INTERFORM

Training package for cross-border project managers

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Contents

Content ……………………………………………………………………………….. p.2

Introduction ………………………………………………………………………….. p.4

The origins of the training package: INTERFORM ……………………………….. p.4

The test methodology seminar "Training of cross-border managers" held the 23rd and 24th of March 2006 at the Euro-Institute in Kehl ………………………………….. p.5

Objective …………………………………………………………………….... p.5

Audience ……………………………………………………………………… p.5

Thematic framing …………………………………………………………….... p.5

The training package ………………………………………………………….. p.7

Recipients …………………………………………………………………….... p.7

The content of the package ……………………………………………………… p.7

General overview of the training module "cross-border project managers" ………... p.10

General objectives ……………………………………………………………… p.10

The content ……………………………………………………………….…… p.10

The target audience ………………………………………………………….. p.10

Sequence 1: The characteristics of a cross-border project …………………………… p.12

Objective 1: Identifying the terms ………………………………………………… p.13

Objective 2: Understanding the concept of "project" …………………………….. p.15

Objective 3: Identifying the institutional context of the project in an area / at a given border ……………………………………………………………………….... p.17

Objective 4: Identifying the characteristics of a cross-border project (at a particular border) ……………………………………………………………………… p. 18

Sequence 2: A definition of "project" ………………………………………………. p.20

Objective 1: Analysing the context and stakes …………………………………… p.21

Objective 2: Census of stakeholders, networks – Identification of partners ……… p.23

Objective 3: Organizing the first contacts with the partners, introducing yourself, knowing the professional and institutional environment of the other …………….. p.25

Objective 4: Defining tracks of cooperation together …………………………….. p.27

Objective 5: Establishing means of political and technical functioning …………...p.30

Sequence 3: The planning of a cross-border project p.32

Objective 1: Conceptualizing and designing the project p.33

Objective 2: Preparing the financial management of the project p.36

Objective 3: Structuring the project p.39

Sequence 4: The realization of a cross-border project p.45

Objective 1: Organizing the implementation of the project p.46

Objective 2: Knowing the basics of the management of a team or of individuals ... p.47

Objective 3: Identifying the interest of using a call for tender, a contract p.49

Objective 4: Communication skills p.51

Objective 5: Financial management p.52

Sequence 5: The assessment of a cross-border project p.53

Objective 1: Appreciating the interest and the role of assessment throughout the project .... p. 53

Objective 2: Identifying tools and methods adapted to the assessment of cross-border projects p.54

Objective 3: Assessment of the team work, of the functioning of the project team p.62

Sequence 6: The transversal skills of a cross-border project manager p.64

Objective 1: Identifying the essential general skills p.65

Objective 2: Developing intercultural competences p.71

Objective 3: Communicating in an intercultural context p.74

Objective 4: Identifying the specific skills to develop at each stage of the project p.80

Introduction

The origins of the training package: INTERFORM

Under the triple impact of economic globalization, European integration and decentralization, border functions change. New land management issues emerge. Border areas try to organize differently. Actors face new challenges, invent new means of action. In this recent history, new occupations are emerging gradually.

The first specific term used to denote the fact to consider, in land management, what is on the other side of the border, appears around 1985 in English language in the EU texts: "cross-border cooperation". It reflects the concern of European regional policy to reduce imbalances between regions and its wish to promote several types of cooperation at different spatial levels. In France, the Local Collectivity Code adopted the expression "cross-border cooperation" in 1995.

All this recent vocabulary which can now be found in literature, accompanies a story in the making: the border is "an experimentation" before it's time for solving problems and meeting the needs of citizens on both sides of the border. This experience has been built outside the law, the rule.

The main objective of the INTERFORM project, a European network of training and research on cross-border practices, is to contribute to the development of the regions' ability to build cooperation projects by organizing and spreading a body of science and technology[1].
It draws its legitimacy from the double confrontation between a network of field practitioners and a network of teachers - researchers from different disciplines.
The INTERFORM project was formed around eight partners:

- The Cross-Border Operational Mission (leader) (F)
- The Euro-Institute of Kehl / Strasbourg (D)
- The University of Pau and Pays de l'Adour (F)
- The University of Nice Sophia Antipolis (F)
- The University of Genoa (I)
- The International Institute for Communication in Genoa (I)
- The University of Geneva (CH)
- The University of Deusto (ES)

The aim of the INTERFORM project's "production" pole is to focus on the tools and methods that ease the emergence and success of a project and to think about the impartation of these elements to the actors of the European territorial cooperation. To do this, "test modules" were developed. The first was held in Kehl on the following topic: "training of cross-border project managers".

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[1] The INTERFORM project, co-funded by the European INTERACT, ran for nearly three years (from 01/10/2004 to 31/03/2008). In addition to educational production, two other types of action have been developed, through the Annual border interviews: a "resource" pole and a "professionalization" pole.

It's by using this test as groundwork, that they developed this training package that will provide tools to form actors of the cross-border cooperation in various European border areas thanks to tested and accredited methods.

The test methodology seminar « Training of cross-border project managers » held the 23rd and 24th of March 2006 at the Euro-Institute in Kehl

Objective

The aim of the suggested module was to jointly develop elements of methodology to help optimize the conception and implementation of cross-border projects. This was meant to formalize practices and validate methods that could be included in the training package.

Audience

During the two days of seminar, working groups formed according to various criteria (experience in project management, geographic and thematic diversity) reflected on the various phases that characterize the management of cross-border projects (definition - planning - implementation – assessment) and on the skills to carry them out. They also helped to fuel the debate on how to effectively communicate this knowledge, self-management skills and know-how.

The seminar brought together three colleges:

- *College 1:* scientific members, from different borders, in charge of working on the educational content of the training package after the seminar.
- *College 2:* practitioners working in a cross-border context, originally from the network of the Cross-border Operational Mission (MOT)[2].
- *College 3:* participants of the Upper Rhine region and representatives of the new European regions (Czech Republic and Poland).

INTERFORM partners warmly thank the participants of this test seminar for their active and precious collaboration.

The capitalization of these results, born from the confrontation of researchers and practitioners, has helped to develop this training package. This will facilitate the transfer of skills that will enable the professionalization of the actors at various European borders.

Thematic framing

The conception, implementation and management of cross-border project is ...

... a recent problem emerging with difficulty

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[2] MOT is an association based in Paris whose main objective is to facilitate the emergence and implementation of structuring cross-border projects, and to associate about forty groups from groupings of local authorities on both sides of the border.

Public organizations and professional operators facing cross-border relations since the early 1990's are most often poor in skills as well as in knowledge.
Several reasons for this:

- The lack of research in France on these issues and therefore a low capitalization and spreading of knowledge and know-how;
- The absence of resource centers, skills in compared land management in Europe;
- The very limited, even confidential provision of specific training
- And finally a very low anticipation of organizations, in confronting questions of this type.

… and some strong guidelines, got from experience

The control of the cross-border area is first "physical", "territorialized" and then sometimes of institutional nature.

Success in the field involves:

- The preeminence of the concept of project;
- Knowledge of the partners' game;
- The emergence of operational and competent structures;
- The ability to manage the complexity of procedures and processes;
- Control of temporalities to fit the project into durability (time is the essential ingredient for all projects).

The movement in the minds foreshadowed the movement in space and is based on a stepwise "action-research" process.

... and methodologies emerging gradually with the perspectives of practitioners and teacher-researchers

Each national border area has its identity and its own characteristics. Each cross-border cooperation involves foreign partners of different nature. Each project is part of a specific context, historicity, interculturality and management.

Of course the practice of cross-border project was born and grew from the experience and the action of some pioneers. It was only gradually that the stakeholders involved in these issues begin to move. Even nowadays it remains the fact of some circles and appears as a "specialty". But a movement is by definition what moves and creates new situations.

This work has to contribute to it.

Pretending to deduct a methodology from a case study is a random and uncertain exercise, often futile. Admittedly, this work naturally takes into account the work on a frame of reference for good practices, but considers that the experience should be revisited by academic and conceptual approaches and should feed on academic work.

A certain detachment from the local contingencies reinforces the reproducibility and durability of a methodology.

A value added to this INTERFORM project lies in the ability to achieve these overlapping perspectives of practitioners and teacher-researchers.

The training package

Compared to the experience of practitioners, the training package is part of a secondary development process. It is not a simple spread of experiences but a complex product based on case studies and structured by a claimed educational bias so to achieve a transfer of developed methodologies and / or problematized empirical data.
The training package is not a file but a tool with variable geometry and sequential logic, meant to be implemented by a trainer. As such, the multiplicity of contexts and potential objectives of training actions but also the diversity of the participants' expectations are important issues to consider.

Recipients

The training package is first and foremost a professional training tool, but it is clear that the audience may be at several levels:

- Initial professional situation training (cross-border management) for beginners with a little experience (6 months to 3 years) but wishing to improve it.
- Initial training for students (eg Master at University)
- Training of experienced project managers
- Continuing training of a wider audience, addressing the issue in a transversal and timely manner (few people are actually full time on the border).

More particularly, it may be more accurately referred to:

- The professionals of education
- The professionals of international relations and institutional cooperation
- The world of research and information technology centers

The training package is not a turnkey instrument but an educational tool which has to be adapted and fed. Therefore, and due to the complexity of this tool, the package can't be transferred outside a training context. However, it is meant to be passed to trainers who do not belong to the network of INTERFORM's permanent partners, through a process of the training of trainers.

The conditions of diffusion or the transfer of the rights of use concerning the training package will be defined on the basis of a case by case discussion between members of the scientific streaming council, in charge of monitoring INTERFORM's productions. This is meant to avoid misuse of these educational tools, detrimental to the INTERFORM label.

The content of the package

The constitution of the training package is determined by the training actions that this package is called to support and for which it will work as a tool. It is based on the notion of sequence as well as on various sheets that structure its content.

To proceed to the transfer of skills as effectively as possible, each sequence is characterized by a homogenous problem, specific objectives and precisely defined means.
The preparation of each sequence is the subject of a pedagogical scenario developed by the trainer who determines at the same time: the cognitive contents, the teaching materials and the method of implementation.

To do this, you will find in this box two CD-ROMs:

CD Rom 1: the training package is organized on three levels linked with each other and reported in the navigation bar by three separate tabs:

- **"Pedagogical" sheets** for each goal. They retrace the pedagogical progress and bring the content elements which have to be mastered.
- **"Pedagogical method" sheets.** They will refer to and describe different methods depending on the objectives to achieve.
- **"Case" sheets.** These are descriptive sheets about given situations. The cases considered in this training package are merely illustrative; the list is not exhaustive, quite the contrary. It may also be interesting to work on cases brought by the trainees themselves or other known cases of the trainer. These notes will just present the content. The cases presented are mainly of two types: illustrative cases and 'in-situation training' cases.
  The possible interpretation of these cases will be presented in the "pedagogical" sheet.

CD Rom 2: bank of cross-border cases - illustrative cases and in-situation training exercises.

For a given training package[3], there will be many possible uses, that is to say, a plurality of educational paths defined on the initiative of the trainer.

Each pedagogical sheet represents a precisely defined objective and can rely on cases and / or method sheets. These pedagogical sheets can be combined in various ways, grouped in sequences by the trainer, based on the time available for training, the audience, expectations, border specificities, etc.

See joint PDF: The matrix outlines how to articulate the challenges faced by the cross-border project manager with the different phases of the project. It also allows identifying the various objectives to be addressed in the different pedagogical sheets of the training package.

[3] Three training packages will be carried through the INTERFORM project:
- Package 1: "Training of cross-border project managers"
- Package 2: "Cross-border health cooperation: methodological aspects"
- Package 3: "Alignment of public policies in the border territories"

Designing a learning path is to define a trajectory in this two dimensional space. In this training package, we have chosen to offer a certain path that will be structured around the following sequences:

Sequence 1:	**The characteristics of a cross-border project**
Sequence 2:	**A definition of project**
Sequence 3:	**The planning of a cross-border project**
Sequence 4:	**The execution of a cross-border project**
Sequence 5:	**The assessment of a cross-border project**
Sequence 6:	**Transversal skills of a cross-border project manager**

This path only remains a proposal because the training package offers, as you'll understand, a wide range of possible educational uses and does not form a corrected standard. This is about giving trainers the necessary tools so as to identify the essential elements of the topic tackled in the training package according to the audience.

It is important to notice that the interaction between the three INTERFORM training packages is possible and that some sequences can be shaped using pedagogical sheets from different packages.

After this general introduction we can now enter this training package aiming at training cross-border project managers at different borders in Europe.

General overview of the training module "cross-border project managers"

The general objectives

The suggested module aims at the professionalization of the stakeholders working in a cross-border context.
After the training, the participants must be able to:

- Identify the characteristics of a cross-border project,
- Know the basics of cross-border project management,
- Acquire elements of methodology for the design and implementation of cross-border projects,
- Take ownership of new tools and new methods that will improve the management of cross-border projects,
- Enrich their own knowledge and experience by sharing with other participants.

The content

During this training, the participants will have the opportunity to address the following topics:

- The characteristics of a cross-border project,
- The importance of the intercultural dimension,
- The four phases of the management of a cross-border project (definition, planning, implementation, assessment),
- The necessary skills to lead a cross-border project.

The target audience

The target audience consists primarily in graduate students who intend to work in a cross-border context and novice cross-border project managers.
It is not excluded that cross-border project managers who already have some experience participate in such training but in this case the trainer must be extremely watchful.

Indeed, the expectations of these different types of audiences are not identical: "beginners" are more in search of information and methods while experienced project managers mainly want to share their experiences.

Therefore, it is important that the trainer knows in advance the composition of his group so as to get better prepared and adapt his remarks. He will also inform the participants about the context they are in. This way, the more experienced participants will be "empowered" while beginners can turn more easily to them without feeling belittled. If this information isn't transmitted to the participants, the trainer could generate frustration.

The content and the learning activities suggest in this training package can be adapted to the audience according to its level and expectations.

Number of participants

To encourage interactivity, it is recommended not to exceed 30 trainees. Conversely a too small group wouldn't promote the exchange and would not enable work in groups. A group of about 15-20 people seems to be the optimal size.

Composition of the group

It is important to notice that the so combined group can be national, bi-national or multi-national. Here again the information provided by this training package should be adapted accordingly.

Indeed, if the group is purely national, the trainer must not forget to return regularly to the intercultural dimension without reinforcing some prejudices. This situation will not be easy to manage for the trainer. In addition, for trainees, it is often not as rewarding as when you have the opportunity to confront own views with people of other nationalities and so, other cultures. Therefore, avoid such situations as far as possible.

The case of a bi-national group is particularly interesting, if both nationalities participating in the teams of the cross-border project are represented at the training session. The trainees will be even more motivated because they'll be able to exchange with their partners, even expand their network. The trainer will have to set aside a long time for discussion among participants.

Concerning multi-national groups, it is necessary that the trainer can assign speaking time to each nationality so that everyone can express themselves and be aware of the cultural diversity of the group. For that purpose, it will be important to have a good time management.

We'll notice that the selection of multinational groups is probably more suitable for cross-border project managers who already have some experience. The participants could then open themselves to new dimensions which will help improving the management of their projects. The "novice" project managers will be more comfortable in bi-national groups as they can learn the basics of cross-border project management while identifying the characteristics of their border.

In the latter two cases (bi-national or multi-national groups), trainers will have to develop a satisfactory solution to translation so as not to oust some trainees with the barrier of language, which would be completely contra productive given the topic of this training which primarily aims at the personal development of the trainees.

In addition, we recommend, especially in the latter two cases, that the training should be led by two trainers from different nationalities but proficient in both languages in the case of a bi-national group, or/and proficient in the chosen language(s)[4] in case of a multi-national group.

In the context of this training package, we will take the option of a bi-national group.

The length of the training

The length and the division of the training depend on the audience and the context in which it occurs. Is it a university level training? An initial training? A continuous training? The trainer will organize training according to the angle of attack, the educational path he has chosen.

[4] At the test seminar in Kehl, the group was multi-national and the languages used were French - language of the INTERFORM network - and English, presupposed common language to all trainees.

Sequence 1:

The characteristics of a cross-border project

General objectives of the sequence

Every sequence must be introduced by the clear presentation of the objectives. The trainer must have the participants' support for these objectives, otherwise he might not meet their expectations. This will allow the trainer to draw a red thread throughout the training and justify each of his action in relation to the pursuit of the given objectives.
This step is significant as it facilitates the creation of a group dynamic. The trainer must be careful not to overlook it because it is the basis of the group's functioning and therefore of the success of the training.

Similarly, each of the suggested activities should be preceded by a thorough definition of the instructions. These explanations must be accurate so that the trainees can quickly understand what the trainer expects of them. The trainer must ensure that all trainees follow and assimilate explanations.

So, the objectives of this first sequence are:

- Defining the concepts of cooperation, territory, project.
- Knowing how to identify the context of a cross-border project.
- Identifying the characteristics of a cross-border project.
- Generating a group dynamic

In this first training sequence, it is highly important to involve the trainee. Indeed, he/she must first take ownership of the topic, identify the other trainees and integrate the group which is about to be formed.

It is therefore essential to start this sequence by a first round around the table. The participants will introduce themselves and explain their function more accurately as well as the projects they manage or will have to manage.

Objective 1: Identifying the terms

Pedagogical progress

In this first phase of training it is important to define the terms. Indeed, the words do not cover the same realities according to borders, languages and cultures.

To this end, the trainer may suggest a brainstorming on the terms: border, territory, cooperation, cross-border cooperation and territorial cooperation. Thinking together about the meaning of various words and concepts will enable participants not only to enter the topic more easily but also to lay the basis for exchanges between them.

Regarding the word "cooperation" which is of particular importance in this first stage, the trainer could make his trainees participate in "cooperation exercises". One of them called "Who has the batteries?" is described in a case sheet. This type of activity enables participants to feel directly involved and to experience by themselves the characteristics of a situation which will lead them to cooperate. It will be particularly adapted for an audience with little or no experience.

It would also be interesting that the participants may be able to think about the characteristics of cooperation on their own border, after the exchange.

Content

The pieces of information provided here are ideas that may help the trainees to start their reflections. It's certainly not about being exhaustive. It is also important to notice that these definitions are oriented towards the French meaning of the terms.

The term ***"border" (frontier)*** comes from "front" which means, from the 13th century, the temporary and fluctuating boundary separating two armies in conflict. It's only with the advent of the modern state that the border appears as a limitation of sovereignty and as constitutive of the nation-state.
The concept has evolved over time, depending on political, economic, social, ideological contexts. Thus, the border has long been a synonym for a barrier, a separation, a split between two political and institutional systems. The territories located at the peripheries of states have often been marginalized.
The border can also be seen as a filter to compensate for the disadvantages, caused by the barrier effect, by optimizing the phenomena of allowance on the basis of the differences in wages, tax rates, etc.
Finally, under the influence of European integration, the border can be seen as an open space, an area of contact with a mediation function. So, there is a strategic solidarity between the two sides of the border. We can then speak of a border area.

The term ***"territory"*** first refers to "an expanse of land which depends on an empire, a province, a city, a jurisdiction, etc." (LITTRE, 1998). This first meaning is legitimate because it is also the oldest, deriving from the Latin "territorium", a word that also gave the expression of the local land. "Territorium" first designated in the Middle Ages a number of fiefdoms and localities which were under the authority of an ecclesiastical power, and then the land on which laws and the power of the state were exerted. The concept of territory would have historically been formed and developed under the authority of the states.

The concept of territory was subsequently refined. It finally designated the distinctly and legally identified entities.
You can also find in this concept the idea of land appropriation. In this case, a territory is an area whose owner (an individual or group of individuals) reserves the using right.
Related to the idea of the border, the area takes on a new dimension: can an area stop at a border? Shouldn't we speak of a "relevant territory", a territory that could go beyond the limits of a state, in relation to a specific topic or a given issue for the implementation of a territory project?

The term ***"cooperation"*** comes from the Latin "cum" (= with) and "operare" (= to do something, act). It's the action to cooperate, collaborate, participate in a work, in a collective project. Cooperation is the ability to collaborate in this common action and to develop the relationships to achieve it. It is a mode of social organization that enables individuals with common interests to work together with concern for the overall objective. It requires a certain degree of trust and understanding. It meets a need: the aim to reach is what we couldn't do alone.
Cooperation opposes competition.

In a cross-border context, cooperation has an even stronger meaning. Indeed, cooperation between people, territorial structures or administrations, cultures is even less clear compared to a collaboration between partners within a single state. Initially, it was about working together to manage a problem in a border area. At least two partners agree to cross the states' borders in order to work together. Nowadays, there is a mutation of the cross-border cooperation towards a networking of stakeholders and territory projects that may emerge in a given area. Thus, we focus on a wider concept of territorial cooperation. This has even been stressed by the European Union in its 2007-2013 program.

Objective 2: Understanding the concept of project

Pedagogical progress

It is essential that the trainees can, for their further training, use a common definition of "project".
The trainer should emphasize the main characteristics of this word (cf. elements of content) and refer to a cooperation exercise called "The game of chairs". This exercise will create a group dynamic and is tailored to any type of audience.

Beyond the interpretation of this exercise, which may be made by the trainer and the trainees, the concept of "phase" will also be discussed.
Indeed, the four sequences in this training package will enable the trainee to deepen the management tools for each phase of management project. It is now useful that trainees be able to identify these phases. To do this, the trainer can go back to the exercise and ask the question: "what are the different steps you can identify in the management of this project? But he can also prefer a brainstorming based on different project management experiences of the trainees. If this is an audience of students, the trainer can refer to a specific case. Trainees will have to identify the different phases of the management of a cross-border project by reading this specific case.

The participants must also overcome the ambiguity that may exist between the terms “project” and “program”. These are indeed two different approaches. The project corresponds to logics of process while the programs are part of procedure logics.

To clarify the term "project" and agree on a common definition, it may be interesting for the trainees to compare the meaning of this term in different cultures. To do this, the trainer can look for definitions in two national dictionaries (or on the internet on websites like Wikipedia), he will then have to translate the definitions in each participant’s language. The trainees can then rely on that to perceive any differences and see the necessity of a common definition for the terms. The trainer may rely on the examples of French and German definitions of the word “project”.

Content

We will suggest a definition of the word "project".
The concept of “project” has to be distinguished from routine activity.
The word “project” comes from the Latin words "projectum" and "projicere" (= to project something forward), whose prefix “pro” means "before in time" (by analogy with the Greek πρό) and the radical "jacere" means “throw”. Thus, the word "project" initially meant “something that comes before the rest is done”.
When the word was initially adopted, it referred to a plan of something, not to the actual implementation of this plan. Something done according to a project was called "object". The use of the word "project" changed in the 1950s, when several techniques of project management were developed.
Nowadays, the project can be understood as a sequence of activities which have a link, which are performed within a limited time and who meet specific aims, set in advance.

The characteristics of a project can be defined as follows:

- At the heart of projects, there are always people

- Each project is unique
- Each project is limited in time
- All projects involve change
- All projects have specific purposes
- Each project requires different resources (people, equipment, funding)
- A project has its fixed budgetary guidelines
- A project is structured in stages, missions, partial functions that are complementary

A project must be planned and described, for example by the method WWWWHHW:

- What (actions)
- Who (people involved)
- Where (areas or sites affected by the project)
- When (timing)
- How (means, methods)
- How much (the budget)
- Why (motives and purposes)

In the field of cross-border cooperation, we can distinguish two types of projects, following the example of Henry COMTE and Nicolas LEVRAT (Aux coutures de l'Europe – Défis et enjeux juridiques de la coopération transfrontalière, coll. Logiques Juridiques, L'Harmattan, May 2006): strategic projects and operational projects.
The projects of the first type have general purposes, are thought in the long term, have a strong political dimension. The implementation of these projects raises questions of legitimacy and not only of legality; it does not gather significant material means but political and intellectual resources. These projects have a progressive and revisable character, which implies a strong decision-making dimension.
About the projects of the second type, they correspond to criteria of technical opportunity and financial criteria. They are within the law and often require considerable financial means.
Perceiving the differences between these two types of projects can be useful to trainees for their further training but also for the management of their own project and the analysis of field situations they will face.

This section should probably be concluded by asking the following question: can we move toward a common "project culture"? Is this culture universal? Is it specific to each project?
A cross-border project must enable to mobilize all the active forces beyond the borders around common objectives.

Objective 3: Identifying the institutional context of the project in an area \ at a given border

Pedagogical progress

The objective of this session is to enable the trainees to stand back from the situation in their field and give them the means to analyse in the best possible way the realities of their area, whether the historical aspect, the political-administrative organization, the actors, the cultures, the needs, etc.

The progress of this session will be very different depending on whether one is facing a national, bi-national, multinational group, or if one or more borders are represented.

Let's take the case of a bi-national group coming from the same border. It would be interesting to bring the trainees to work in small bi-national groups in the frame of a given situation such as formulated in the case "Organization of the first meeting (bi-national group)". The idea is to rely on a topic that may be of interest to the whole group or at least to each sub-group (one can imagine projects in all fields) and to consider the start of a project. The trainees can then discuss their perception of the situation and share their analysis with other group members.

Content

The historical, political and institutional context is very important in implementing cross-border projects.
Indeed, knowledge of the historical context is important for any cross-border project: is there a common history for the area, has the border been moved? And so on. Knowing the characteristics of one's area enables to better analyse its needs and the potential of its stakeholders to meet them.
Knowledge of the political-administrative organization of the other is also necessary in that it will enable the project manager to identify potential partners while freeing himself from the search of a counterpart. Indeed, there never exists, on the other side, a similar structure to the one we know or a person with the same competences as oneself. However, the important thing is to know where to find the person who will be competent on a specific topic and could be involved in the project.

Objective 4: Identifying the characteristics of a cross-border project (at a particular border)

Pedagogical process

The organization of cross-border projects differs on many points from the organization of projects at a national level. It is necessary, before examining in detail each phase of the cross-border project management, to identify the characteristics of these projects. For this, we will rely on a case. Here, we have chosen to consider the case of the French-Italian border: "The plan for the cross-border basin of the river Roya: Eurobassin". Of course, the trainer can also choose to use another case or a case issued from the participants' experience. We chose to work on the basis of this example because it deals with the integrated cross-border management of a common problem. Therefore, it makes it relatively easy to identify the characteristics related to a cross-border context at the level of the involved persons, the skills, the services, the partners, etc.

The presentation of the case is distributed to the trainees. Time is left for them to become acquainted with it. The ideal is that a person who has been involved in the project could explain some aspects of the case and answer any requests for clarification.

Following this first approach, trainees in groups of 2 or 4 people will think about the potentials and limits of the project. This reflection, which should last 15-20 minutes, could be presented like the table in the method sheet called "SWOT analysis (or AFOM)". The pooling of the different groups' results will enable to better understand the cross-border context in which the project was led.

Content

Of course the characteristics of a cross-border project may depend on the realities of the area where you are. However, some special features are common to all borders.

It's about the representation one can have of the territory. The awareness of a territory, its realities and their perceptions may differ depending on whether we choose one side or the other. These visions are clearly marked by the memory of the historical disagreements on a border.

The border regions have often been marginalized because of their peripheral location. Even nowadays, politics is split between the desire to control the border that it can consider as diplomatic acts, and the temptation to push these questions back to the margins of political debate because it only concerns a part of the population; it's about long term projects whose results do not always appear immediately. Moreover, the confrontation of two distinct legal areas is not always easy to manage. Indeed, the political and administrative cultures can be very different from one state to another. The result of this is more or less heterogeneity in the political decision-making process and the devolution of competences between authorities. This leads *de facto* to different balances, depending on the projects and the borders, between political responsibilities and the space left for technical issues.

Cultural differences should not be disregarded. The barrier of language is probably the most visible. However, this aspect has to be put into perspective by stressing that language is not the only cultural barrier. Just look at the cooperation between two border regions speaking the same language (France-Belgium, Germany-Austria, etc.). Political culture, administrative practices, cultural representations differ even if they speak the same language.

The opening of borders within the EU has sparked off a lot of exchanges and the temptation is now great not to pay attention to intercultural differences that exist between people. Each one's culture is linked to many factors such as nationality, but also education, religion etc. We must not pay attention to clichés and stereotypes, but it is still important to know that the other has different systems of references, mental representations and he may not understand a situation the same way as you do. Therefore, it's necessary to be explicit and not to hesitate to ask for details on another's thought during meetings or more informal exchanges.

The acceptance of differences, to be listening to the others, inevitably leads to the birth of intercultural links between people working on a same project. The weight of these connexions is very important in cross-border relations as they generate mutual trust, essential to carry out cross-border projects.
Indeed, cross-border projects are often thought in a long term perspective, at the confrontation of two different legal spaces. It's about devising common approaches as well as mechanisms of governance and regulation. These actions require the strong involvement of the stakeholders and their mutual trust.

The list of these characteristics is not exhaustive, but it will enable the trainer to give the trainees a few basic elements and encourage them to think about these issues together before starting the analysis of the different phases of cross-border project management and their characteristics.

This sequence enables in the first place to insist on defining the terms and lays the foundation for the rest of the training. It is clear that each group will reach slightly different results. Indeed, everyone has its own vision and the results obtained during this first sequence will be the lowest common denominator of the reflections of the group. The trainer should make sure not to reinforce stereotypes and to complete the reflection of the group by suggested elements of content.
It should also enable the emergence of a group dynamic thanks to the suggested interactivity. These elements should enable trainees to stand back from their own practice and therefore be more open to the study of the different cases which they will be confronted with in the following sequence.

Sequence 2:

A definition of „project“

General objectives of the sequence

The definition phase is probably the most difficult in a cross-border project. Indeed it is the stage that will lay the foundations of the project, the basis of partnership working. The definition of the project focuses on the culture of the territory which has to be recomposed, on the establishment of a common problem. We need to know each other before building together and, for that, often go through the following successive phases: reciprocal knowledge, confrontation, recognition, alliance or even research of integration.

Then comes the stage of knowledge and relevance of the territories, carried by the following guidelines:

- anchorage in the local reality and professional, pragmatic approach,
- global project and not just a collection of achievements without any link between them, territory project, local development plan, preeminence of the concept of integrated territorial projects,
- research and mobilization of financial and human resources;
- consideration of the national territorial stakes and of the political balance of power.

Finally the existence of a political request and, if possible, coming from citizens must be clearly expressed by one or more stakeholders or as stated by the Cross-Border Operational Mission (MOT) in its practical guide for cross-border cooperation: "move from a state of fact to a shared approach of cooperation."

From this perspective, this sequence should enable participants to acquire the tools to:

- Analyse the context and stakes
- Identify stakeholders, potential partners
- Get to know these partners
- Define the common objectives of a project
- Establish the means of political and technical functioning

Objective 1: Analysing the context and stakes

Pedagogical progress

As mentioned in the previous sequence, the perception of a territory is not always the same one, depending from the points of view. To have a global vision of a territory, its context, needs and the stakes it implies, a cross-border project manager will have to engage in a precise analysis, a preliminary strategic diagnosis.

During this first session, the trainer can start by questioning the trainees according to the "metaplan" method. The trainees' reflection should be individual and focus on the question: what are the elements of context which are important to highlight here? During their reflection, the trainees may mention for example:

- The difficulties encountered in a particular field on the territory on each side of the border
- The origins of these difficulties
- Possible solutions
- What are the existing potentials?
- The legislation that regulates this field
- The involved stakeholders
- Resource persons - Who has which vision?
- The historical context related to this problem
- Successful experiences in this field
- Projects which have already been carried out
- The target audience
- ...

Then the trainer questions the participants about the issues: what questions should we ask to analyse the issues in a territory in relation to a given problem?
The reflections could lead to the following points:

- The interest of the target audience
- The interest of the stakeholders to cooperate
- Political support
- The relevance of the cross-border management of the project
- Financial abilities
- The fallouts
- ...

These reflections, made according to the "metaplan" method, will enable to get a checklist, a tool that participants can complete all along the training. Of course this list will be unique to the group and will not be exhaustive, but it will still constitute an essential contribution for the future managers of cross-border projects.

It is interesting to notice that if you are facing an experienced bi-national group, from the same border and interested in the same problem, the trainer can get the group to think about the context and the stakes in relation to that given topic. It's about making the real analysis of the situation.
This exercise can only be done on the basis of a case, because participants won't necessarily master the environment of this case even if it comes from their own border. It will be more important to provide concrete tools for the analysis of the territory, as presented above.

Content

During this session, the key element is to understand that perception, awareness of the territory is different on each side of the border. "The process of perception is how an individual selects and organizes information (stimuli) of his environment so that it makes sense for the individual. Perceptions are selective, subjective and can be learned. The way we perceive depends on values and beliefs and even on our cultural glasses "(BÜRGI, LEZZI, WASSENBERG, Intercultural Competence, Sauerländer Bildung, 2002).
Indeed, the problems are understood in different ways, the needs are different. The temptation is great to start from the point of view that there is an identified problem or a similar problem for the neighbour, but it is not always the case!

Therefore, it's necessary to carry out a diagnosis of the whole border area in relation to the problem which could be addressed. This analysis must be performed by recognized stakeholders from both sides of the border or else the results might not be shared by all.

Once completed, this analysis should be thoroughly discussed with all stakeholders (target groups, potential holders ...) to get a consensus on problems and possible solutions.

To sum up, analysing the context ie the needs and stakes in a territory amounts to:

- Identify and assess the constituent elements of the local context on the social, economic, political, technical and legal levels.
- Identify the status of the concerned area and its implications for the project.
- Analyse what already exists concerning relations and cooperation activities within the European potential partners.
- Collect the results of previous work of potential partners on the identified issues.
- Check the other side's interest in the project.

Objective 2: Census of stakeholders, networks - Identification of partners

Pedagogical progress

After the analysis of the territory it's necessary to analyse the stakeholders who are involved, interested or affected by the project.
The first step is probably the identification of all these persons. It is then necessary to see if these people know and interact with each other, the kind of relationships they have, if they are organized in networks and all this of course on each side of the border. It would also be interesting to see if these stakeholders know each other and are already working together across the border.
These different analyses will finally enable to identify potential partners.

In order to make this diagnosis, the project manager will have to stand back from the search of the counterpart. Indeed, we are often tempted to think that there is a person on the other side of the border that has the same skills that oneself and works in a structure similar to ours, but this is often not the case. This way, we are looking for institutional or functional parallels without trying to understand the diversity of the sharing out of powers between two neighbouring countries. And this is the second issue: the project manager must also try to understand the functioning of each other's culture as well as its political and administrative organization.

It is on these two key points that the trainer will be able to work with the trainees during this session. To do this, it is advisable to complete the round around the table, made at the beginning of the training, by asking each participant to present his institution, its missions, its powers and then his own role in this institution.
This allows everyone to better understand what the other does but it also gives an overview of the other country's functioning and of the interactions that can exist between several departments, administrations, associations and so on.

To make this exercise livelier, especially if the number of participants is high, the trainer may ask participants to question one another. He should therefore establish a specific list of framing questions (eg general missions of the administration, number of people, geographical scope of action, mission of the department in which the person works, the mission of the person, etc.) which a participant may use to question another participant.

At this stage, the discussion should not be too deepened because it's just about the phase of identifying the partners. A deepening will be proposed in the next session.

This exercise will give a certain opening to the participants who will have to, in their own project, go further in the census of stakeholders, the analysis of existing networks and the identification of partners.

Content

Here are a few elements that may help future project managers in their analysis of the stakeholders.

How to list organizations, people and skills?

- Identifying the relevant factors and issues for organizations that may be involved as well as the target audiences.
- Identifying and associating the internal and external skills likely to participate in the definition of the project.
- Identifying organizations and individuals who possess the means and know-how relevant for the approach.
- Analysing the nature of relationships and activities, and the roles in each of them.

How to identify partners?

- Defining the profile of potential partners, taking into account the fact that the counterpart doesn't exist (or very rarely).
- Identifying, locating and selecting the resource places for the research of partners.
- Using information sources (publications and databases).
- Searching and synthesizing information on potential abilities of partners (type of organization, financial and human resources, etc.).
- Identifying decision-makers.
- Identifying formal and informal internal networks.
- Complying with the procedures and rules for external relations and diplomacy.
- Choosing and convincing potential partners.

Objective 3: Organizing the first contacts with the partners, introducing yourself, knowing the professional and institutional environment of the other

Pedagogical progress

Once the partners identified, it is necessary to learn to know them, their skills, their professional and institutional environment, how they work, their decision-making process. Conversely, it is also important to explain one's own functioning to its partners. It's on the base of these exchanges that a relationship of trust between partners, necessary for the project, can be built.

For this, the trainer can ask the trainees to draw up a grid gathering a list of questions or points corresponding to what they would like to know about their partners (legal structure, political project holder, scope of action, geographical scope, organization, skills, decision-making processes, funding, work method, number of persons working in the department, in the structure, interest / experience in cross-border field, etc.).

The development of this grid could be discussed in smaller working groups before being discussed in plenary. Once the final grid adopted by the whole group, each participant should individually complete it for him. This will enable the trainee to introduce himself to the rest of the group in a more structured way.

The trainer may also choose to make the trainees work on the basis of a fuller grid of analysis entitled "Identification of stakeholders." The latter will enable to analyse the sharing out of powers and roles for each one. While working on this grid, the partners learn to know each other and are ready to define common lines of work.

Content

The first contacts between stakeholders are crucial as they represent the moment when a partnership is built up. Therefore, the objective is to establish a relationship of trust based on the knowledge of the other. It requires certain patience because it will be necessary to explain its own functioning by being good at it, because things that are obvious for certain persons won't necessarily be obvious for the others on each side of the border.
This phase will enable to already go past certain prejudices or stereotypes.
The action of stereotyping "describes the tendency to immediately assign positive or negative characteristics to a person. The attribution of these characteristics occurs through generalizations. The person is not primarily seen as an individual but as part of a group. Common characteristics are assigned to this group on the basis of prejudices, expectations and assumptions. Thence, entirely erroneous judgments arise." (BÜRGI, LEZZI, WASSENBERG, Intercultural Competence, Sauerländer Bildung, 2002). Prejudice is an attitude comprising an assessment regarding a particular social group.
Exchanging with partners makes it possible to overcome some early judgments so to perceive the reality of the situation and of the territory.

To sum up, it is important to ...

... Describe one's own functioning

- Describing the national, regional and local administrative organization of your country.
- Explaining the skills, responsibilities and interactions of the different administrative levels.
- Describing the rules and procedures of your own organization.
- Explaining your role, functions, your position. Describing your mission and activities.

... And understand the functioning of the partners

- Understanding the political and administrative organization of the neighbour.
- Identifying and complying with the rules and the culture of your partners.
- Describing the range of rules and procedures that may be encountered in other organizations.
- Complying with the rules and procedures of different partner organizations.

Objective 4: Defining tracks of cooperation together

Pedagogical progress

Once the diagnosis made and the partners identified, two key steps remain to be done. It is essential at this stage to keep the network of partners with a common idea, defined together on the basis of a shared diagnosis. It's then necessary to prepare a set of arguments so to present this project idea and obtain the approval of the other persons involved, the target audience, the politicians, the financiers.

So that the participants may perceive the possible obstacles that could occur during this stage, the trainer can propose a simulation exercise as presented in the document entitled "Simulation of a meeting for the definition of a project". This exercise will highlight the difficulties that a group could face. It will also enable the trainees, through their feelings as well as the analysis of observers and the input of the trainer, to list the methods which could foil or at least limit the risk of blockages during such meetings (see content).

Content

Here it's about to give some elements on cross-border meeting insofar as it's a privileged and crucial step for any cooperation. It represents a unique opportunity to gather a maximum of information on the professional context of the partner(s), to understand his/their perspective, to reach a shared understanding of the problem as well as to discuss and negotiate possible common solutions. Given the number of parameters that differ from one partner to another in relation to a given problem, the meeting should allow to explore and clarify the divergences from one country to another, to create an area of knowledge and mutual trust and to develop a willingness to cooperate.
At the intersection of political-administrative and cultural systems, the cross-border meeting enables to define an area and a common work frame with an own way of communication (often multilingual) which as a new social context has to be explicit: there is no common reference and thus no possible hint. In a multicultural context, even the obvious must become transparent to all, be clarified and explained.
The cross-border meeting should be seen as an open process that offers different involved partners a unique opportunity to learn together and from one another or exchange ideas and experiences to create a mixed and bi-cultural (even tri-cultural) environment, which in the end will give everyone a "cross-border added value."

So, here are some elements to better manage cross-border meetings

- *Negotiating with the partner*

Work approaches
Contents

- *Defining methods of functioning*

Alternation in the meeting places
Lead or mixed co-lead
Involving all stakeholders at all stages
Accepting to "lose control" over the project

- *Defining a set of communication rules*

Work language(s)
Terminology used for the common work
Codes and rituals (official title or name)
Formality of communication

- *Specifying the obvious facts*

Clear work frame and clear way of working
Specifying the context and frame of the meeting (language, time, purpose, agenda)
Agreeing on communication rules
Terms of the report (type, language, etc.).
Introducing oneself exhaustively
Confirming or revising the agenda

- *Facilitating exchange and dialogue: regulating discussion and ensure ...*

To let everyone express himself
The understanding of all
To regularly synthesize and reformulate
To refocus the discussion
To redefine the questioning
To take any intervention into account
To turn potential conflicts into a constructive dialogue
To offer tools for communication in bilingual contexts

- *Transforming potential conflicts into dialogue*

Regulating conflicts
Clarifying / bringing someone to explain the source of disagreement
Identifying and explaining the diverging logics
Maintaining a climate of trust and mutual respect

- *A key role: the facilitator*

He should facilitate the exchange process, assist in the definition (and the pursuit) of common objectives
He is neutral
He masters all languages in presence
He knows the resemblances and mismatches
He knows the problem
He knows the cultural differences in presence and helps to highlight them
He encourages a process of mutual adaptation leading to new solutions
He can locate the cultural mismatch in a historical perspective

- *Language and Communication*
    - Simple case

Everyone can express himself
Everyone can understand

- But careful with the different perceptions and representations

What can be said / what shouldn't even mustn't be said
The role of writing
The speaking rules
The intonation, the look, the gesture
The worth of "yes" and "no"

Managing the conflict

- *Multiple languages*

Simultaneous, consecutive, occasional translation
Meeting in two languages

- The audio-visual aid

To illustrate and help understanding
For everyone's expression

- Avoid

Acronyms, abbreviations
The jokes, the asides

Beyond the elements related to cross-border meeting, it seems important to keep in mind the two key challenges of this stage, namely the confirmation of the partner network and the preparation of the argumentation.

The formation of the network

- Identifying the cultural key points which influence the partnership
- Identifying the information needs of each recipient in kind and level
- Individualizing the professional relationship with a foreign interlocutor
- Describing the functioning rules, the ethics and work methods of each partner

→ Validating the network of partners.

Preparing the argumentation

- Incorporating the constitutive elements of local, national and European politics into the argumentation
- Describing the guidelines and decisions of current policies
- Explaining and arguing the consequences of cross-border partnership for the community
- Developing an argumentation considering all aspects of the context, providing the basis for project definition.

Let us not forget that in this phase the unifying element is the common interest: the idea that each partner may find an interest in participating in the project and therefore places himself in a "win-win" relation with other partners.

Objective 5: Establishing means of political and technical functioning

Pedagogical progress

In this first phase, and before discussing the planning of the project, it's necessary that the partners set the political and technical means of functioning that will support the project.

It's about:

- Setting the rules for the internal functioning of the partnership at a political and technical level.
- Identifying in broad terms the resources required in terms of human, financial, equipment resources, etc.

On this topic, the trainer can use the example of the Pôle Européen de Développement (PED) of Longwy at the French-Belgian-Luxembourg border. Indeed, the formalization of work done by this cross-border agglomeration provides an interesting pedagogical approach.

We will particularly focus on the first ten slides of the presentation of this case. These enable us to identify the different steps which led to the current structure of the cross-border association (slide 10) and which enabled to define clear objectives: "The association aims at establishing a place of consultation and discussion among all involved public and private stakeholders in order to define a common policy on town and country planning of the local authorities, particularly in the fields of urban planning, environment, tourism, and supporting of cultural activities.
It may establish study programs to promote the development and the planning of the agglomeration.
It can also undertake any studies or actions whose aim is to propose or to explain the choices of the group of regions or of the Member States of the association. It can extend its scope of investigation, considering the needs of the analysis, beyond the limits of the towns which are members of groups of towns, themselves members of the association. "

During this study, the participants will discuss these different steps in an attempt to better understand the role of each one during every step, to see how the partnership puts itself in place, with what type of governance.
We will come back to this case in the following sequence when we discuss the structuring of the project.

Content

To sum up, the project manager should, in collaboration with partners:

- Define a common or shared problem within a scope of work.
- Identify the values, culture, ethics and strengths of the potential partners in relation to the project.
- Identify partners in relation to their specialties, experience and know-how.
- Find ways to set a strong political steering.
- Clarify the issue of the project holder (according to the legal and financial capacity). The project holder will assume the role of manager towards third authorities (eg towards the European Commission if the project is co-financed by the European Union).
- Organize the technical steering as well as bi-national or tri-national working groups.

- Formalize the objectives of the project
- Confront and validate these objectives with partners
- Analyse the possibilities of the project funding
    - discussion with partners,
    - ability to integrate the project into a program,
    - ensure the co-financing,
    - analyse the rules of finance and accounting of the various financiers.

These different steps done, the project manager will be able to validate the viability of the project.
This way, the project could go in its planning phase.

Sequence 3:

Planning a cross-border project

General objectives of the sequence

Organization issues are strategic. It's necessary to permanently combine the programming of actions and collective thinking to create the conditions of unity which will carry the project.

In this phase, the relation of everyone to time is an essential element. Indeed, time is experienced and perceived differently from one country to another, from one culture to another. The way we comprehend time influences the way we plan and conversely, a good planning depends largely on how we manage our time. Therefore, it is necessary that the cross-border project manager knows and can identify these different perceptions in order to better manage his team or partners.
There are two types of relation to time: the monochronic cultures and the polychronic cultures. It's also necessary to know that an individual never completely belongs to one culture or the other but that, on a scale, he may be closer to one or the other. "In monochronic cultures people make one thing at the time and then go over to the next. [...] Time is conceived as a line on which events follow each other. Strict planning and respect of deadlines are crucial. In polychronic cultures, several activities are started in parallel. Planning and deadlines are managed with flexibility. [...] It is not necessary to do everything as quickly as possible. The depth of contacts and relationships is more important, the personal involvement, emotions. Polychronic planning is therefore a planning in motion. The schedules of due dates are losing their absolute nature and are constantly adapted to changing circumstances" (BÜRGI, LEZZI, WASSENBERG, Intercultural Competence, Sauerländer Bildung, 2002).

The project manager will have to recognize the ways of functioning of the partners in order to find medial solutions in the planning of the project. To do this, the project manager will have to acquire the necessary tools to:

- conceptualize and design,
- prepare the financial management of the project,
- structure,

the project with all partners.

This sequence will give the trainees some essential elements to succeed in this phase that determines the development of the project and lays the foundation for its implementation.

Objective 1: Conceptualizing and designing the project

Pedagogical progress

In this conceptualization phase, the project manager must ensure the definition of clear objectives, accepted and recognized by all. It is of course necessary to define the final objective of the project but not exclusively. Indeed, the project team will also have to identify operational and intermediate objectives which will enable to punctuate the progress of the project.

The trainer could propose to work on a definition of the intermediate objectives. He may use for example, the simulation exercise carried out earlier and take its final objective which was to organize the inauguration day of a cross-border decision-making department. The instruction given to the trainee is to establish a list of intermediate objectives in order to achieve this final objective. Reflection can be done in plenary or in small groups.
The intermediate objectives might be:

Booking a place
Writing up a program
Finding activities
Writing up the invitations
Establishing a list of participants
...

At the end of this exercise, the trainer could suggest the study of a particular case. We suggest the example of "The plan for the cross-border basin of the river Roya: Eurobassin". The presentation of this case mentions the two main objectives of this project and presents its five phases. The trainees may try, in groups, to define the intermediate objectives of this project: which is or which are the objectives to reach in the different phases so that the final two objectives may be reached at the end of the project?
During the pooling of the results, the trainer should ensure that the distinction between final and intermediate objectives is clearly identified. He may also point out that these objectives must be assessed through indicators defined by the project team and agreed by all concerned persons (assessment *in itere*: see objective 2, sequence 5). This phase of conceptualization and design of the project should enable the team and the partnership to lay the basis for its common action and become united. The project manager has therefore a dynamic role and it's primarily at this moment that he positions himself towards his team, his partners and the outside.

Content

The conceptualization of the project enables to prepare its implementation. To do this, the first imperative is to define final objectives that specify the expected results of the project. They have to be accompanied by intermediate / partial objectives which will enable to set stages in the execution of the project and it will also be necessary to precise the assessment criteria or indicators which will enable to verify that the intermediate results are conform to what had been planned.

The definition of the objectives is a key phase in the conceptualization of the project and has to be approved by all partners. This step should also enable to verify the eligibility of the project to some funding. Indeed, whether national or European funding, certain eligibility criteria must be met. Therefore it's up to the project leader, in a first time, to identify the eligibility criteria and to ensure that the project meets them.

Beyond the possibility of co-funding, it's necessary to set up a presentation of the project and an argumentation that can convince the authorities and the target audience of the project. To do this, you have to:

- Use a method of presentation adapted to the content and the audience.
- Write an argumentation of the project incorporating national and supranational policies.
- Assess the impact of the presentation.

Finally, this stage of conceptualization should enable to assess costs with regard to the resources needed for the project. To do this, the project manager must, with the partners:

- Assess the needs of the project in financial, human, material and technological terms as well as in terms of calendar.
- Assess the needs and resources necessary to the execution of the project.
- Identify resources available for the project.
- Assess and argue the added value and the cost-benefit ratio of the project for the community.
- Measure financial, legal and other risks, even potential risks for participating in the project.
- Propose measures to minimize risks.
- Negotiate the role and contribution of the partners.
- Underline each gap between needs and resources.

These different steps will provide an opportunity to explain and obtain the agreement of partners, decision-makers and politicians on the project.

During the design, the cross-border project manager will contribute to the accomplishment of the following tasks:

➢ *in terms of project management*

- Designing an organization of the project management
- Proposing working methods which optimize the participation of partners
- Identifying and describing a work method to achieve the project's objectives
- Monitoring the effectiveness of work methods and adjusting them
- Sharing responsibilities between the project partners
- Defining the roles and responsibilities of the structures
- Negotiating the operational plan of the project with the partners
- Obtaining the partners' agreement on results, timelines and the project work modalities
- Estimating the volume of work corresponding to each production
- Bringing into line the productions based on the chosen work method
- Readjusting the role of a partner with regard to the needs
- Establishing procedures of problem detection and problem-solving
- Exceeding the differences in functional positions or of hierarchy
- Defining the structures of the project with the partners

It is important that the project manager keeps a great flexibility: it is necessary to manage the uncertainty that exists on both technical and cultural level.

- *in terms of internal and external communication*

- Seeking an effective solution concerning the language used in the partnership (simultaneous translation, everyone speaks its own language and understands the language of the other, possibility of using a common language, a third language, etc.).
- Establishing communication, meeting and monitoring procedures
- Defining with the partners the modalities of communication for the project
- Defining what can be communicated, to whom, when and how
- Defining rules for the communication of the project or of exchanges
- Raising awareness of those who might support the project (lobbying)
- Gathering information meant for intermediaries
- Organizing communication and managing meetings or cross-border exchanges
- Using different communication tools
- Verifying the effectiveness of the communication system
- Identifying those who best are able to communicate with the media
- Communicating with the press (interviews, articles, etc.)
- Choosing the relevant media in relation to the objectives and recipients

- *in terms of partnership management*

- Planning and supervising the organization of an international meeting
- Deciding about the frequency, the dates and meeting locations with the partners
- Informing the partners about the meeting modalities
- Organizing the logistics of the meetings (arrival, meals, lodging)
- Preparing an agenda, supports and written accounts
- Assessing the stakes of the presence of one's local authority
- Defining the level of representation of the local authority
- Speaking, reading and / or writing one or more foreign languages at the required level
- Adapting its message to the foreign interlocutor
- Writing accounts on each meeting in the concerned languages and pass them on to the partners
- Organizing the network of partners to ensure the bonds between the structures

Managing a partnership also means to take the status and level of influence of each into account. These elements will be particularly important for relations between the various partners to understand each or specific situations. They will also be useful to the project manager to facilitate decision-making: he will have to identify the persons mandated to make the decisions.

Objective 2: Preparing the financial management of the project

Pedagogical progress

As we have seen previously, the conceptualization of the project has already enabled to assess the needs in terms of resources and to understand the different possibilities to link the project to a particular co-funding program. However, at this stage of project planning, it is important that partners can address this issue more thoroughly, establish a financing plan based on individual contributions and resources necessary to carry out the project.

During this preparation, the project manager will be confronted with:

The management of national funding
The possible management of external funds
The management of possible European co-funding
The cultural differences existing concerning the relation to funding

In the absence or weakness of lobbies for cross-border projects, funding of that type is very often made in the context of European programs. The most suitable for cross-border projects is "INTERREG", the "cross-border" section of objective 3 of the European regional policy (2007-2013 programming period). As such, the trainer may for example introduce trainees to INTERREG's operational program specifically for the border which they are interested in.

One of the exercises that the trainer can suggest to his trainees is to invent, in small groups, a project and on this basis to fill in an application for European co-funding. To do this, the trainer can rely on the example of the INTERREG application submitted by the Upper Rhine region (French-German-Swiss border).
Of course, the trainer will need time to work on this, even have to let his trainees work on their project between two training sessions.

It may also be interesting to examine the intercultural dimension existing around the funding issue. This issue is very present as it is shown by the analysis of the case "analysis of an intercultural situation related to the issue of cross-border project funding," published in the "Intercultural guide for leading cross-border meetings":

"The cognitive and affective issues of the participants" ("What do the others think?"):

- *German point of view:* the French are not able to coordinate themselves in order to speak with one voice, and it seems that there hasn't been any consultation before and that the meeting hasn't been prepared. The French definitely have no sense of reality: how do they imagine carrying out a project if the funding issue is not clarified? Though, the available budget is the decisive factor which will determine the scale of the project. This is the question to focus on.
- *French point of view:* Germans side together and it is not possible to discuss. This is definitely a high-handed country where the collective prevails: what a shame not to have access to the opinion of all members of the Committee, this would enable us to explore the potentials of such a project, even to consider a common strategy. The Germans are apparently stuck in budget cuts and are hesitant about the idea of embarking on such a project, although such a promising idea, highlighting the synergies between our different departments, could certainly be funded.

Interpretation perspectives

A) The meeting is blocked by a first major opposition:

- The Germans speak with one voice: for them, the meeting aims at a consensus between the two delegations. To facilitate the process, they come with a unique point of view and expect a parallel attitude from the partner delegation. The consensus culture is very present here.
- For the French, it is necessary to highlight the different points of view on the issue. At this stage of the project, it is the culture of "dissensus" which prevails; the diversity of views does not affect the idea of a common project in any way, it rather enriches it.

B) Second major opposition: Germans and French have undoubtedly a different idea and approach of the project:

- *For the French:* the project is the concrete realization of an idea through maximum use of resources and means ("project" refers to "projection", and thus to an improvement, to the action of going beyond something which already exists). In the development phase, creativity plays an important role and the divergence of views must be expressed before any financial reference. It is through this discussion that the two groups can compete, but at the same time meet, know and recognize each other. The economic dimension is spontaneously put aside and will be addressed later.
- *For the Germans:* the meeting is seen in a pragmatic way; the economic reference is direct and spontaneous: the material aspects are closely linked to the definition of the objectives, from the beginning of the development phase of the project. Good management of economic and practical aspects guarantees the success of the project.

C) An additional third difficulty will prevent the project from succeeding:
Besides, it became apparent that the various representatives of the Committee did not have the same degree of competence nor the same margins in the decision-making.

Pragmatic consequences on the cooperation between departments
Two consequences:

- Before organizing a meeting for a bi-national committee, it should be ensured of the participants' actual competence, their actual decision-making power, their flexibility. Indeed, decision-making processes and the sharing up of competences are often different from one country to another. Do the members have a decision-making autonomy or are they just participating to explore or even to develop something that will be submitted to external decision-makers anyway? In this case, it would be important to clarify this point for the participants who ignore this functioning.
- The participants of the meeting should first have access to the necessary information about the exact state in which the project is and the type of stage that will be addressed in this meeting. However, this will not always suffice because this information may be interpreted differently in each national culture.

The study of this situation will therefore enable participants to ask the following key questions:

- When is it necessary to talk about finances?
- What relations do partners have in relation to the budget?
- Who is empowered to talk about finances?
- Who can decide?

Content

The tasks of the project manager concerning the budgetary aspects correspond to the following points:

- Ensuring that each one describes the accounting system of the local authority
- Apportioning the budget between the partners as well as specifying the accounting rules and eligible expenditures
- Developing and managing a multi-partner budget
- Ensuring the transposition of the budget of a project in the bookkeeping of each partner
- Agreeing on the contractual requirements of local partner authorities and those of financiers
- Applying, where appropriate, the rules for accounting of a project funded by a European program
- Checking with the accounts departments that the demands of the local authority as well as of the financier are satisfied
- Explaining the accounting rules and requirements specific to the project
- Keeping the accounts of the project
- Putting accounts in the appropriate form
- Writing a balance sheet
- Collecting and controlling the documentary evidences
- Negotiating the terms of sub-contracts with partners
- Including all important details in the sub-contracts (responsibilities, written accounts and financial requirements)
- Collecting or providing the necessary documentary evidences to control the financiers
- Controlling the nature and the correctness of the documentary evidences

These missions continue during the project.
It is also worth noticing that in most cases the partners ensure a balance of funding on both sides of the border. This balance can be achieved using different keys of distribution (population, global budget of the structure, etc.). However, we need to be aware of the fact that some projects are funded mainly by one or the other party. The key is that the partners agree on a scheme. In the case of an imbalance in terms of funding, the project manager should ensure that the involvement of all partners remains the same and that the collective interest is maintained during the decision-making.

Objective 3: Structuring the project

Pedagogical progress

The structuring of the project determines the transition from planning to implementation. Indeed, it's the moment when the implementation of the project is taking shape, which stabilizes the partnership.

The structuring includes two dimensions: from the point of view of the content first and then from the point of view of the form. On the content, the project manager will have to identify with the stakeholders, each one's role during the different stages of the project. Concerning the form, it is often about the question of the legal structure, the drafting of the statutes, a partnership agreement, a possible charter which prevails.

To clarify this point, the trainer can take the example of the Pôle européen de développement (PED) of Longwy. This time, the participants will focus on the study of the statutes of the structure as well as on the charter of the city. The trainer can refer to the method of analysis of authentic documents to accompany the group in this process. The participants will have to identify key topics and the elements that must appear in the texts which seal the basis of the structure's functioning. A brainstorming will be organized after the reading of all these documents in order to list the key points which can lead to a structure, the steps to comply; they may also use the functioning rules they have been able to identify on the basis of various suggested documents.

Of course, the trainer should specify that all projects do not all have such a well-defined structure but we have chosen a territorial project here, developed over the long term in order to identify all aspects and stages which have to be completed to achieve the structuring.

Content

The project manager will lead and supervise the structuring of the project. He should:

- Establish an operational cross-border tool.
- Implement operational integrated / cross-border teams
- Identify tools to manage cross-border work
- Mobilize the legal expertise for the creation of a common structure
- Develop the drafts of the statutes

The question of the legal structure of a project is often a source of great reflections between the partners. There are several possible cross-border structures as shown in the table below. It must be taken care not to "weigh down" the project with a legal structure if it's not necessarily required: cross-border cooperation needs flexibility; it must be able to swing between two different legal systems in order to (re)adapt the project to the circumstances and needs.

The table below identifies the different legal structures available in the area of the Upper Rhine, at the French-German border. It also lists the advantages and disadvantages of each one of them. The trainer can use this work to identify the possible various options at his own border and with the trainees see the relevance of one or another in relation to a given project.

Legal structure	Legal basis
Non-registered association	* Alsace-Lorraine: articles 26 to 53 from the French General Code of Territorial Authorities * Germany: articles 21 to 77 from the German Civil Code
Registered association	* Alsace-Lorraine: articles 55 to 79 from the French General Code of Territorial Authorities * Germany: articles 21 to 79 from the German Civil Code
European Economic Interest Grouping (EEIG)	EEC Regulation n° 2137/85 of the 25th of July 1985
Public Interest Grouping (PIG)	* Law of the 6th of February 1992 concerning the territorial administration of the French state (title IV) * Decree of the 27th of March 1993 * See the French Minister of the Interior's circulars of the 16th of June 1994 and the 20th of April 2001
Local society of mixed economy (LSME)	* Law of the 6th of February 1992 concerning the territorial administration of the French state * « Solidarity & urban renewal » law of the 13th of December 2000 * Law for the modernization of the statute of Local societies of mixed economy of the 2nd of January 2002 * See the circular of the 20th of April 2001
Local Grouping of Cross-Border Cooperation (LGCBC)	* Articles 11 to 15 of the Karlsruhe agreement of the 23rd of January 1996 between France, Germany, Switzerland and Luxemburg * French-Belgian agreement of the 16th of September 2002
European district	* Law of the 13th of August 2004 concerning the local liberties and responsibilities (article 187) * See the implementing circular of the 10th of September 2004

European Grouping of Territorial Cooperation (EGTC)	* EU regulation establishing the EGTC, enforceable since the 1st of August 2007

Legal structure	Advantages
Non-registered association	• Quick and easy setting-up method • Some formalism • Open organization • Open to legal entities of private law • Minimum legal security
Registered association	• Full legal capacity (= possibility to contract, to have a budget and capital, to employ its own staff, to benefit from public subsidies) • Flexible way of organizing • Legal members and third persons • Open organization
European Economic Interest Grouping (EEIG)	• Community status • Flexible controls • Some formalism • A state may accede to an EEIG
Public Interest Grouping (PIG)	• Specially created to serve as a basis for cross-border cooperation and management of INTERREG funds • Structure of public law with legal capacity • Open to legal entities of private law
Local society of mixed economy (LSME)	• Primarily a project management tool (to perform operations of construction or development, or to operate civil services with an industrial or commercial character, etc.) • The participation of local French and foreign authorities in the capital of the local society of mixed economy can be equal
Local Grouping of Cross-Border Cooperation (LGCBC)	• Instrument designed from a cross-border perspective • Public law entity with legal capacity and financial autonomy • Protection of foreign members' interests • Versatile tool:

	◦ Coordination of decisions ◦ Realization and common management of facilities and civil services of common local interest (eg.: joint management of a system of urban transport, management of industrial areas, sewage treatment plant, garbage collection, creation of nursery schools and continuing training structures, etc.) • Local public institutions (hospitals, schools, office of tourism, etc.) can accede to it
European district	• The European district is the transposition into French law of the clauses of the Karlsruhe agreement relating to Local grouping of cross-border cooperation. Its advantages are the same as for the LGCBC • The European district has two additional advantages over the LGCBC: ◦ It can be created on all French borders ◦ A national public institution can accede to it.
European Grouping of Territorial Cooperation (EGTC)	• Legal capacity • A versatile tool: ◦ It can be set up for the management of programs co-funded by the EU as well as for the management of cross-border projects ◦ It covers the entire spectrum of the transeuropean cooperation: cross-border, transnational and interregional cooperation.

Legal structure	Disadvantages
Non-registered association	• Does not have legal capacity • Decisions are not binding on its members
Registered association	Private law statute: an association can’t be appointed as a delegate for competences held by the member local authorities nor as a contracting authority.

European Economic Interest Grouping (EEIG)	• EEIG must have an economic purpose • Unlimited liability of its members • Private law statute: an association can’t be appointed as a delegate for competences held by the member local authorities nor as a contracting authority.

Public Interest Grouping (PIG)	• Limited duration (4-6 years)
	• Multiple controls during its creation and its functioning
	• Limited object: the object must be defined in advance (eg. within the framework of a cooperation agreement)
	• Designed in a French national perspective:
	  ○ French local authorities must remain majority
	  ○ The French state may participate, but not foreign states

Local Grouping of Cross-Border Cooperation (LGCBC)	A LGCBC can only be created in the geographical scope of application of the Karlsruhe Agreement and of the French-Belgian agreement
European district	Can only be created on French territory
European Grouping of Territorial Cooperation (EGTC)	The regulation does not specify whether the EGTC is a system of public or private law

Legal structure	Examples
Association	• EuRegio SaarLorLuxRhin, called "EuRegio" (1995) • Association for the sustainable development of the territory of the trinational agglomeration Basel (2001)
European Economic Interest Grouping (EEIG)	• Very little cross-border EEIGs have been created. This scheme was chosen by default, in the absence of other structures enabling the carrying-out of the considered cross-border projects. • EEIG Euro-Institute (1993-2003)
Public Interest Grouping (PIG)	• The PIG system brings strong constraints with it and therefore isn't too often used.

	• PIG managing the INTERREG III A program for Western Saarland-Lorraine-Palatinate
Local society of mixed economy (LSME)	• ASME (Anonymous Society of Mixed Economy) of the science park of « la haute Borne » at the French-Belgian border (1997)
Local Grouping of Cross-Border Cooperation (LGCBC)	* LGCBC as contracting authority structures: • LGCBC « Centre Hardt-Rhin supérieur » (1998) • LGCBC « Wissembourg-Bad-Bergzabern » (2001) * LGCBC as structures which carry out complex missions: • Euro-Institute (2003) • Regio PAMINA (2003)
European district	There doesn't exist a European district yet
European Grouping of Territorial Cooperation (EGTC)	• EGTC : Lille-Kortrijk-Tournai Eurometropolis (28.01.2008) • Several projects are underway in Europe

The planning of the project will enable to identify the various stages of the project, to define the role of all stakeholders. This phase is especially important for large projects, such as the "Pôle Européen de Développement" (European Development Pole) that has been studied in this sequence.
Once the solid foundations of the project settled, the phase of fulfilment and action can start.

Sequence 4:

The realization of a cross-border project

General objectives of the sequence

This phase marks the realization of the project and puts the partnership to the test. During this phase, the project manager will have to find a balance between results, which must conform to the ambitions of the project; the interest of the group, because the working atmosphere must contribute to the performance of the group; and the personality of each individual within the partnership, because the individual shouldn't fade in comparison to the group and conversely the group shouldn't be ousted by an individual (BÜRGI, LEZZI, WASSENBERG, Intercultural Competence, Sauerländer Bildung, 2002).

The project manager will have to lead the group, on the base of the rules established during the previous phase (which may of course be adapted, by consensus, according to the requirements of the project or the needs of the partners themselves). This will allow him to prevent and avoid conflicts that might arise. The project manager's aim is that the group can channel all his energy in fulfilling the tasks set by the project.

In this phase, the heavy operations get organized and become a reality. The financial arrangements are complex and the substantial investments require a mobilization supported by public institutions. Throughout this process, takes place an assessment step, essential to any possible reframing of the project or of the work methods within the partnership.

In order to successfully carry out the project, the project manager will:

- Organize the implementation of the project
- Manage the team or the individuals part of the project
- Respond to a call for tender, to a contract
- Developing communication in relation to the project (internally and externally)
- Ensure the financial management of the project

This phase, where the project comes into its own in the eyes of the partners but also of the target audience, will put the project manager to the test in the fulfilment of the actions. Tools will be made available throughout this sequence.

Objective 1: Organizing the implementation of the project

Pedagogical progress

Throughout this phase, the project manager will play a major role in developing a planning and the sharing out of tasks. As we already had the occasion to see, time management is very significant culturally speaking. The project manager will often have to show flexibility and perceptiveness in his analysis in order to explain the reasons for possible disagreements. This will avoid certain deadlocks within the group.

The trainer will give the trainees some tools that will still enable him to set certain rules, certain deadlines in the implementation of the actions. To do this, he can suggest the trainees to think, in groups, about a table with double entry indicating the type of action to realize, eg the various “sub-stages” of the project, the calendar, the persons in charge of these actions, etc. To be useful, this table will have to identify a maximum of information. Each group of trainees may therefore consider the indicators that seem the most relevant.
To accompany the trainees, the trainer can offer them to use a specific case (of his choice); this way, the stakeholders are already defined and the final objective of the project is already described.

Such a tool, although it must remain flexible, will provide a basis for the stakeholders for the realization of the project. It will also enable the project manager to have a reference accepted by all group members.

Content

The main role of the project manager at this stage is to know how to use the staff, the resources and information available at the right time when it's necessary for the realization of actions. In particular, he shall:

- Design and put in place an organization for the implementation of the project, according to the skills identified among the partners
- Assess the needs in training (project management, intercultural communication, etc.)
- Develop a schedule for the implementation, starting from the selected proposition
- Develop an operational plan
- Sharing out the responsibilities among the partners
- Collect and organize information on the progress of the implementation
- Remind the partners of the project's deadlines – call them again if necessary
- Select indicators according to the characteristics of the project
- Check that the information gathered is in consistent with the expectations
- Write reports on the project's progress

It is important to underline that organizing the implementation of the project will also enable partners to set performance indicators that can serve as a basis for an assessment. This assessment could have two objects: the project of course (and more particularly each step described in the operational plan) but also the partnership (its work methods, its functioning).

Objective 2: Knowing the basics of the management of a team or of individuals

Pedagogical progress

Managing people isn't always easy in a national context. In a cross-border context, the mission becomes more complex due to some additional constraints. For example, it is rare that the staffs engaged in a project work "physically" in the same place. They are often spread throughout the partner institutions on both sides of the border. Similarly, people who invest in the project, often do this in addition to their usual missions; it is exceptional that the skill for a cross-border project is written down in a job description.

In case the trainer faces a group of participants who already have some experience, he can suggest them the following exercise. On the basis of the case "Comparison of managerial constraints in the authority departments of the centre of competency for cross-border and European questions", the trainees can identify the statutes of the staffs hired for cross-border projects. Once the grid filled by the trainees according to their own projects or projects they know, a discussion will be undertaken on the various possibilities that exist in terms of team building in order to carry out cross-border projects, their advantages and disadvantages.

The case where persons are employed full time on a project is often the one which a priori appears to be the most advantageous. But even in this case, management is not always obvious to the extent that different nationalities and therefore different cultures will have to work together. Furthermore, the clustering of a team in one place is not always easy from a practical and legal point of view.

The centre of competency for cross-border and European questions (case sheet X) based in Kehl, Germany, at the French border is a good example which the trainer can use. This centre consists of 4 cross-border authorities, all former INTERREG projects, and each works in a different way. The table on the case sheet X offers the trainees a vision of the statutes of these institutions' staffs in a comparative approach.
The trainer can then ask the trainees to imagine the effects of these data on management, on the management of the daily work. They may also wonder what could be the strengths and weaknesses of such teams. What tools could be developed to enhance the degree of integration of the team?

The trainer will also give the trainees the tools to facilitate the regulation of a cross-border team. Indeed, the important thing is, whatever the cultures involved, to be explicit and not leave room for innuendo and obvious facts. Some tools such as smileys or an evaluation tree may prove to be key facilitators. Taking the example of the first tool mentioned, the staff may each morning express his mood through the use of "smileys". Thus, with humour, the team can better coordinate throughout the day.

Content

The management styles differ widely depending on cultures. The position of the manager towards the rest of the team, the involvement of the colleagues, the hierarchical distance, the statutes, the methods of decision-making are all topics that arouse diverse representations in different cultures.

The ideal management style does not exist; it will depend on the team members. What is essential is that the manager succeeds in channelling the team so that it can perform the tasks that will allow the completion of the project.

To do this, he will first have to find ways to motivate people. Very often, he won't be able to do it in a financial way. Indeed, the structuring of the team does often not enable this. He will have to find other ways to express his gratitude to the members of the team. These means should be adapted to people and their cultures.

He should then know how to prevent conflicts. To this end he must ensure that all team members have the same level of information, that there is no withholding of information between the different nationalities involved.
Of course, he must constantly check that the objectives of all members are identical and consistent with the progress of the project. It is true that the methods used to achieve the same objectives are sometimes different. In this case, it's necessary that the manager can identify these differences, communicate them but he must not judge them because different methods may lead to the same result.
The project manager must also ensure that members advisedly use the available resources and he must manage the possible difficulties related to interpersonal relationships within the team.

To achieve his mission, the project manager should adopt a management style that suits his culture and that of the people he has to manage. We can identify several topics:

- Formal – Informal
- Hierarchical - Primus inter pares
- Advisory – Directing,
- Paternalistic – individualistic,
- Oral – Written
- ...

The project manager must find his place on the different scales of these topics.

The cross-border project team management therefore calls for a high capacity of adaptation. The project manager should also:

Ensure the link between the partners:

- Keep time to assist the partners
- Inform partners of the nature and extent of the assistance that could be provided
- Assist partners in the field of information, advice, material aid and assistance
- Alert the partners in case of delays or other problems
- Assist partners in solving problems

(Re)adapt the planning:

- Redirect the project if necessary
- Adapt or reschedule certain parts of the project if necessary
- Negotiate, if necessary, a new sharing out of the tasks between the partners
- Assess and negotiate the budgetary consequences of the reorientation
- Communicate the contract amendments to the person in charge with the program (if we are within the framework of a project which is co-funded by a program)

Objective 3: Identifying the interest of using a call for tender, a contract

Pedagogical progress

Here, it's about to study the relevance of using an external provider for all or parts of the project. Indeed, the project manager must be able to:

- perceive the team's inability to accomplish certain tasks
- identify the opportunity to bring in an external provider
- assess the advantages and disadvantages of the different options

In case this option is selected by the partners, who the project manager will have to consult and convince if necessary, it will be necessary to be able to write a tender or a contract.

To assist the project manager, the trainer can suggest the study of a call for tender such as, for example, the tender launched by the Association for Touristic Development of the rhenish site of Gambsheim / Rheinau and surroundings for the realization of a legal expertise. On this basis, the trainees may:

- identify the characteristics of a call for tender
- list the questions to consider when drafting the contract (what law, what language, etc.)
- ...

This reflection may be done in small groups. The trainer may also ask the trainees to prepare a display to facilitate the sharing of work. This will enable them to learn to explain and clarify their remarks.

Of course, it is also important that the project manager is aware of the rules related to tenders especially as it may differ from one country to another.

Content

In this phase, three basic steps can be identified.

The first thing is for the project leader to perceive in which case the call of an external provider is appropriate. One of the most obvious cases is when the project partners do not themselves have the competences for the realization of one part of the project. Another reason may be that the part in question is too "heavy" and that therefore it would divert too many partners. Sometimes it's also an opportunity to take or just the certainty that the external provider will better achieve this task than the project partners themselves. It is also important to consider the funding issue. Indeed, some European programs prevent the call to a sub-contractor or at least clearly state that payment of a provider can’t be co-funded.

In all cases the project manager must be able to identify the various opportunities for the partners and present these opportunities to them.

Then, the project manager has to know the rules and constraints related to the issue of a tender. Indeed, depending on the countries, the regulation may be different; the partners will be asked to choose the law under the aegis of which they wish to launch their call. The project manager may advise them in their choice.

The methodology for writing a call for tender should also be known by the project manager. Of course, the tendering specifications as well as the notice for competitive bidding will have to be prepared. It is particularly important that this stage of writing is done in common so that all partners feel involved, that this call matches with all their objectives and that they are aware of the financial and legal consequences.

This step is not useful for all projects, but in case this option is selected, the project manager must be present and attentive during this phase of decision-making and writing, because if the call to an external provider may be beneficial in the end, it requires an excellent preparation and a clarification of the mission entrusted to the provider by the partners.

Objective 4: Communication skills

Pedagogical progress

Communication is essential in a cross-border project. It is of much greater importance here than in a purely national context.

To better understand all the issues of communication in the context of a cross-border project, the trainees can work on the case entitled "Alcotra Transalp Labor without Borders - between Rhône-Alpes and Piedmont (2004-2007)". This case aims at the networking and the common work of different institutions on both sides of the French-Italian border in the field of employment.
The networking and the development of a common structure naturally go through long periods of exchanges, negotiation, common work, common advertising and present a particular interest in terms of communication.
The study of this case should enable the trainees to identify the outline of a successful internal and external communication. The aim for the trainees is to list the different important criteria in general on the basis of a brainstorming and also to reflect on what may be specific to their border.

We will come back to the characteristics related to the intercultural dimension of communication in the sequence 6.

So that the trainees can get a better idea of the different elements to set up for a successful communication, the trainer can make them work on the development of a specific communication tool (poster, booklet, flyer, etc.). He may for example ask the trainees to make a poster aimed at promoting the transregional house of employment described in the case they've just studied. They will therefore ask the question of the language, the text, the colours, the logos, etc.

Content

In a cross-border context, communication has a specific dimension whether it's part of its external or internal component.

Indeed, the project manager will have to continuously justify his actions towards the outside, on both sides because often, working in a cross-border context isn't seen as essential.
Still at the level of external communication, he will sometimes be forced to respect certain rules set by the partners or by the European Union if it co-funds the project.
Finally, a successful external communication also enables the target audience to join the project.

In terms of internal communication, he must also redouble his efforts to unite the members of his team, or his partners around the project and create a climate of trust.

Of course, he must take into account the characteristics of communication due to the intercultural dimension, inherent to cross-border projects: we will come back to this aspect in the sequence 6.

Objective 5: Financial Management

Pedagogical progress

Finances are often a point of contention during the realization of a project. Indeed, in a cross-border project, funding sources are often multiple and diverse. They come from the partners on both sides of the border which each have a different method of functioning, sometimes from the European Union or others.

As already mentioned in the objective 2 of the previous sequence, the project manager will have to keep an accurate record so as to be able at all times to give an account to the partners who want it or feel they need it for their internal processes. In the framework of a European co-funding, the project manager will also have to prepare an annual report and provide the necessary documentary evidences of the expenditures made.

The role of the project manager is also to readjust the budget throughout the project, to seek new funding if necessary.

The trainer can make the trainees aware of this issue by asking them to list the essential tasks for a project manager in the context of the financial management. He may guide the discussion according to the elements presented in the section entitled "Content".

Content

In order to successfully complete the financial management of the project, the project manager must:

- Appropriate the applicable national accounting and financing rules as well as the European rules if necessary.
- Conform to the different systems and respect the constraints resulting from them.
- Know the state of expenditures
- Update the budget
- Make a regular inventory of the availability of the funds and ensure to make the funding available.
- Develop an internal dashboard.
- Prepare the financial reports at regular intervals.
- Do the necessary reallocations.
- Look to the need for additional funding if necessary.
- Regularly inform the partners on these issues.

The project manager will also have to take into account the cultural differences related to these issues. Indeed, depending on the countries and even on the administrations, the relation to finance is not the same and the importance of this issue compared to others may be more or less important. Beyond the financial processes, the project manager shall therefore know the partners' positions towards this issue.

The realization phase constitutes the actual implementation of the project, the action itself. It's during this phase that the functioning planned and discussed in previous phases will be tested and applied according to the planned objectives. This phase is also the phase of the necessary readjustments so much for the organization as from a financial point of view or the point of view of the project's content. In this phase the project manager should maintain the communication between the partners as well as facilitate their work and thus make possible the completion of the project.

Sequence 5:

The assessment of a cross-border project

General objectives of the sequence

Defining the assessment is not easy, especially as its meaning may be different from one country to another. Assessment is a concept which can be implemented in all fields where results are expected, and where it is necessary to assess (evaluate) their achievement or the path that remains to be done to reach them. Assessment is a process used to estimate, correct or prioritize actions or processes, and throw light on decision-making, investment or funding.
In that, assessment is a tool which is an integral part of project management. It must be present at all stages and not only at the end of the project. It is especially important in a cross-border context as the cooperation doesn't often go without saying and the stakeholders involved in a project must be able to regularly justify the benefits of their actions. The assessment allows them to do it transparently.

In a cross-border context, assessment takes a very special meaning. Indeed, one may first realize that the culture of assessment differs from one country to another. The role of the project manager will be central in this process. He will be an essential mediator between the partners to determine the various times when the assessment will be carried out, the indicators to put in place, the objects of the different assessments, by whom they will be carried out, under what conditions and so on. He'll also ensure the real acknowledgement of these assessments and their appropriation by the various partners.

In order to explain this, we will pursue the following objectives in this sequence:

- Appreciating the interest and the role of assessment throughout the project
- Identifying tools and assessment methods for cross-border projects
- Understanding the interest not only to assess the project but also the functioning of the project team.

Objective 1: Appreciating the interest and the role of assessment throughout the project

Pedagogical progress

The success of a project is always a crucial dimension. Yet, in a cross-border context, the definition of a "successful project" is not always the same, depending on the partners on both sides of the border. The first task of the project manager in this phase will be to check that the stakeholders of the project agree on what the project's success should comprise.
To do this, the trainer shall simply suggest a brainstorming, asking the group what the success of the project means to each one of them, either on the basis of a concrete case (see the "case" bank or take an example given by one of the members or known by the trainer), or in absolute terms because the exercise can indeed show that some differences may appear (the project can succeed because it corresponds to the budget or the initial deadline, or because it has obtained the satisfaction of the target audience, etc.).

In line with this, it's interesting that the participants can speak about their culture of assessment: is it a common practice in their country / region, if so, at what point is it made, is it rather quantitative or qualitative, is it taken into account in the decision-making process, are the results widely disseminated and so on? So many questions that will also arise at the time of the assessment of a cross-border project and which may be points of disagreement because of cultural differences in relation to the approach of each partner on these issues. During the training, it is important that the participants become aware of these differences.

The role of the project manager will also be to establish with all partners a pattern for the assessment throughout the project (we will take a closer look at it with the objective 2 of this sequence) and to validate this pattern, keeping in mind that these assessments can be profitable and beneficial to all and really be a project management tool, facilitate its management and allow its adaptation to possible changes. To do this, the project manager will have, among other things, to establish an argumentation for the partners and the project carriers. The trainer will therefore suggest the participants to do this exercise, in small groups, the aim being to convince the project carriers to support the process of assessment, make them hear its importance and its necessity for both the success of the project and its visibility towards the outside.
The trainer can of course use the elements of content listed below to guide the participants.

Content

First, it's important to distinguish the different levels of assessment. Here, we focus on the assessment of the project and not on that of the program (regional, national or European funding framework such as INTERREG for example).

We can then look into the different phases of the assessment:

- Ex-ante: it takes place before the beginning of a project. It's about making the analysis of the situation, a feasibility study.
- *In itere*: it's an accompaniment of the project, a support for its governance. This is a management tool to facilitate the conduct of the project and, if necessary, the adaptation to new developments.
- *Ex-post*: it's a tool of control at the end of the project and comprises the analysis of the effects, the analysis of the use of funds. It's then a mean of political legitimation.

Several points are important to remember when setting up an assessment.

- *Characteristics of the assessment of a project*

– The project is the object of the assessment.
– The assessment is based on information collected during the daily work of the project.
– The results of the analysis concern the project and can't *a priori* be transposed on other projects.
– The assessment takes into account the evolution of the project and tries to explain the revealed phenomena.
– The assessment should be multidisciplinary: it's not only about profitability or the economic part of the project in general, but it must also observe the institutional, social or cultural dimensions.

- *Objectives of the assessment of a project*

– Considering the results of the project. Interpreting the progress of the project.
– Improving the structuring of the project. Analysis of the structures and the organization of the project to improve the project's implementation.
– Improving the professionalism of the project team.
– Improving the motivation and skills of people working on the project.
– Legitimizing and justifying.
– Better understanding of the project by the partners and the public opinion. Estimating the consequences of the project.
– Innovating.
– Development of new approaches for the project and, if necessary, for similar projects.

- *Framework conditions of the assessment*

– Consent of the project holders / financiers: it's necessary to obtain the consent of all project holders on the specifications for the assessment as well as the consent on the benefits of such an assessment. The project holder(s) should be ready, notably, to take advantage of the consequences of the analysis.
– The necessary resources for the assessment should be included in the organization of the project and should be available. These resources are financial resources (5-10% of the project's funds), time, work capacities.
– Acceptance: the members of the project team and the directing authorities must be convinced by the validity of the assessment. The assessment should not only be understood as a mean of control and possibly, of censorship. Assessment is a tool for improving the quality of work and more than that, the professional satisfaction of the partners (if necessary, planning some training sessions).
– Timing of the assessment: planning the assessment of the project before its start or at least, just after it started.

The consequences of the assessment can therefore be as follows.

- *Exploiting*

The assessment of the obtained information is done either *in itere* (continuously) and / or *ex-post* (after the project).

- *Strengths, weaknesses and new approaches*

- Strengths and weaknesses of the project's conduct are visible through the assessment.
- Lessons can be learned from the assessment for further work within the project.
- Assessment facilitates the work of the project management and enhances the quality of work.
- Reliable information are obtained and can be communicated to the project holders and the target audience.
- The information are also used to feed the cross-border network.

- *Determining the use of the results of the analysis*

- Before the beginning of the assessment, there has to be an agreement on the use of the obtained information by the project holders / the financiers / the project team.
- First, agreeing on where and how the information should be discussed and if it will be published.
- For an effective assessment, there must be a will to learn the lesson from this information on an organizational, institutional, political and personal level.

Of course, some specific characteristics exist due to the cross-border context.

- *Differences in the structures of the project holders*

- No sharing out of symmetrical skills on both sides of the border.
- Frequent misunderstandings at the organizational level.
- Possible role conflict among the project holders. They are often sponsors of the assessment but also involved in the work of the project.

- *Different interests and divergences concerning the objectives*

- Divergences between stated and non-stated objectives.
- The non-stated objectives must be clarified, during the assessment if necessary.

- *Taking the intercultural differences into account*

- Language difficulties.
- Differences in behaviour and communication.
- Differences concerning the cultures of assessment.

- *Difficulties in determining the "cross-border added value" of a project*

- Cross-border projects do not just have technical objectives.
- The project should also contribute to the erasure of the "border effect". This way, it's also about the difficulties in understanding the behaviour and methods of communication of the partners. But it's not always easy to consider the impact of a project on this "border effect". Indeed, it's difficult to define these social and cultural elements, to measure them with indicators and to assess the progress made, because it's first about mental changes which can induce the change of the structures and the methods of organization. The objectives in this field have to be described and defined by indicators that should be assessed in the most objective way possible. It is clear that such objectives require a lot of patience and endurance.

Throughout all of this process, the issues of assessment are twofold. First, it's about ensuring the appropriation of the assessment by those who practice on the field and about the

integration of assessment in the decision-making process while preserving the impartiality of the assessments.
The second major issue consists in the development of formalized, rigorous and systematic assessment procedures. Without having a too rigid formalization, it has to be a methodology accepted by all.

Objective 2: Identifying tools and methods adapted to the assessment of cross-border projects

Pedagogical progress

In order to proceed with an effective assessment, the project manager will have to contribute to the establishment of a plan accepted by all by asking such questions as: who should do the assessment, when, what subject, considering which indicators, with what tools?

In order to enlighten the participants on these issues, the trainer can suggest them two exercises.
The first is based on the case "pre-operational studies of the project Etoile Annemasse-Genève – Assessment of the action supported by INTERREG". Indeed, this case illustrates the ex-ante assessment, the feasibility study of a project and presents the indicators chosen by the project holders. It also demonstrates the importance of taking into account the results in the future management of the project.
The trainer may ask the participants (in groups or in plenary depending on the size of the group) to identify essential elements for the successful implementation of an ex-ante assessment. Another question may be to define the essential criteria guaranteeing the quality of an indicator (see Content).

The second possibility for the trainer is to use again the case studied for the objective 1 of sequence 3, that is to say the project "Plan for the cross-border basin of the river Roya: Eurobassin". The participants had been asked to define the intermediary objectives of this project. So, the trainer can suggest them to define (*in itere*) assessment criteria, indicators for each one of these objectives, in order to ensure the best possible project management. The trainer will provide the participants with the criteria of efficiency of the indicators mentioned in the content below.

Content

First, it's necessary to identify the person(s) who will be in charge of the assessment.

- External assessment by independent experts, outside of the project.
- Internal assessment by one person or more, being part of the project team or the project holder.
- Bi-national evaluators or not.

We can then observe different stages for the assessment of a project. Whether it's an ex-ante, an *in itere* or an *ex-post* assessment, it will be necessary to:

➢ *Determine the object of the assessment*

- It's necessary to define what needs to be analysed and interpreted (the project as a whole or parts of it, the effects of the project, etc.).
- It's necessary to determine the specific objectives of the assessment and the authorities in charge of setting the object and the objectives of the assessment (project holder and / or project team).

To reach a good assessment of the project, the following elements should be clarified before the very beginning of the assessment:

- Starting position

- Target audience of the project
- Objectives of the project
- Activities to be undertaken
- Organizations and individuals participating in the project
- Funding
- Networks of cross-border partnerships

> *Operationalize the objectives of the project*

- Having measurable elements: it's a condition sine qua non for the assessment. The objectives of the project (overall objective and partial objectives) must be implemented, and so become measurable, by using empirical methods.
- Establishment of the indicators: the indicators contain measurable elements with which a given objective can be defined. The indicators should have the following characteristics:
    - Plausibility: the objective has to be described as accurately as possible
    - Accessibility: easy to observe, simple and clear
    - Fixed indicators: that have been established since the beginning of the project to enable measuring its progress from the point of departure of the project
    - They must enable comparisons
    - They must be easy to document
    - They must be accepted by all stakeholders
    - Their number depends on the scope of the objectives of the project. In general, we can say: as far as necessary, as less as possible.
    - They must be coherent (not create confusion in the interpretation of data, the cost / the time to obtain information from the indicator mustn't be disproportionate, the variables put into evidence must be sufficient, etc.)

> *Take external factors into account*

The external factors, which are determining conditions for the project, must be taken into consideration in the planning of the project as well as the means to be used to influence them positively. It's necessary to continually monitor the way external factors have changed and how they had (or will have) an impact on the project.

> *Establish criteria to enable an assessment*

The assessment criteria constitute the measure which is the basis for the assessment to do about the results of the project (positive or negative).
It's necessary to agree on who defines these criteria.

> *Establish the sources of verification*

It's necessary to select the information sources which give details on the progress of the project. These sources should be easily accessible (documents on the project, assessments made by the participants, assessments made by experts or partners).
After identifying the different phases of the assessment, we can study the issue of the tools to put in place so that the process is effective. Therefore, we will list several methods which may be appropriate depending on the cases.

> *Appropriate methods of data capture*

The gathering and interpretation of data which refer to the indicators enable to properly measure the progress of the project. Approach: gathering data, interpreting them and assessing the level of the project's progress. To achieve this: observation, interviews, gathering of other data contained in the documents of the project (list of participants, organization charts, description of the taken steps, etc.).

➢ *Comment*

- Systematic observation consists in systematically noting down the data. It's the systematic consideration of facts on the basis of a grid of questions that target the subject of research. "Systematic" does not necessarily mean "all the time." To facilitate the task of the observer, certain times or phases of observation can be set.
- It's necessary to have a permanent and systematic documentation of the results observed ("systematic" does not mean "continually", samples can be satisfying enough).
- Prioritize the elements according to the established criteria. The results observed must be assigned to specific categories.

The role of the observer:

- ◆ He can be an active member of the project team (advantage: he's positioned in the middle of the action and may also involve the other members of the project team).
- ◆ The observer can also be a neutral person (advantage: he's less influenced by the project team).
- ◆ Conflicts concerning the role of the observer can arise: it's necessary to be clear and frank about this.

➢ *Questioning*

- Form:
  - ◆ written, in particular the questionnaire
  - ◆ orally, in particular the interview
- Possibility to compare the results:
  - ◆ The compatibility of the results can be achieved through standardized methods (Multiple Choice Questionnaire).
  - ◆ The non-standardized methods which enable some flexibility of response have the advantage to better correspond to individual needs.
  - ◆ Standardized and non-standardized methods can also be combined.
- Other criteria to consider:
  - ◆ For the written questions: cost-saving, time-saving, anonymity.
  - ◆ For the oral questions: greater motivation of the respondent, misunderstandings can more easily be avoided.

➢ *Analysis of project documents* (organization chart, list of participants, grid of procedures, etc.)

➢ *Data processing*

The collected data must be made readable and interpretable. It's better to avoid gathering data and burying them afterwards by leaving them as such.

- Quantitative exploiting:
  - ◆ Establishment of data tables
  - ◆ Establishment of impact tables and diagrams for each indicator
  - ◆ Combination of data from several indicators
  - ◆ Use of computers
- Qualitative exploiting:

- Interpretation of interviews in order to deduce the content of information
- Interpretation of the obtained results in order to assess the reaching of the indicators
- Careful reading of project documents in order to assess the reaching of the indicators
- If necessary, adding additional indicators.

In general, the importance of the following methodological guidelines can be emphasized.

First, it's necessary that the assessment constitutes overlapping perspectives on the expectations of the stakeholders and the expectations of the institutions which provide the funding. A particular work must be done concerning the specifications for the assessment, so as not to consider the concerns of one party or another.

This leads to the second working guideline in the assessment process itself: the need for a real reciprocity in the exchange of information and in the expression of expectations between the stakeholders and the institutions providing the funding. Of this reciprocity, the evaluator must be the main operator.

The necessary dissemination of a real culture of assessment, both among the sponsors of the assessment and among those who practice on the field, so as they speak the same language, is a third working guideline. Reciprocity can really work only if all operators will manage to express the same facts with more or less the same words. Systematic approaches to training in relation to the logics of the assessment, for all operators of a project as well as for the sponsors of the assessment of the named project, seem quite necessary to bring both a better formulation of the objectives of the assessment and a better satisfaction of the requirements of reciprocity. The role of the project manager in this dynamic is irreplaceable.

From all this results a fourth working guideline: seeking for consistency in the assessment process over time. There has been an important questioning about the link between the status of the intermediary assessment, the final assessment and even the ex-ante assessment. How to ensure consistency between these assessments? Do the involved stakeholders prefer to entrust these assessments to different people each time to ensure impartiality, or to the same people to ensure some continuity? The project team will decide but it's essential that the project manager ensures that the essential information are passed from one assessment to another.

Another methodological guideline results from the need to clarify the stakes and the implied objectives. The evaluator can contribute to this as he may highlight the importance of certain points that are not necessarily seen as fundamental by the rest of the project team.

How to concretely assess the cross-border dimension, dynamics resulting from a project? In terms of contracting authority, it's easy to see if there is a transnational co-funding, if there is a bilateral project management and that enables to say that the project has a cross-border nature. But how to assess its real effectiveness with regard to the logic of integration, how to assess the contribution of this project to a dynamic of erasing the border? This is an area to explore more than a field in which nowadays we have ready-made answers.

The issue of the assessments' monitoring is one last important point. This issue can't be summed up to the issue of their dissemination. It's mainly an issue of effective monitoring, requiring a strong involvement of the stakeholders. This is an important stake in relation to the quality of the assessment and its reliability but also in terms of appropriation by the stakeholders.

Objective 3: Assessment of the team work, of the functioning of the project team

Pedagogical progress

The project primarily depends on the members of the team working on its implementation. That's why only the assessment of the actions isn't sufficient. It's also important to assess both the work of each involved person but also and especially the functioning of the project team. Of course, this assessment will be different if the team members work together every day in the same workplace or if the members meet occasionally at meetings.
Whatever the configuration of the team and the project, the role of the project manager remains essential in this process because it's his task to manage all the persons involved in the project and to ensure that the working atmosphere, the climate between the two sides remains good.

To clarify this point, the trainer can use two effective methods in relation to the assessment of teamwork and internal functioning. Both methods, "Evaluation tree" and "Smiley", can be used in a similar way and aim at the regulation of the team.
For the project manager (or in our case the trainer), it's about asking the team members or participants what is the picture that best characterizes their feelings. This question can be raised regularly throughout the project so that the project manager can adjust his managerial policy if necessary. This will also enable him to interpret certain behaviours, to avoid certain obstacles.
The project manager (the trainer) can also ask the following question: “In your opinion, what is the picture that best matches the feeling of your colleague?”. This enables the team members to better learn about each other, interpret certain interculturally marked behaviours, to become aware of each one's learning and enhance the cohesion of the group.

Content

Managing a bi-national or multinational team is not an easy task. As we will see in the sixth sequence, the project manager will have to communicate a lot, play the role of intermediary and act in respect of the different cultures and the different characters involved.

Taking some time to suggest the team to stand back from its own practice is, in this context, an important component of people management. This allows studying the feelings, the completed missions, the posts held, the relationships kept, the capacities developed, etc.

This form of assessment can be done *in itere*: at regular intervals throughout the project. This allows more easily identifying a situation of crisis or a misunderstanding between certain persons. It can and even must be done *ex-post*. Due to the fact that deadlines are often tight, the project team rarely takes the time to assess the cooperation, however this assessment is necessary, all the more that some people will have to work together again. It's important, once the project finished, that the people involved can talk about how they've lived the project, with regard to the rest of the team, the target audience or their own mission. The project manager can draw conclusions for future work. On the other hand, he must be sure to distinguish the assessment of each one's work and the assessment of the team's functioning:

the assessment of the individual work must not be discussed within the group. It's more about improving the functioning and the degree of integration of the team.

As we can see, the assessment is transversal to the project. It must be defined from the beginning, according to criteria and indicators accepted by the project team as well as by the partners and financiers. It's an essential managerial tool for the project manager who will also have to use his cultural skills and his specific self-management skills as we will see in the following sequence.

Sequence 6:

The transversal skills of a cross-border project manager

General objectives of the sequence

Beyond the technical competences related to the project itself, beyond the managerial skills of a team leader, the cross-border project manager will have to develop quite specific knowledge, skills and know-how.
The project manager is at the meeting point between cooperation and the thematic aspect of the project. Therefore, he must combine specific and transversal skills. In a bi-national or multinational context, the project manager can't afford to be specialist in only one specific field. He will have to demonstrate his technical skills but also to show openness, interest and diplomacy in order to unite the whole team as well as the partners, the politicians or the financiers of the project.

The transversal skills of a project manager are therefore extremely varied. The following teaching aids will help the trainer to show the participants the diversity of these skills. It is understood that one person won't be able to satisfy all these requirements but the main objective of this sequence is to open the future on all these dimensions. Indeed, the labour market in this field is increasingly competitive and interculturality, language skills, interdisciplinary abilities or flexibility are increasingly put forward both by employers and job seekers.

In this context it is important to:

- Identify the essential general skills
- Develop intercultural skills
- Know how to communicate in an intercultural context
- Identify the specific skills to develop at each stage of the project

Objective 1: Identifying the essential general skills

Pedagogical progress

To meet this objective, the trainer can bring the participants to think about the conception of a post description sheet for a cross-border project.
To do this, different methods can be used depending on the level and the composition of the group. In the case of a group in initial training, the trainer may consider taking several different post description sheets and ask the participants to identify the essential components.
In the case of a more experienced group, the trainer can take the example of a precise project (from the group or not) and ask the participants to develop the post description sheet for a project manager which would correspond most closely to the partners' expectations in the framework of a recruitment.
Depending on the size of the group, the trainer may decide to launch a joint reflection or to let the participants work in small groups. In both scenarios it will be essential to allow a reflection time of a minimum of 45 minutes.

Content

To develop the content necessary to illustrate this point, we will proceed in 3 steps. There are no fixed correct answers for a post description sheet for a project manager. It depends of course on the project itself, the context of the partnership, the team put in place, the border, the territory, etc.

First, we can study the generic post description sheet defined by the National Centre for Territorial Civil Service (Centre National de la Fonction Publique Territoriale or CNFPT). Indeed, this Centre made a first list of the "territorial" professions available in 1993. The latter has enabled to identify one single profession bringing altogether European and international fields: the project developer. Today, through the development and professionalization, jobs have become more diverse. Therefore, the Centre distinguishes different jobs in his list. The one corresponding to our interest here is the profile of the person in charge of cross-border engineering (see PDF file).

Considering this description, it's important to notice several things:

- This is a description for a full-time post (all cross-border project managers do not work full time on a particular project)
- This sheet is related to the context of the French territorial administration

Beyond these characteristics, this description allows a first approach.

In a second step, we suggest to reflect in terms of knowledge, know-how and self-management skills. A brainstorming on the issue enables to identify:

- *Knowledge:*

- the languages
- the different cultures in presence
- the EU policy and in particular the regional policy of the EU
- INTERREG: philosophy, procedures, financial mechanisms, regulations

- the administrative, political, institutional, legal system of one's country and of the other countries involved in the project
- being able to insert a project in a funding program
- the projects and organization of the territorial authority (and the partners authorities)
- the sociology of organizations
- the financial mechanisms / financial logics (both multi-annual or annual) of the European Commission, of one's own territorial authority
- the technical skills (related to the project) - to develop and update
- the monitoring of the network of stakeholders

- *Know how:*

- Searching for common interests and bringing them up in a bi-national context but also searching for a mismatch of skills
- Advice
- Project engineering
- Project management (objectives / cost / deadlines – assessment)
- Strategy
- Intermediation: intermediary / support / process
- Leading, pedagogy (clarify, provide points of reference)
- Intercultural
- Information - network (participate in / lead)
- Technical and administrative intermediation or multidisciplinary facilitator
- "Intercultural mediators"
- Developing and implementing strategies to influence
- Legal competences (drafting of partnership agreements, etc.)
- Communication (in all its ways: written, oral, electronic, body language, etc.)
- Knowing how to have something done by someone

- *Skills:*

- Open minded
- Interest in other cultures
- Organized
- Multidisciplinarity
- Skills: listening, creating confidence
- Management of conflicting interests (Commission, Member States, local authorities)
- Diplomacy
- Leadership, strength of conviction
- Autonomy
- Creativity, imagination: knowing how to use margins, transgressing rules
- Managing uncertainty
- Managing complexity, pressure, diversity
- Learning teamwork / coordination of a multicultural, multilingual, interdisciplinary and geographically distant team
- Vigilance: the role of "watchdog" in a very evolving and uncertain situation
- Humour
- Curiosity
- Person who's able to gather
- Tolerance
- Flexibility
- Transparency

Finally, to complete and summarize the contents of this first objective, we suggest to use a table developed by Antonia Caro Gonzàlez in her article entitled "The European project manager's profile: a competence-oriented definition proposal" (in *Eurocompetencias Europea y Cultura en la Sociedad del Conocimiento*, co. Aurkene Alzua-Sorzabal, 2006, Universidad de Deusto-San Sebastian).

Category		**General competences**	**Specific competences**
INSTRUMENTAL are those having an instrumental function.	KNOWLEDGE	ANALITICAL, SYSTEMIC, REFLEXIVE, ANALOGICAL, CRITICAL, PRACTICAL, DELIBERATIVE AND COLLECTIVE THINKING	Ability to identify the needs and problems that need to be clearly defined
			Ability to find and critically analyze the proposals, identifying those that are suitable for the presentation of the project
			Ability to summarize and present ideas in a draft document
			Ability to summarize and prepare proposals for their assessment before putting them forward as prospective solutions to be implemented in the form of projects
	METHODO-LOGICAL	TIME ORGANISATION	Ability to create time charts to represent the logical sequential and chronological development of the activities of the project to reach the proposed objectives.
			Ability to efficiently manage tasks (priorities, urgent, routine, etc.) that are necessary in each of the stages of the project.
		PROBLEM SOLVING	Ability to anticipate and identify unforeseen events and changes that could significantly alter the projects' natural process.
			Ability to manage

INSTRUMENTAL			efficiently the situations and problems beyond our control that cause insecurity
		DECISION TAKING	Ability to apply the methods, techniques and tools as well as the knowledge about project management (time charts, work plans, data bases and so on) in a selective and efficient manner according to the specific needs.
		CAPACITY FOR ORGANISATION AND EFFICIENT COORDINATION AND DEVELOPMENT OF ACTIVITIES	
		ORGANISATIONAL AND PLANNING ABILITIES, PROJECT DESIGN AND MANAGEMENT	
	TECHNOLOGICAL	BASES/DATA	
		PC, AS A WORKING TOOL	
INTERPERSONAL	LANGUAGE	VERBAL COMMUNICATION	
		WRITTEN COMMUNICATION	
		FOREIGN LANGUAGES SKILLS	
	INDIVIDUAL	SELF-MOTIVATION	
		RESISTANCE AND ADAPTABILITY TO THE ENVIRONMENT	Ability to improvise and quickly adapt to changes and different environments.
		ETHICAL BEHAVIOUR	
	SOCIAL	DIVERSITY & INTERCULTURA-LITY	Understanding the social, political and physical project international environment; Standards and regulations; etc.
			Ability to integrate people from different cultures, professional areas, job positions, etc. so they can

INTERPERSONAL			work together and coordinate their work within an international context to reach the established aims.
			Ability to communicate with experts in other fields
			Accepting and respecting minorities
		INTERPERSONAL COMMUNICATION	Ability to maintain a fluent and efficient long distance communication with several international and local counterparts simultaneously.
		TEAM WORK	Identifying individual and collective goals and responsibilities and performing them in a manner appropriate to these roles
			Ability to debate and take decisions together with the other partners of the project
		CONFLICT SOLVING	
		NEGOCIATION	Ability to develop, in most cases after discussion with the partners and key persons, a plan to reform those aspects of the project that need to be changed.
SYSTEMIC **concerning whole systems. They suppose a combination of understanding, sensibility and knowledge that allows one to see how the parts of a whole relate and come together. Systemic competencies require as a base the prior acquisition of instrumental and interpersonal competences**	ENTERPRISING ABILITY	CREATIVITY	Ability to design a creative, original, efficient, profitable and doable future projection for a specific situation that needs to be changed..
		ENTERPRISING SPIRIT	
		INNOVATIVE ABILITY	
	ORGANISATION	MANAGEMENT THROUGH OBJECTIVES	Ability to motivate the team responsible of the project so each one of its members is able to assume his/her responsibilities and carries out his/her tasks on time.
			Grounding in basic knowledge of the profession: basic concepts (general

SYSTEMIC **concerning whole systems. They suppose a combination of understanding, sensibility and knowledge that allows one to see how the parts of a whole relate and come together. Systemic competencies require as a base the prior acquisition of instrumental and interpersonal competences**			project management knowledge and content, logistics, etc.); Organizational structure and principal actors involved; management processes; management areas
			Evaluating performance as an individual and as a team member
		PROJECT MANAGEMENT	Ability to carry out various activities simultaneously according to a working plan with resources, times and processes previously defined.
			Ability to organize and lead the International Consortium meetings or local teams meetings.
		QUALITY DEVELOPMENT	
	LEADERSHIP	INFLUENCE & EMPOWERMENT	Ability to create a working culture, pattern and methodology that promotes cooperation among the different partners and allows to cooperate, coordinate and integrate complex and physically separated activities based on the truth, confidence, transparency, commitment, loyalty, integrity and openness
	ACHIEVEMENT	ACHIEVEMENT ORIENTATED	Ability to meet all the requirements for fund raising, report writing, results achievement, on due time and in due form to meet the requirements established by the institutions from which the funds are obtained as well as to achieve the objectives of the project

The trainer has at his disposal a series of elements that will enable him to provide the essential elements to the participants on the issue of the essential skills for a cross-border project manager.

Objective 2: Developing intercultural competences

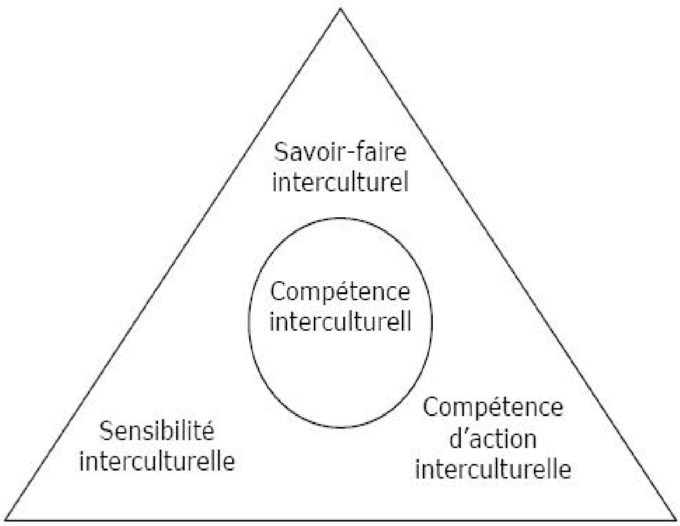
Pedagogical progress

After an overview of the general transferable skills of a cross-border project manager, the two following objectives must enable to put the focus on two key points. First of all, here it's about emphasizing the importance of developing an intercultural skill. Then, we will tackle an even more specific point: communication in an intercultural context.

To show how important it is to focus on the intercultural dimension, the trainer may suggest a round around the table in which each participant will have to present an experience, an anecdote he experienced and where intercultural differences have emerged. This can of course be done in the framework of cooperation, led on a bilateral or multinational level, or even between people from different administrations and departments. The aim pursued is to demonstrate intercultural and interpersonal diversity while allowing participants to become aware of the need to keep an open mind so as to recognize these differences and respect them, act accordingly to avoid potential deadlocks between the partners of the project.

Content

Intercultural projects offer the opportunity to increase one's own intercultural skill. We can summarize this learning with the following diagram:



Source : BÜRGI, LEZZI, WASSENBERG, Compétence interculturelle, Bildung Sauerländer, 2002

The intercultural dimension may be defined as the interaction between cultures. A culture is a set of rules, rituals, codes of interaction and communication, values and representations. Each culture is unique, heiress of her history and constantly changing, especially in contact with other cultures.

In the context of a project, it should be noticed that "cognitive, affective and behavioral objectives complement each other, their limits are fluid" (HERBRAND Frank, Fit für fremde

Kulturen: interkulturelles Training für Führungskräfte, Bern / Stuttgart / Wien, 2002). The more the project manager knows about himself, the more he will be ready to face the unknown when meeting the other and he'll be likely to adapt himself or even to revise his personal positions. Having intercultural competence enables to act more certainly, enjoy the room left for negotiations, avoid conflicts and communicate effectively.

We can identify a few keys for the analysis of cultural differences on the basis of certain topics. Below is a list of intercultural axes. For each topic, the two words are to be read as if they were written on both ends of a scale on which each individual can position himself.

- *The relation to time*

Polychrony (= ability to perform several tasks at the same time) / monochrony (= performing one task at the time).

- *Orientation*

Short term (relative weight of traditions, rapid social changes, less rigid standards) / Long Term (importance of traditions, stable relationships, compliance with the standard set by time).

- *Managing the unforeseen*

Spontaneity (the unforeseen stimulates creativity, spontaneity is an asset) / Self-control (feeling of insecurity in front of the unforeseen, careful planning).

- *Communication style*

Implicit (contextualized communication, referring to the context) / Explicit (accurate, detailed, clear, exhaustive communication).

- *Relation focused on the person, on the task*

Relational (importance of the human process, the social status and relations) / Operational (importance of the result and the task to perform, the actions carried out).

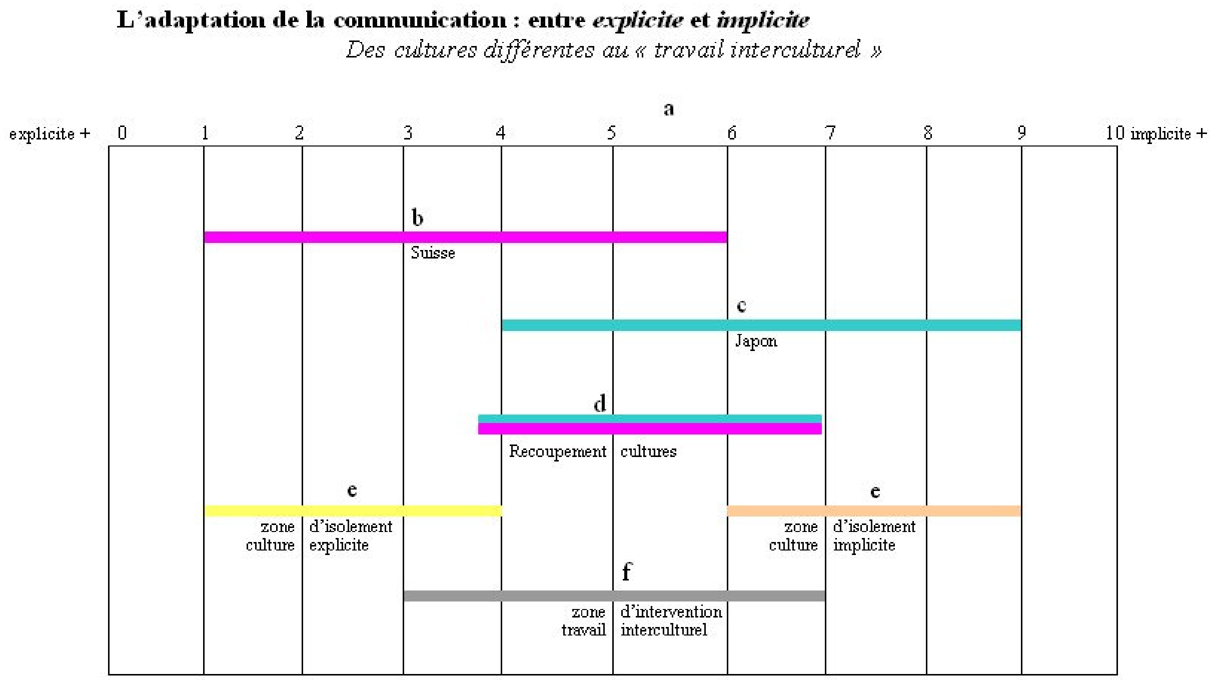
- *Distance to authority*

Distance (strong vertical hierarchy, centralization of power, strong management) / Closeness (horizontal hierarchy, management by delegation of responsibility).

- *Teamwork*

Individualism (low sense of collective belonging, self-perception as an autonomous and free individual) / Collectivism (sense of belonging to a collective, self-perception as a member of a community).

Developing an intercultural competence, it's trying to know oneself and know how to adapt to others by being flexible on these different scales. This is what Jacques Demorgon tries to show in the following diagram (source: Intercultural guide for leading cross-border meetings, éd. Europa Forum, 2006).



a - The potential maximum oscillation of human communication (on a scale of 0 to 10)
Eg: communication between Swiss and Japanese.

Caption:
1 – The cultural differences

- a. the maximum adaptative possibilities of human communication, on a scale from 0, the most explicit to 10, the most implicit
- b. from 1 to 6: a strongly explicit culture of communication (eg Switzerland)
- c. from 4 to 9: a strongly implicit culture of communication (eg Japan)

2 – Intercultural work

- d. from 4 to 6: the common heart of the two cultures
- e. from 1 to 4: more isolated part of the explicit culture
  from 6 to 9: more isolated part of the implicit culture
- f. 3 to 7: more or less extensive area of "potential intercultural work"

To sum up, developing an intercultural competence, it's:

- Learning to comply with the structures, working methods and the behavior of the other
- Recognizing the difference, seeking to understand and decode the system of the other
- Understanding the origins of one's own system, not sticking on the obvious facts

Objective 3: Communicating in an intercultural context

Pedagogical progress

One of the particular aspects of the transversal competences of a cross-border project manager is of course the communication in an intercultural context. It's on this second aspect that we have chosen to focus here.

The importance of communication has already been mentioned in objective 4 of the sequence 4. We will now strive to deepen the intercultural dimension of this communication, whether it's an external or internal communication.

Concerning the external communication first, the objective of the trainer should be to make the participants aware of the differences existing in the way of speaking to the audience on both sides of the border. To do this, the trainer can suggest the trainees to analyse two websites of two cities. The case "Comparison of two pages from a German and a French website" offers to compare the home pages of the cities of Offenburg and Belfort, two cities with similar size and visibility.
The idea is to be able, through this analysis, to highlight the various possible communications, the different expectations of the audience of both sides and even the role of a municipality. Below, you will find a proposal for interpretation.

Comparison Table: Suggested interpretation

Cities	**Offenburg (Baden-Württemberg, Ortenau)** City of 52 000 inhabitant, chief town	**Belfort (Franche-Comté, Territory of Belfort)** City of 58 000 inhabitants, chief town
Context of communication	– Nodal city in terms of rail crossing – Economic strengths: • City known for its developed commercial activities (many fairs) • Commercial headquarters of the book house BURDA, a leading publisher of magazines and online media • Several editorial offices of magazines (Focus, Bunte) • One of the most modern printing houses in Germany – Many cultural events	– City that has long been assimilated to Alsace by people, even politicians. – Military fortified town, garrison town (negative image) – Proclaimed 6th green city of France, quality of life, many parks and gardens – A rich historical and cultural heritage (Eurockéennes, etc.) – Crossroads situation which is poorly used – Depressed economic conjecture, technology-oriented university poles
Objectives of the website	**5 available languages** (German, English, Dutch, French, Italian) = strong desire to promote tourism, international orientation **TO INFORM** (objectification): the	**No foreign language:** town council website considered as French-French? **PROMOTING, PROTECTING THE CITY (subjective): the sender of the**

	recipient is acknowledged.	**message is acknowledged.**
Promise to have an interface, an enunciation (evocation)	• **Clear message** • **Photographs:** tradition (Christmas market, carnival), complete overview (nature, culture, sport, modernity). • **Few references to History**, city opened to the outside, to movement, intermediary for the citizen	• **Unclear message** • **Photographs:** City hall stands out, booklet for a tour of the city, half photographs which are unclear, not striking • **Strong historical dimension:** city with a heritage, looking after the public service (phone number), city which owns itself • The website is more useful to the city itself, it's less oriented towards the citizen himself.
Structure of information	• **More sections, more detailed sections.** Each information is immediately available: handier. • **Topics:** Event agenda, details on services, online newspapers, map of the city • **Occurences of the word "Offenburg":** only once, double exposure, not overwhelming	• **Sections are unclear**, changing, scattered • You have to return to the previous page when you open a section • **Topics:** the city hall as a symbol and the city council as a local service (the politicial aspect predominates) • **Occurences of the word „Belfort":** 4 times
Staging of information **Degree of interaction**	**Clarity:** • Relative homogeneity of information • Every information stands out • Standard font • Tabular form • Straight colours, not fancy (red, blue, black) • Optimization of space **Modesty of the word "Offenburg"** which isn't nearly mentioned **= Informing effectively**	**High interactivity:** • Play with colours (pink, purple, orange) • Play with fonts (different font sizes): playful aspect • Unclear layout of the home page in space • Play with small/large, near/far, appearance/disappearance: arousing curiosity, stimulate emotions **Strong visual play to draw the attention on the word "Belfort" and the symbol of the Lion (a form of pride)** **= form predominates on information** **= Captivating**
Visual continuity	**strong**	**small / medium**

With regard to internal communication, the trainer can use the case "The lunch" (from the Intercultural guide for leading cross-border meetings, dir. WILL-MULLER Evelyne &

DEMORGON Jacques, Coll. Forum Europa, éd Saint Paul, 2007) to emphasize the importance of intercultural communication and the need to ensure mutual understanding.
The suggested case enables to study the phenomena that can lead to some dysfunctions. The trainees will have to issue the analysis of this situation and try to interpret it from the German as well as from the French point of view. The trainer can use the following interpretation from the Guide to complement the analysis of the trainees.

"The cognitive and emotional problems of the participants"

- *The German point of view:* while being courteous, Germans remain reluctant. A meal at the restaurant leads to the loss of valuable working time. It extends the meeting for as long as the meal lasts, delaying, hence, the moment to return. They would have preferred a short break, just eating some sandwiches. Finally, how having a serious discussion during a meal? For some people, this French behaviour seems so irrational that they give it a new sense in suspecting the French to make a diversion in order to better control the situation, so as to achieve their own goal.
- *The French point of view:* the Germans have no manners. They are invited to the restaurant and do not even honour the French gastronomy, all this because they want to go back home earlier! In addition, they refuse to discuss the project during the meal, as if business and pleasure couldn't be linked! What lack of flexibility!

Perspectives of interpretation

For the French, the lunch at the restaurant enables to combine business with pleasure and move forward in a mutual understanding of each other, their projects, their interests, their methods of commitment, in short, providing important information for further cooperation. In the professional framework, it's quite common, even normal, to reconcile meals, work and relaxation. In addition, the framework set by the meeting is not an absolute framework and non-treated issues can still be discussed later.
The Germans, aware of the importance of the meal in a cooperation with the French, accept this habit, but grudgingly. For them, it's a foolish waste of time and a digression considering the aim of their visit (costly in time). They feel trapped.
The conditions for conviviality do not enable a detailed examination of the problems. The Germans feel involved in a serious emulation and feel as if the French were avoiding it through an inappropriate seduction attempt. The timing of meals puts the Germans in a situation of dependence because they are dependent on a system that benefits the French.
Everyone still remains polite, but there is no understanding. French and Germans continue their discussion in an oblique and veiled way.

Pragmatic consequences on the cooperation between the services

In this case, the consequences do not dramatically affect the project, but mutual suspicions, possibly justified, and kept frustrations can undermine the mutual trust, necessary for the continuation of a fruitful cooperation.

Mediation, providing of information

Even if they are aware of this cultural uniqueness that is the lunch "à la française", the German partners can have some difficulties to fully understand and recognize its meaning. They need to see this time for lunch more as a time for relations between people. The question of relations between people is as important for the French, if not more.
Meanwhile, the French partners should better understand that a faster and lighter meal also has the advantage of not dispelling the emotional and cognitive abilities well mobilized

during the morning. Moreover, they should take care to negotiate the time and the meaning given to this lunch with the Germans.

The institutional third person, often the facilitator, which has been informed about the likely impact of the two cultural orientations, should take care to invent an intelligent compromise, leaving to each cultural group at least one part of the benefit of its culture. Between sandwiches and meals that drags on, clear limits can be set, concerning the type of food as well as the time and the relaxing / working methods shared.

This conclusion will obviously lead to the question of how to lead the meeting: should it be done by the group or by an external facilitator?
Indeed, the project group may call to someone from outside, a neutral platform. To illustrate this case the trainer can use the methodology developed by the Euro-Institute and described in the case sheet “Leading binational and inter-department groups".
This example enables the trainees to identify some characteristics for leading the binational group:

- Management of the different cultures: it is necessary to ensure that everyone understands and follows the discussion.
- Management of the language issue: the translation is not always effective during the discussion with the project group. It is best to put the concepts, the characteristics in the reference field of the other; it goes beyond the translation but it enables to explain the discussed concepts, taking into the account the references of the interlocutor.
- Management of the different administrative structures
- Time Management

Concerning the lead of the assembly, the trainer can also refer to objective 4 of the sequence 2.

Content

“Communication is the exchange of information (form and content) and its meaning: it's my attempt to let you know what I think. The communication also includes all behaviours that the other person perceives and interprets: it is your understanding of what I think. The communication includes the transmission and reception of verbal information (the words) and non-verbal information (tone, facial expression, physical environment” (ADLER Nancy J. International dimensions of organizational behaviour, 3rd éd., Cincinnati, 1997).

In a cross-border context, different types of barriers or misunderstandings may occur when the person of a culture B does not get the information from the person of a culture A. These misunderstandings are due to a lack of correspondence of the words or a different meaning of the words, the used tone and the context of communication.

The verbal communication between two persons depends on various elements related to the context of the individuals including:

- The system of reference
- The conception of the world
- The life story
- The representation of oneself, one's role
- Membership groups
- The needs
- The sociocultural system

Of course, we can add to this the self-image that we let emerge and the image that the other can have of you. All this in a particular context with certain codes, the different languages.

Indeed, the language is often perceived as the greatest barrier to communication. We can distinguish four distinct cases.
In the first case the border is not synonymous with language barriers (France-Wallonie, France-Switzerland, Germany-Switzerland, Germany-Austria, etc.). This does not mean that all possible misunderstandings are excluded. Indeed, the cultural context specific to each language is different and interpretations of some words may not always be identical, hence the need for the facilitator to remain vigilant.
In the second case the group decides to use the translation (simultaneous or consecutive). However this option does not solve all problems because the translator must not only translate words from one language to another, their meanings, but also the context, the gestures, the innuendo, the various connotations, the associated values, the history, the underlying realities, etc. What is said in thirty seconds in one language may well require two minutes in another. A good translator must both know the vocabulary of a language but also the culture of the country or the region.
The third and final option is to use a third language. This solution has the advantage of uniting the group around a single working language. However the group members should be aware that it's difficult to express oneself in a foreign language as good as in one's mother tongue. A certain flexibility has therefore to be found in the interpretation of words, especially when negotiating. Furthermore, it's likely that the group members do not all have the same knowledge and understanding of the third language, hence the possibility to be confronted with some discrepancies.
The fourth and final possibility, the most convenient and less expensive, is that each person speaks her own language and understands the language of the other.

In these different contexts, it is essential that the project manager regularly ensures the level of understanding of each participant and also ensure that decisions taken by the group are understood and approved by each member.

Beyond the barriers of communication, we can identify other sources of potential conflicts:
- Opposite objectives and interests
- Different methods to achieve a goal
- A gap between available means and requirements
- Too divergent personal values
- Relational aspects
- A mission which is too vague for the project
- A vague sharing out of skills
- ...

Facing these latent or proven conflicts, the project manager can adopt three attitudes:
- The conflict is 'bad ' and his authority is denied or even crushed
- Conflicts are inevitable and natural, they have to be analysed
- Conflicts are necessary and help to move forward

In any case, whatever the importance of the conflict, the solution does not always correspond to the lowest common denominator. The key is to achieve a “win-win” situation. The participants of a cross-border project generally participate in it willingly: they are rarely subject to legal constraints. Therefore, the project managers are not authorized to give any binding orders, they are more initiators, structurers, facilitators of a process that has to be implemented with people having different goals, interests, visions.

The project manager is an essential link and has to develop essential communicational know-hows. The latter can be summarized as follows:

- Being able to explain the possible difficulties of each to all
- Adapting communication to the interlocutor
- Encourage interaction (the project manager is the facilitator of the partnership)
- Mastering non-verbal communication (in a given cultural context)
- Having explanation and mediation skills
- Being federative, neutral, a rallying person
- Thinking about his own arguments
- Ensuring that everything is well understood by all (request for feedback, reformulation)
- Checking that there is a similar level of information for all

Objective 4: Identifying the specific skills to develop at each stage of the project

The last objective can be seen as transversal to the whole training package. It primarily relies on an article, written by Antonia Caro Gonzàlez and entitled “The European project manager's profile: a competence-oriented definition proposal" (in *Eurocompetencias Europea y Cultura en la Sociedad del Conocimiento*, coll. Aurkene Alzua-Sorzabal, Universidad Deusto-San Sebastian, 2006).
Therefore, we suggest here to reuse the tables that she has developed and which redraw all the skills that a cross-border project manager should have during the various stages of a project (it should be noticed that these tables offer to identify the funding as an integral stage).

STAGE 1: INITIATION AND DEFINITION

DEFINITION	**TASKS**	**AREA**	**SPECIFIC COMPETENCES**
Detection of need and decision to start a project (The Project **INITIATION and DEFINITION** Stage needs to be planned in an informal manner)	Revision of Related Studies	Integration	Ability to identify the needs and problems that need to be clearly defined.
	Establishment of Project Objectives	Scope	Ability to summarize and prepare proposals for their assessment before putting them forward as prospective solutions to be implemented in the form of projects.
	Preparation of Project Initiation and Kick Off Plan	Organisation	Ability to design a creative, original, efficient, profitable and doable future projection for a specific situation that needs to be changed.
	Brief the Team	Human resources	Ability to motivate the team responsible of the project so each one of its members is able to assume his/her responsibilities and carries out his/her tasks on time.
	Identification of Key Personnel	Organisation	Ability to organize and lead the International Consortium meetings or local teams meetings.
	Recruitment of Project Board	Organisation	Ability to create a working culture, pattern and methodology.
	Recruitment of Project Coordinators	Organisation	Ability to debate and take decisions together with the other partners of the project.
	Recruitment of Key	Organisation	Identifying individual and collective goals and

	Stakeholders		responsibilities and performing them in a manner appropriate to these roles.
			Ability to integrate people from different cultures, professional areas, job positions, etc. so they can work together and coordinate their work within an international context to reach the established aims.
	Creation of project organization chart	Organisation	Ability to summarize and present ideas in a draft document.

STAGE 2: PLANNING

DEFINITION	TASKS	AREA	SPECIFIC COMPETENCES
PLANNING Design and maintaining of an action plan	Definition of scope, objectives and results	Scope	Ability to create time charts to represent the logical sequential and chronological development of the activities of the project to reach the proposed objectives.
	Development of the project plan	Integration	
	Planning of Project Organisation: Identification, documentation and assignment of responsibilities and hierarchic organisation	Organisation	Ability to apply the methods, techniques and tools as well as the knowledge about project management (time charts, work plans, data bases and so on) in a selective and efficient manner according to the specific needs.
	Definition of activities	Time	
	Sequence and duration of activities	Time	
	Calendar Development	Costs	Ability to summarize and prepare proposals for their assessment before putting them forward as prospective solutions to be implemented as projects.
	Planning of resources	Costs	
	Determination of the project Cost and Budget	Human resources	
	Organisational Planning	Quality	
	Quality Planning	Communication	
	Communication Planning	Sub-contracting	Ability to integrate people from different cultures, professional areas, job positions, etc. so they can

			work together and coordinate their work within an international context to reach the established aims.
	Identification and assessment of risks and opportunities, and proceedings to take action (i.e. Risks Plans)	Risk	Ability to anticipate and identify unforeseen events and changes that could significantly alter the projects' natural process.
			Ability to improvise and quickly adapt to changes and different environments.

STAGE 3: FUNDING

DEFINTION	TASKS	AREA	SPECIFIC COMPETENCES
Search of resources, search of call for proposals for **FUNDING,** preparation and presentation of proposals to funding entity	Search of suitable call for proposals		Ability to find and critically analyze the proposals, identifying those that are suitable for the presentation of the project.
	Consolidation of results of planning process in a global document	Integration	Ability to create time charts to represent the logical sequential and chronological development of the activities of the project to reach the proposed objectives.
			Ability to meet all the requirements, fund raising, report writing, results achievement, on due time and in due form to meet the requirements established by the institutions from which the funds are obtained as well as to achieve the objectives of the project.
	Acquisition and assignation of resources	Human resources	Ability to create a working cultures, pattern and methodology that promotes cooperation among the different partners.
	Conformation of International consortium	Human resources	Ability to integrate people from different cultures, professional areas, job positions, etc. so they can

			work together and coordinate their work within an international context to reach the established aims.
			Ability to create a working culture, pattern and methodology that promotes cooperation among the different partners.

STAGE 4: IMPLEMENTATION

DEFINITION	TASKS	AREA	SPECIFIC COMPETENCES
Coordination of resources to accomplish work plan approved	Update of project schedule	Time	Grounding in basic knowledge of the profession: basic concepts (general project management knowledge and content, logistics, etc.); Organizational structure and main actors involved; management processes; management areas.
	Revision of project organisation	Organisation	Ability to anticipate and identify unforeseen events and changes that could significantly alter the projects' natural process.
	Revision of project Budget	Costs	Ability to manage efficiently the situations and problems beyond our control that cause insecurity.
	Execution of project plan: set up of project administration	Organisation, Communication Costs	Ability to develop, in most cases after discussion with the partners and key persons, a plan to reform those aspects of the project that need to be changed.
	Level A: Scientific coordination		Understanding the social, political and physical international environment, standards and regulations of the project.
	Level B: Project management. Planning, control of implementation,		Ability to meet all the requirements for fund raising, report writing, results achievement, on due time and in due form

	closure. Allocation of resources, distribution of information, communication, etc.		to meet the requirements established by the institutions from which the funds are obtained as well as to achieve the objectives of the project.
	Level C: Administrative and financial software.		Ability to carry out various activities simultaneously according to a working plan with resources, times and processes previously defined.
	Development of the project team, management of the consortium in an international setting	Human resources	Ability to motivate the team responsible of the project so everyone of its members is able to assume his/her responsibilities and carries out his/her tasks on time.
			Ability to organize and lead the International Consortium meetings or local teams meetings.
			Ability to create a working culture, pattern and methodology that promotes cooperation among the different partners.
			Ability to debate and take decisions together with the other partners of the project.
			Identifying individual and collective goals and responsibilities and performing them in a manner appropriate to these roles.

Coordination of resources to accomplish work plan approved	Development of the project team, management of the consortium in an international setting	Human resources	Ability to integrate people from different cultures, professional areas, job positions, etc. so they can work together and coordinate their work within an international context to reach the established aims.
	Selection and management of sub-contracting	Sub-contracting	Ability to communicate with experts in other fields.
	Quality assurance	Quality	Evaluating performance as an individual and as a team member.

STAGE 5: FOLLOW UP, CONTROL, MONITORING AND EVALUATION

DEFINITION	TASKS	AREA	SPECIFIC COMPETENCES
Follow up and monitoring of progress to take corrective actions	Verification of scope	Scope	< Ability to anticipate and identify unforeseen events and changes that could significantly alter the projects' natural process. < Ability to manage efficiently the situations and problems beyond our control that cause insecurity.
	Progress control and creation of status report	Communication	

To conclude, the trainer can come back to these tables, discuss them with the participants, even comment them according to the different topics addressed, the different results obtained throughout the training.