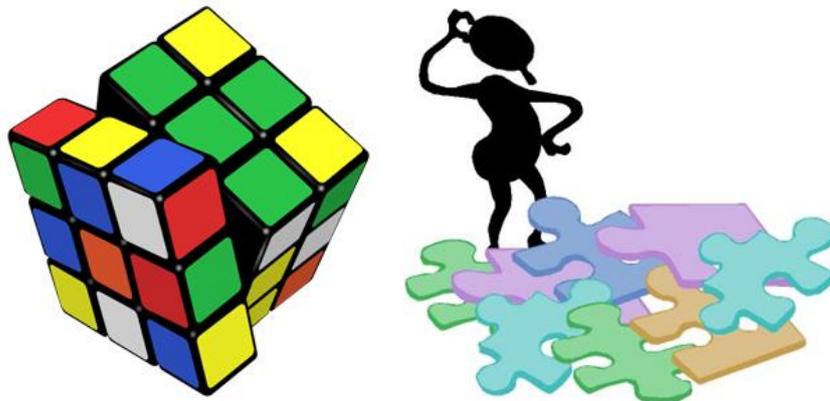
2.0.0.0 What is a need (or problem) and how to define it?

“Truly innovative small businesses and start-ups create a bold vision of a future that doesn't exist yet.,” says Jeanne Liedtka, a design and innovation expert at University of Virginia's Darden School of Business.

At the start it is necessary to brainstorm and identify all the possible sources of a problem or need.

Commonly interrogations to consider as a starting point:

- What is the problem?
- Is it my problem?
- Can I solve it? Is it worth solving?
- Is this the factual issue, or only a symptom?
- If this is a long-standing problem? What's mistaken with the preceding solution?
- Does it need a prompt solution, or can it wait?
- Is it likely to disappear by itself? Can I risk disregard it?
- Does the issue have ethical dimensions?
- What circumstances must the answer satisfy?
- Will the answer affect something that must remain unchanged?

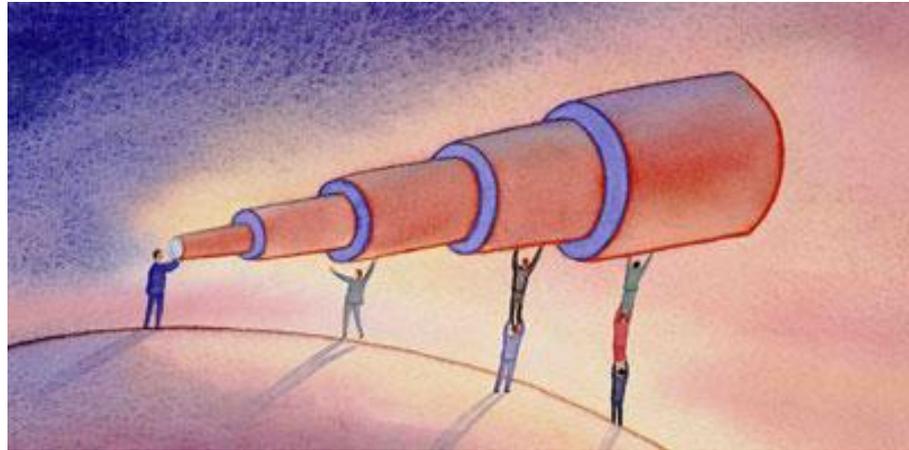


Pictures 4 and 5 – Illustration of problem-solving perceptions

2.0.0.1 Situation analysis (need, stakeholders)

A simple approach to outline the expression "problem" is: a situation that necessitates attention. A situation examination is an assessment of an existing state of affairs and is paramount to conceiving and modernising policies, strategies and programmes. A reliable situation analysis is not merely a collection of facts and figures explaining a need or issue in a determined geographical area, setting and impacting a specific target group. In fact, it is an all-inclusive investigation, covering the full array of up-to-date and prospective future issues and their causes. It also measures and evaluates the current situation as paralleled to the expectations and needs of the surrounding areas, policies or population. It assists as the foundation for determining priorities to be tackled by regulations, strategies or programmes via the course of an all-encompassing, inclusive dialogue. Support to

situation analysis practitioners must be ensured to conduct sound examinations, by, for instance, facilitating the getting together of stakeholders and local community expertise to generate an evidence-based unanimity. The process vastly enhances the subsequent policy, strategy or programme.



Picture 6 – Where are you, what is the state of affairs?

A sound situation analysis commonly provides an assessment of:

- social factors related to the needs, including existing and projected issues, obstacles and challenges;
- expectations, comprising existing and anticipated demand for services, products or socio-related items;
- community's structure performances and of performance gaps in answering to needs and prospects;
- capacity of the issue related stakeholders to answer to current needs and to anticipate upcoming challenges;
- community's structure resources (human, corporeal, economic, communicational) and of resource gaps in answering to needs and expectations;
- stakeholder view point, as well as peripheral associates and donators globally.

Stakeholder analysis is a critical tool for clearly identifying and characterizing key stakeholders for a project or initiative, raising awareness on where stakeholders stand, and implementing teamwork between the stakeholders and the project team. The main aim is to certify that successful outcomes are achieved for the project development or the changes that must be realized. Stakeholders are the individuals or groups who can be positively or negatively impacted by transformation or ventures within the community. Also, they are the very embodiment of positive or negative influence. **Visualising stakeholder influence is paramount to successful situation analysis.**

Watch the video:

Stakeholders: Who they are and who they are not

<https://www.youtube.com/watch?v=K6JyvrJFErs>

Categories of stakeholders comprise:

- primary: the ones who are directly impacted, either positively or negatively, by a community development;
- secondary: the ones who are indirectly impacted by a community development.

Generally used for evaluating the behaviour of stakeholders regarding changes or critical project developments prospects, stakeholder analysis is regularly practiced at the inception phase of a project. It can be implemented punctually or on a systematic basis aiming at tracking and monitoring variations in stakeholder behaviour over time.

The stakeholder analysis is commonly considered a critical and confidential activity and resulting documentation, globally enclosing very sensitive evidence and material.

Benefits of stakeholder analysis:

- delivers clear knowledge on stakeholders' interests;
- provides strategies to influence stakeholders globally;
- enables comprehensive understanding of possible threats;
- identifies key individuals who need to engage and to be informed on the project development during the entire project inception, execution phase and beyond;
- raises awareness of negative stakeholders and their antagonistic impacts on the project development.

Watch the video:

Stakeholders-Analysis

<https://youtu.be/gY8KxMrMNzk>

2.0.1 Analysis methodologies – Submodule 2

An insufficient analysis will only picture or designate the topic. An accurate analysis will go further the mere explanation by engaging in a variety of the categories of examinations listed below, yet it might be insufficient in some aspects, for instance societal analysis related to forthcoming alignments and the improvement of community policy. Precision is provided by practicing combinations of the categories illustrated below and will determine a more comprehensive analysis including sociological aspects, which develops clearer orientation and offers change pathways to address issues associated with the need.

| Type | Description | Outcome |
|------------------|--|--|
| Narrative | Provide a variety of relevant and practical details and evidences | Clarify the situation in sequence without explanations |
| Descriptive | Practice of objective or subjective language for descriptive facts | Provide dominant opinions (the thesis) on the situation in hand |
| Socio-Historical | Examines historical events exploiting social models and theories | Provide the understanding of historical contexts and social challenges |
| Comparative | Elucidates in which way a situation is identical or not to another one | Offer an evaluation of each situation with the same criteria |
| SWOT | Addresses Strengths, Weaknesses, Opportunities, Threats | Provide opportunity to take steps regarding the situation in hand |
| Cause and effect | Reveals the link between one particular event and a correlated outcome | Provide the opportunity to understand correlations between elements |

2.0.2 SWOT analysis – Submodule 3

The need to create new pathways, or change an existing approach is an inevitable component of community shaping and smart, sustainable and inclusive growth. If one knows a way to take stock of the Strengths, Weaknesses, Opportunities, and Threats (SWOT), one is more likely to plan and perform efficiently.

What is SWOT analysis all about?

SWOT stands for: **S**trength, **W**eakness, **O**ppportunity, **T**hreat. This analysis approach leads to identifying situations' strengths and weaknesses (S-W), and complementarily far-reaching opportunities and threats (O-T). Increasing a more comprehensive awareness of the circumstances assists in two important aspects: strategic planning and decision-making. SWOT approaches were initially created for business and industry, but it is similarly valuable in the exertion of community well-being and sustainable growth, edification, and even for personal development.



Picture 7 – SWOT structured planning method

When to implement a SWOT analysis?

A SWOT analysis provides supportive standpoints at any phase of a project development.

It is recommended to be used in order to:

- explore potentials for innovative work plans or answers to problems;
- take decisions about the most accurate pathway for an initiative; identifying opportunities for success in situations of threats clarifies guidelines and decisions;
- determine in which area change is feasible; when at a cross-roads or turning point, a portfolio of strengths and weaknesses will highlight priorities as well as options.
- align and fine-tune strategies mid-terms; new openings might open broader pathways, whereas new threat possibly will close a door that once was.

SWOT provides a straightforward approach of communicating about a project development, initiative or program, and an excellent method to structure information gathered from comparative studies or surveys.

A community problem differs from place to place, and from group to group in the same geographical area. Though there's no recognized definition of a community need, the examples below underline some that were addressed with SWOT analysis approaches which were proven efficient: teen-age pregnancy, access to clean drinking water, child abuse and negligence, delinquency, domestic violence, drug use, ecological contamination, cultural conflict, health inequalities, HIV/ AIDS, starvation, insufficient emergency services, discrimination globally, unemployment, lack of affordable housing, scarcity globally, transportation and mobility, violence

Performing a SWOT analysis approach

| | Positives | Negatives |
|----------|---|--|
| Internal | <p>Strengths</p> <p>What are the advantages, in terms of individuals, material resources, finances?</p> <p>What is done fit? What actions or methods have met with success?</p> | <p>Weaknesses</p> <p>What could be upgraded in terms of human resources, material resources, funding? What actions and methodologies lack efficiency or are poorly done?</p> |
| External | <p>Opportunities</p> <p>What options exist to support or assist the strength - in the environment, the beneficiaries, or the people engaged in the work?</p> <p>What local, regional, national, or international tendencies draw attention to the project development programme?</p> <p>Is a social challenge or demographic outline favourable to the objective?</p> <p>Is a new funding basis accessible?</p> <p>Have alterations in policies made something easier?</p> <p>Do innovation and technology hold new potential?</p> | <p>Threats</p> <p>What challenges must be addressed that delay the strength - in the environment, the beneficiaries, or the people engaged in the work?</p> <p>What local, regional, national, or international tendencies favour interest in further or competing programme?</p> <p>Is a social challenge or demographic outline risky to the objective?</p> <p>Is the situation of a funding scheme shifting?</p> <p>Have alterations in policies made something more problematic?</p> <p>Is innovation and technology menacing efficiency?</p> |

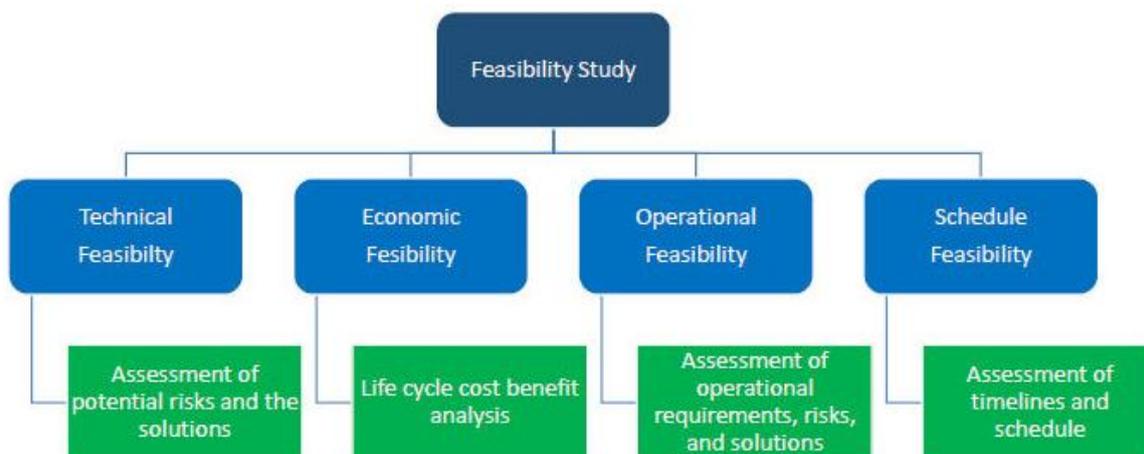
2.0.3: Feasibility study – Submodule 4

A feasibility study is intended to provide a synopsis of the primary issues connected to a project idea. The aim is to recognise “go ahead or stop” critical paths that impacts the project in term of successful achievement in the community at large. Particularly, a feasibility study defines whether the project

idea is coherent. A systematic feasibility analysis delivers large amount of information necessary for the work plan. For instance, an accurate financial analysis is required in order to determine the project's feasibility. This information gives the basis for the financial segment of the work plan. Because setting a work plan is a significant investment of time and money, it is paramount to identify and characterize all the hurdles ahead the project idea before any investment is done. A feasibility study overlooks three key areas

- social needs;
- organizational/technical needs;
- financial needs.

A feasibility study is not an in-depth long-term financial projection, but rather a basic break-even examination to understand which and in what extent resources are necessary to meet the operating work packages.



Picture 8 – Feasibility study framework

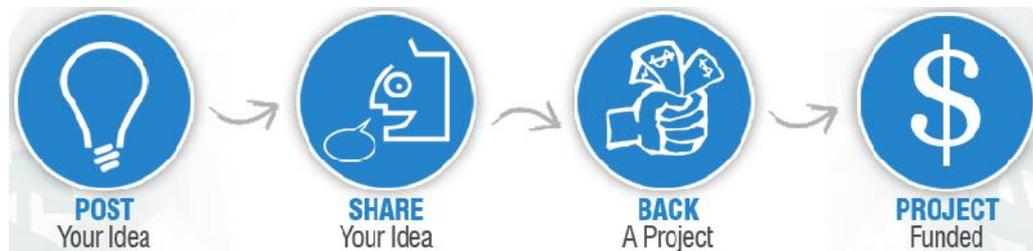
2.0.4 Funding – Submodule 5

Where and how a project is funded is commonly the difference between success and failure. All financial sources may seem like valuable money in this setting. Yet, it is not.

Frequently it makes the most sense to count on a series of different sources of funds. That sounds like a disturbance, but in the long term it ends up significantly decreasing the project's cost of investment and preventing it from economic failure. There are a panoply of funding schemes specifically available for community cooperative ventures, and here are two major trends:

- Crowdfunding or crowdsourcing (microloans) – Crowdfunding can substitute the need for specific grant applications or further more official and conventional fundraising practises with that of a more spontaneous, yet influential, approach grounded on crowd participation. Good practices of crowdfunding can be found in community cooperatives ventures around the world. In addition,

the Internet also provide innovative and efficient approaches to swiftly answering funding needs for lesser-level and/or speedy needs (i.e. adversity relief, repairs, legal fees, etc.). It is this motive that a expression be used to incorporate the performance of informally generating and allocating funds, usually online, by clusters of individuals to answer to precise social, individual, or community needs.



Picture 9 – Crowdfunding framework

Indeed, crowdfunding, comparable with crowdsourcing, is quite often correlated to online communities and social networks, via the Internet. The crowd can previously exist as a structured community of practice, but they can also spontaneously form from unrelated clusters around the world who all happen to share a concern in financing an individual, project, event, awareness-raising campaign, to name but a few. The Internet permits for evidence to stream around the world, fostering awareness. A crowdfunded network or cluster can gather and disassemble at any stage. This is one major difference to conventional cooperative funding schemes.

- Incubator cooperative (comparable to start-ups incubators). An incubator cooperative (IC) is a structure that provide assistance to other cooperatives systems. Most incubator are cooperative projects themselves, and some are even not for profit Civil Society Organisations. The support that IC provide frequently comprises economic, fiscal, technical or legal backing, project development provision, governance improvement, networking prospects, non-formal and informal education and vocational training, and management services and mentoring. Usually, following an incubation stage, the recently established cooperative “graduate”, and essentially acquiring autonomy.

Watch the video:

The Social business incubator

<https://youtu.be/xpecuosldmM?list=PL97m3aPq-ElFzGU1vaPovpHasadopNztt>

Summer Start-up Series: Inside a Business Incubator

<https://youtu.be/kiVjWA18mP0?list=PL97m3aPq-ElGapN4JRsdkuHUtwSxfprLG>

IC generally focus on the social, goods, cultural or health sectors by providing support for new ventures in a large variety of stages of development. It is frequent that IC invite upcoming ventures and other inexperienced enterprises to share their premises, incorporating a large variety of other services (administrative, logistical, communication, etc.). In addition, resident economic development incubators can be emphasized, which are dedicated on needs such as employment, revitalization and hosting and sharing facilities. Commonly, incubators will invite future businesses and other fledgling companies to share their premises, as well as their administrative, logistical, and technical resources.

For instance, an IC commonly share the use of its offices, equipment, energy and communication, so that a starting ventures can mature and pilot-test before establishing.

The picture bellow was taken during a meeting with representative of the association Aldeia Lusófona and Tojas, which aim was to identify specific needs in the city of Amadora (Greater Lisbon Area), aiming at creating a Community Cooperative.



Picture 10 – Meeting with incubators experts (19.01.2014)

Usually, the incubation stage can last up to two or three years. Once the structure is operational, the cooperative typically leaves the IC's facilities to initiate its independent development phase. Cooperatives that were sustained by an IC have a better achievement rate above five years.

In most cases, start-up cooperatives validated into IC programmes relocate to a particular geographic area yet continue to cooperate with entities still hosted in the IC. A characteristic IC has shared space within a coworking setting, a short period renting plan (monthly), with connection to the local community at different levels and extent. Coworking is a paramount section of the IC experience and has commonly been separated as its own distinct activity impact around the community and even neighbouring communities, with coworking spaces charging rental fees for accessing premises, services and other utilities.

Example of IC – Green Worker Cooperatives (GWC) is a South-Bronx based IC committed to incubating worker-owned environment-driven activities aiming at building a durable local economy rooted in democracy and environmental justice. GWC provide capacity building, mentoring, and enhance employee cooperatives which have a constructive environmental impact, aiming at enabling innovative conversion or renewal of their participants and local community.

Watch the videos:

A Co-op Story: Green Worker Co-op Academy

<https://youtu.be/7vPJmxJWg84>

Working together for a cooperative future

<https://youtu.be/AQXdYdXbQI4>

2.0.5 Project Concept Note (PCN)– Submodule 6

A project concept note is a synopsis of a project proposal enclosing a brief narrative of the idea of the objectives to be achieved.

A summarising PCN encompasses of the subsequent units:

- rationale, objectives, and key milestones (Gantt chart);
- features of the PCN;
- tentative budget;
- guidelines for content and structure of PCN;
- guidelines on the work plan PCN.

The operational objectives of the PCN are:

- to scrutinize the identified need and subsequent rationale;
- to promote reflection of alternative plan concepts;
- to establish a go/no-go decision-making process from managers;
- to obtain prompt supervision/agreement on issues and strategy;
- to spot risks and applicable mitigation measures;
- to decide and approve on a resource estimate, and timetable.

In brief, the key characteristics of the PCN are:

- it is very short—a maximum of five to ten pages;
- it focuses on project conception, not design;
- it is elaborated immediately after the need identification or before expenses exceed an agreed budget;

The large variety of donors, funders and investors request for a concept note to be submitted for appraisal prior to the submission of a comprehensive integrated project proposal. In recent years world-wide and public funding agencies have fostered the elaboration of the use of concept notes aiming at encouraging applicants to obtain advice on their project endeavours and initiatives prior to preparing a more comprehensive proposal.

Now, test your knowledge answering to the issues proposed about the following exercises/ situational scenarios.

3.0 SITUATIONAL SCENARIOS

3.0.0 Scenario number 1

This exercise aims at using the set of tools introduced in the current sub-module to prepare a draft Project Concept Note aiming at creating conditions to establish a community cooperative service provider in a field to be chosen by learners according to their own project idea.

Good practice example: Valoriza-te! A scenario turned Cooperative: aiming at creating value-added services considering Social and Circular economy. The present scenario is based on a real story that initiated in a more practical manner in October 2015 (original idea dated mid 2015) and was finalized on January 2016 by the establishment of the entity in a rural area near the city of Évora in Portugal.



Picture 11 –Location of Valoriza-te! cooperative

Use the template below to develop a study analysis work plan, practicing the model of a Project Concept Note and develop its content according to your project idea.

| Nº | Activities | Stages | | Tasks | Questions/point | Method |
|----|------------|--------|---------------------|---|---|--|
| I | Start | I1 | Preparation | Identify the need | What is to be examined? Why must it be examined? | Identify areas of potential improvements |
| D | Perform | D1 | Information | Collect and update information about the need | What is to be examined? | Request for facts from reliable sources |
| | | D2 | Functional analysis | Identify mechanisms related to the need | What must these mechanisms provide? | Identify key functions, cost and allocate worth |
| | | D3 | Analytical | Generate alternative answers to the need | What else will perform the mechanisms? | Simplify and classify function, practice creativity |
| | | D4 | Assessment | Evaluate answers by conducting comparative studies | What is the cost of the alternative answer? | Recognized assessment techniques |
| | | D5 | Development | Draft the assessed and validated answers | Will it work, will it answer to the need? | Collect and interpret facts, consider other alternatives |
| | | D6 | Presentation | Prepare presentation to target group and stakeholders, introduce feasible answers | List the benefits and constraints | Presentation techniques, reporting, communication, networking |
| F | End | F1 | Implementation | Implement selected validated answers | Who will implement it? What legal changes are required? | Identify and eliminate obstacles, update plan, implement answers |
| | | F2 | Follow-up | Check and assess outcomes | What are the benefits and setbacks of the successful answers? | Final feedback and provision for further development |

3.0.1 Scenario n.º 2

Using a SWOT analysis approach to address a need by a neighbourhood initiative: aiming at creating conditions to establish a community cooperative day care center.

A neighbourhood group developed combined checklists for a specific SWOT analysis approach, one for positives and one for negatives.

They agreed upon the following internal and external influences:

A few strengths and opportunities (positives)

- confidence between members;
- logical capacity;
- individuals who are dedicated to effort;
- locality with a honoured history;
- purposeful persons involved;
- aptitude to influence policy;
- account of teamwork;
- practice in community improvement;
- consideration from internal and external donators and investors

A few restrictions and challenges (negatives)

- prejudice and discrimination (intercultural questions);
- issues in defining success and well-being;
- lack of members providing effort;
- donators and investors not acting as genuine partners;
- issues in harmonising service delivery and engagement;
- slow associating and networking;
- lack of resources globally;
- local planning restraining community's growth globally.



Exercise

What are the possible strategies to identify promising pathways and mechanisms aiming at:

- unlocking community members' potential and competences?
- engaging public authorities and policy-makers?

| Need | Strategy | Resources | Change plan |
|--|----------|-----------|-------------|
| Unlocking community members' potential and competences | | | |
| Engaging public authorities and policy-makers | | | |

4.0 FURTHER READINGS – BIBLIOGRAPHY - WEBLIOGRAPHY

Project identification: capturing great ideas to dramatically improve your organization

Charles A. Tryon, Jr. (2015)

CRC Press, 140 Pages - 21 B/W Illustrations.

ISBN: 9781482262124

A guide to six sigma and process improvement for practitioners and students: foundations, DMAIC, tools, cases, and certification

David M. Levine, Howard S. Gitlow, Richard Melnyck (2015)

Pearson FT Press.

ISBN: 9780133925463

Successful project management

Gido, J., Clements, J.P. (2015)

South-Western Cengage Learning.

ISBN-10: 1285068378. ISBN-13: 9781285068374

Identifying and managing project risk – Essential tools for failure-proofing your project

Tom Kendrick (2015)

American Management Association (AMACOM)

Library of Congress Cataloging-in-Publication.

ISBN: 0814436080

Municipalities and community participation: a sourcebook for capacity building

Janelle Plummer (2013)

Earthscan Publications Ltd.

ISBN 10: 185383744X ISBN 13: 9781853837449

Project planning and management: an integrated system for improving Productivity

Goodman L. J. (1988)

Springer US.

ISBN: 978-1-4684-6589-1

The psychology and management of project teams

François Chiocchio, F., Kelloway E. K., Hobbs, B. (2015)

Oxford University Press

ISBN: 9780199861378

Brugha, R. et al (2000). Stakeholder analysis: a review, *Journal of Health Policy and Planning*, vol. 15 (3), pp. 239-246

Project selection guidelines

Juran Global

<http://www.juran.com/elifeline/elifefiles/2012/02/Project-Selection-Guidelines.pdf>

Project/programme planning guidance manual

International Federation of Red Cross and Red Crescent Societies (IFRC)

<http://www.ifrc.org/Global/Publications/monitoring/PPP-Guidance-Manual-English.pdf>

Guide to the project cycle – Quality for results

Food and Agriculture Organization of the United Nations (FAO)

<http://www.fao.org/docrep/016/ap105e/ap105e.pdf>

Non paper guidelines for project managers – Making vulnerable investments climate resilient

Climate Risk Management Ltd (final report of service contract no.

071303/2011/610951/SER/CLIMA.C3)

http://ec.europa.eu/clima/policies/adaptation/what/docs/non_paper_guidelines_project_managers_en.pdf

Guidelines for Project Identification and Screening

The Nordic Development Fund

[http://www.ndf.fi/files/documents/Guidelines for Project Identification and Screening June 2013.pdf](http://www.ndf.fi/files/documents/Guidelines_for_Project_Identification_and_Screening_June_2013.pdf)

Project management tool

International Union for Conservation of Nature (IUCN), 2014

http://iucn.org/knowledge/project_management_tools/

Project check-list

GEF International Waters Learning Exchange and Resource Network

<http://iwlearn.net/manuals/project-management-manual/project-check-list>

Getting stakeholder engagement right

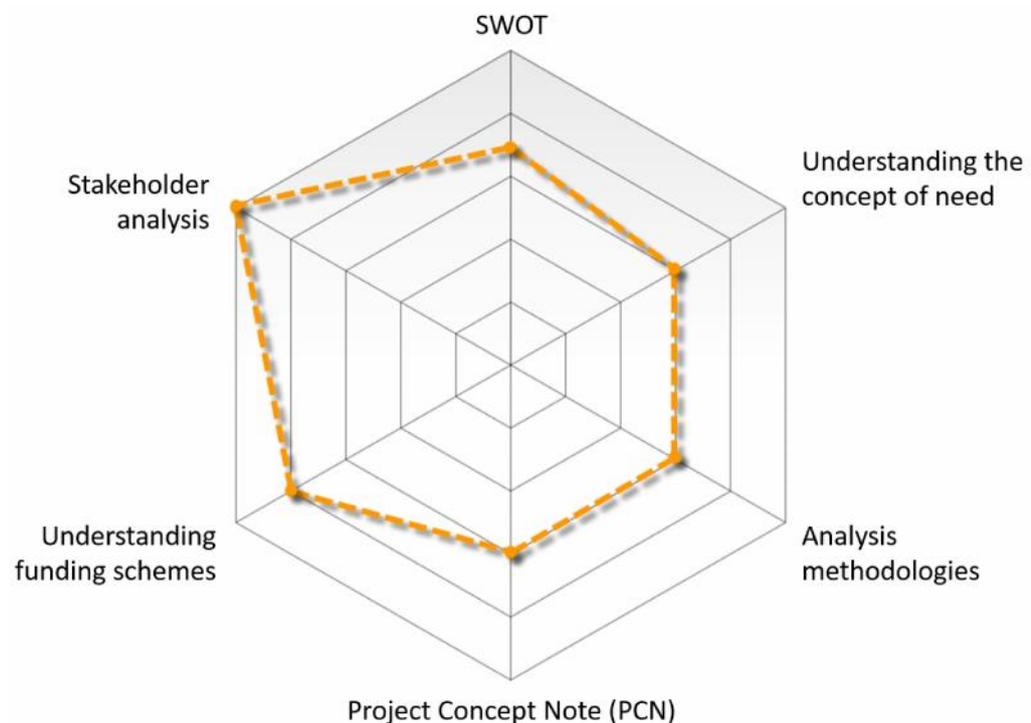
Roman Pichler

<http://www.romanpichler.com/blog/stakeholder-engagement-analysis-power-interest-grid/>

5.0 INFORMAL ASSESSMENT (EXAM)

5.0.0 Spider web of knowledge

Considering that a proficient professional should be competent in a variety of dimensions, and beyond, one of suggested visual representation of a individual's competence will allow evaluators to perceive at a glance where that individual stands along each dimension of field of competence. This concept explores one innovative approach to visualize the professional's competence: spider graphs. Spider graphs are similarly identified as spider charts, radar plots, or competency reports. Each axis of the chart symbolises one of the competencies the evaluator is interested in assessing and measuring. The scale on each axis characterises the level of the identified competency, following the Dreyfus model of competencies acquisition. The "web" of lines that connects the axis displays how the individual rates on each proficiency.



Picture 13 – Spider web of competences design