




Pacific Judicial Development Programme

PROJECT MANAGEMENT TOOLKIT

Revised August 2017





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Toolkits are evolving and changes may be made in future versions. For the latest version of the Toolkits refer to the website - <http://www.fedcourt.gov.au/pjsi/resources/toolkits>.

Note: While every effort has been made to produce informative and educative tools, the applicability of these may vary depending on country and regional circumstances.

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PJDP TOOLKITS

Introduction

For over a decade, the Pacific Judicial Development Programme (PJDP) has supported a range of judicial and court development activities in partner courts across the Pacific. These activities have focused on regional judicial leadership meetings and networks, capacity-building and training, and pilot projects to address the local needs of courts in Pacific Island Countries (PICs).

Toolkits

Since mid-2013, PJDP has launched a collection of toolkits for the ongoing development of courts in the region. These toolkits aim to support partner courts to implement their development activities at the local level by providing information and practical guidance on what to do. These toolkits include:

- Judges' Orientation Toolkit
- National Judicial Development Committee Toolkit
- Family Violence and Youth Justice Project Workshop Toolkit
- Time Goals Toolkit
- Annual Court Reporting Toolkit
- Toolkit for Review of Guidance on Judicial Conduct
- Judicial Decision-making Toolkit
- Toolkit for Public Information Projects
- Enabling Rights & Unrepresented Litigants Toolkit
- Access to Justice Assessment Toolkit
- Reducing Backlog and Delay Toolkit
- Toolkit for Building Procedures to Handle Complaints about Judicial Conduct
- Trainer's Toolkit: Designing, Delivering and Evaluating Training Programs

These toolkits are designed to support change by promoting the local use, management, ownership and sustainability of judicial development in PICs across the region. By developing and making available these resources, PJDP aims to build local capacity to enable partner courts to address local needs and reduce reliance on external donor and adviser support.

PJDP is now adding to the collection with this new: **Project Management Toolkit**. The content of this toolkit has been developed to be a practical resource for PJDP partner courts to become more self-reliant in leading, developing, conducting, monitoring, and reporting on projects for which they are responsible. The toolkit explains key processes involved in managing projects and provides a range of adaptable tools so that those managing and administering ongoing judicial and court development within the PJDP's partner courts can have greater confidence in undertaking their responsibilities.

Use and support

These toolkits are available on-line for the use of partner courts. We hope that partner courts will use these toolkits as/when required. Should you need any additional assistance, please contact us at:

pjsi@fedcourt.gov.au

Your feedback

We also invite partner courts to provide feedback and suggestions for continual improvement.

Dr Livingston Armytage
Technical Director,
Pacific Judicial Strengthening Initiative
March 2017

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Abbreviations

- DAC - Development Assistance Committee (of the OECD)
- M&E - Monitoring and Evaluation
- NZ MFAT - New Zealand Ministry of Foreign Affairs and Trade
- NJDC - National Judicial Development Committee
- OECD - Organisation for Economic Co-operation and Development
- PEC - Programme Executive Committee
- PJC - Pacific Judicial Conference
- PJDP - Pacific Judicial Development Programme
- SMART - **S**pecific; **M**easurable; **A**ttainable; **R**elevant; **T**ime-bound Indicators
- ToR - Terms of Reference



CONTEXT FOR THIS TOOLKIT

a. Aim of this Toolkit

Project Management ► *The process of planning, organising, motivating, and controlling resources to achieve a specific (project) goal.*

This toolkit aims to enable Pacific Judicial Development Programme (PJDP) partner courts to become more self-reliant in leading, developing, conducting, monitoring, and reporting on projects they are responsible for.

b. Who is this Toolkit for?

This toolkit is designed to be used by all those with responsibilities for managing and implementing their court's development activities - namely *project managers*. The toolkit can help project managers by providing adaptable tools, and explaining key steps and processes involved in managing projects so that they can have *greater confidence* in undertaking their responsibilities.

Throughout the toolkit, the term project manager is used to include:

- Members of the *National Judicial Development Committees* (where these committees exist) - who have responsibility to develop and supervise ongoing judicial / court development activities;
- *National Coordinators* - in their coordination and liaison role with the PJDP, as well as in their role managing activities under the Responsive Fund and other donor-funded activities; and
- *Court staff / administrators* - providing administrative support to their court's ongoing development activities.

c. How this Toolkit can be used:

The toolkit has been designed as a manual, or guide, to be used by:

1. reading the brief overview of each topic;
2. taking the tools, steps, or processes summarised as a guide for undertaking project management activities in a logical and ordered manner; and
3. adapting and using the practical examples, templates, and 'tips' found in the toolkit or its annexes. All of these are available electronically.

This toolkit is not a 'blue print' simply to be followed when implementing a project.

You should adapt the tools and templates to so that they meet your needs.

In the toolkit some words or phrases have been underlined - some of these may be unfamiliar to you. We have retained these terms in the toolkit so you can become more familiar with them as they are often used in project management and by donors. For any terms that are not familiar, an explanation or description has been provided in the **Definitions section** at the end of the toolkit (see page G-1).

Some text is underlined and in bright blue font - this is a link (called a *hyperlink*) to an email address or external document or website. If you press the 'control' button and click on a link at the same time, it will take you to the relevant document *if you are connected to the internet*.

If you have any questions after reading this toolkit, please email PJSI on pjsi@fedcourt.gov.au for additional assistance.

d. Introducing this Toolkit in your court:

A training workshop on using this toolkit and on general project management has been developed (example presentation slides are found in **Annex 1**). This presentation can be used by the National Coordinator or a member of the Regional Training Team to assist other project managers in their court to better understand the toolkit and project management more generally. Alternatively, the PJSI may be able to provide assistance with more detailed project management training.

e. How this Toolkit works with other PJDP Toolkits:

When using this toolkit, also look at the other PJDP resources available - particularly other toolkits found at: <http://www.fedcourt.gov.au/pjdp/pjdp-toolkits>. Some of the toolkits focus on specific judicial and court development activities or 'projects'. This type of toolkit is a valuable technical resource when implementing a specific project.

As a project manager, you may also be interested in the content of the:

- [National Judicial Development Committee Professional Development Toolkit](#) - looking at the process of structuring and planning court's professional development activities; and
- [Trainer's Toolkit: Designing, Delivering, and Evaluating Training Programs](#) - looking at developing and holding training activities.

While the focus of each of these toolkits is different, there are a number of areas where there is some overlap. Wherever possible, all three toolkits are cross-referenced to minimise duplication of information.

1.0 INTRODUCTION TO PROJECT MANAGEMENT AND THIS TOOLKIT

1.1 WHAT IS A 'PROJECT'?

A project is an activity designed to achieve a specific and clearly defined, objective or outcome within a defined period of time - for example:

- implementing one of the PJDP Toolkits;
- improving customer service processes and staff understanding within the court; or
- reducing the time it takes to resolve a dispute (from case registration to finalisation).

In this way a project differs from the *operations* of the court, which are ongoing. Projects are often managed by a team established specifically to implement it. Team members need to ensure that their project roles, responsibilities, and accountabilities are clearly defined and understood.

1.2 WHAT IS A SUCCESSFUL PROJECT?

The ability to know *and demonstrate* whether a project has been successful begins in the earliest stages of its development.

During the implementation of PJDP, a number of consultations took place which identified project 'success criteria'. These criteria are that a project must:

- Address a real problem.
- Result in positive changes in the way a court operates, or people act, so that the problem(s) no longer occur.
- Produce results that live on after the end of the project.
- Be properly implemented; on time and within budget.

While these criteria are general, they do provide a guide to project managers about what to keep in mind when developing and implementing projects so they can achieve positive results.

2.0 THE PROJECT CYCLE

Every project progresses through a number of chronological stages or steps called the *project cycle*. While the terminology for each stage may vary, the main stages of this cycle are:

- Stage 1. *Identification* and *Design*.
- Stage 2. *Appraisal* and funding.
- Stage 3. *Implementation*.
- Stage 4. *Post-project* or project completion.

Understanding and using the project cycle helps project managers to keep a high-level overview of their project. The project cycle provides a clear framework to guide project managers from before a project starts (inception) to after it ends (completion).

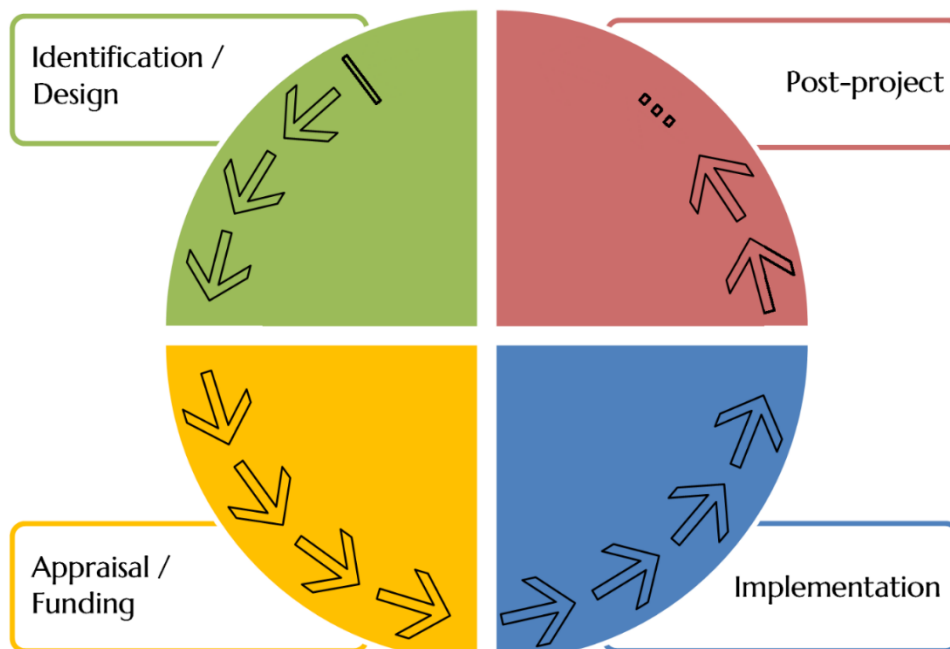


Figure 1: Stages in the Project Cycle

2.1 IDENTIFICATION AND DESIGN

2.1.1 Identification

Identification ► *This stage begins the project cycle by identifying and prioritising the need/s or problem/s, and how they can be addressed.*

This stage begins before a project or activity concept even exists. The starting point for a project is the recognition that there is a need to be addressed, a change that is desired, or a problem to correct. This starting point can be identified in: consultation with the court's leadership; and / or the court's strategic and development plans (if these exist).¹

In addition, initial consultations and reviews will also help clarify your court's development priorities and help to determine what areas of need exist:

- Organisational or *institutional needs*; and / or
- Individuals or *capacity development needs*.

When the necessary approvals have been received to begin, key steps in identifying needs are:

- Stage 1. Choose a target area; the whole court, one or more processes, or a group of people.
- Stage 2. Break down the target area into its parts (steps in the process, responsibilities, etc.).
- Stage 3. Refer to, or determine performance / *competence* standards or *benchmarking* that are to be achieved.
- Stage 4. Develop, distribute, and collect surveys. Example needs assessment questions are found in **Annex 2**. See also **Figure 5** for groups that may be included in survey / consultation activities.
- Stage 5. Collate results from the surveys, consultations, and any research undertaken to gather information about the problem/desired change.
- Stage 6. Analyse the results of the previous step to determine the gap between current performance and your benchmark: These gaps = the needs to be addressed.

The quality of consultations, information gathering, and analysis at this first stage will directly impact on the success of the project.

Useful Resources:

- **Annex 2:** Example Assessment Questions.
- **Annex 3:** Example Needs Assessment Reporting Template.
- **Figure 5:** Communications & Relationships in Court Development Projects [page 11]
- **Tool 7:** Gap Analysis [page 24] and **Annex 4:** Gap Analysis Framework
- **Tool 9:** Checklists [page 26]
- **PJDP Trainer's Toolkit:** see Tool 1: Conducting a Training Needs Analysis.

¹ Note: if your court does not have a strategic/development plan, developing one may be a good project.

2.1.2 Design

Design ► *Is the process of outlining your goal, what will be done, how to address the identified need and how you will know you have achieved your goal.*

Once priority needs have been identified and the necessary approvals to proceed have been received, the project design process can begin. The design process needs to:

1. Develop the *Elements of a Project*, namely the: goal; outcomes; outputs; and activities.
2. Show a clear link between the *Elements of a Project* (listed to the right) and the priority needs assessed in the identification stage. This is sometimes called the *Theory of Change*.
3. Define the approach to project implementation. This may include details on: how communication and consultations will take place and be used; if external expertise will be needed / used; and what you will do or produce to achieve the project's outcomes and outputs (e.g. publications, process development, training, mentoring, etc.).
4. Address *cross-cutting issues* - namely how gender, human rights, and sustainability considerations are supported by the project and / or have been included in the proposed activities.
5. Set out project management and monitoring arrangements, including: who will provide leadership, strategic and policy direction, and approvals; how project progress will be tracked and reported on; how it will be shown that the proposed changes / outcomes have been achieved; and who is performing what roles.
6. Assess possible project risks and develop ways in which the impact of these risks can be avoided or minimised (using a risk matrix).
7. Develop realistic project resourcing, including: budgets that maximise the potential benefit of the available funds; details about when and where activities will be held; and identifying resource requirements - for example: personnel inputs / scheduling, materials, equipment, etc.

Elements of a Project

Goal - *the overall change that a project will contribute to.*

The project will only be one element in a range of actions that all work towards achieving the goal. The goal, therefore, often starts with: 'To ...'; or 'For ...'.

Outcomes - *what is to be achieved by the project: the intended change(s) resulting from its implementation - What will be different by the end of the project?*

Outputs - *a tangible product or deliverable produced by the project - for example a new: process; skill, policy, toolkit, etc.*

Activities - *the tasks or actions required to achieve the outputs / deliverables.*

Note: *this is the level where a training workshop's Learning Objective fits (see the discussion in the [PJDP Trainer's Toolkit](#) [Section 4.3]).*

Inputs - *the resources required to implement an activity (funds, personnel, equipment, etc.).*

Useful Resources:

- Monitoring and Evaluation (M&E) [**Section 3.4**]
- Cross-cutting Issues [**Section 3.9**]
- **Annex 5:** Example Annotated Table of Contents for a Project Design
- **Annex 6:** Leadership Incentive Fund - Guidelines and Grant Application Template
- **Tool 11:** Risk Matrix (or Table) [page 28]

2.2 APPRAISAL OF A DESIGN AND FUNDING

Appraisal ► *Is a process of independent review prior to approval of a design. The project design is assessed against defined criteria. An appraisal also provides constructive feedback if the design needs to be strengthened so that the project can better achieve its goal and outcomes.*

Following the completion and submission of a design, the donor or its representative will assess it. The appraisal is generally based on a set of pre-defined assessment criteria developed by the donor. In undertaking an appraisal to assess the quality of the design, the following types of questions are asked (and need to have been answered in the design):

- Are the goal and outcomes clearly defined?
- Is there a direct link between the goal and outcomes and identified priority needs?
- Are the defined activities well structured - are they clear and appropriate to address the identified need(s) / gap(s)?
- Is the link between proposed activities and the defined change / outcomes clear and logical?
- Have relevant cross-cutting issues been identified and incorporated into the project?
- Are contextual issues, lessons and risks well defined, relevant, and appropriately addressed?
- Are management structures, responsibilities, and accountabilities sufficiently defined?
- Have suitable monitoring and evaluation activities been defined and adequate resources allocated to these?
- Has a budget been developed that is: appropriate to the proposed level of activities; and provides sufficient detail?
- Are the activities realistic in light of available time, personnel, and other resources?

Where a design is combined with an application for funding (for example under the PJDP Responsive Fund) defined appraisal criteria are also used. This process, however, not only assesses the design, but is also the basis for approval of funding.

Useful Resources:

- **Annex 7:** Leadership Incentive Fund: Application Appraisal / Assessment Criteria

2.3 PROJECT IMPLEMENTATION

Implementation ► *Is the process where project design is put into action - where delivery of the project's activities starts.*

When implementing a project, managing or 'controlling' the implementation process is the role of the project manager. Each project is different and so what is managed, and how it is managed, will vary.

Management control of implementation is achieved by project managers monitoring - or asking questions - to collect information on the project's progress and performance. This process is repeated throughout implementation in what is sometimes called a feedback loop, see **Figure 2**.

Questioning allows project managers to assess if the project is achieving what it was designed to achieve. It also allows managers to make decisions on whether refinements are needed, so that the project has the best chance of being successful (see also the project-related decision making process discussed in **Section 3.2**).

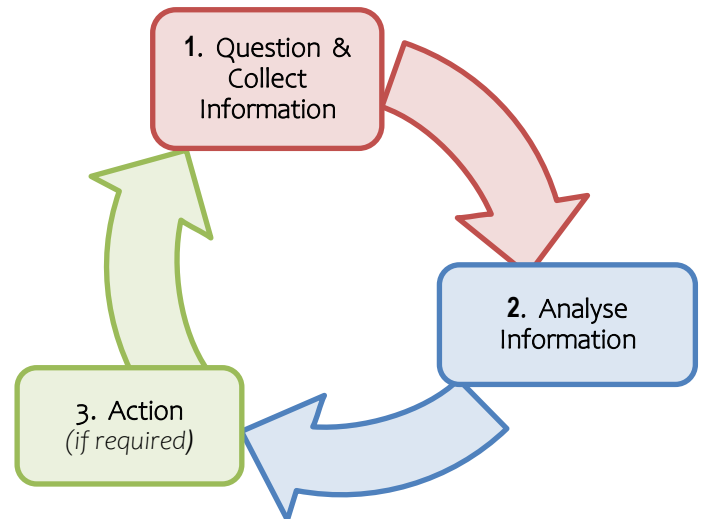


Figure 2: Simple Feedback Loop

Key areas of project management activity are:

- **Planning** - coordination and scheduling.
- **Decision Making** - on all aspects of the project.
- **Relationships / Communications**.
- **Monitoring and Evaluation** - tracking progress and demonstrating achievements.
- **Change Control** - delivering the design.
- **Quality Control** - meeting quality standards.
- **Finances** - managing budgets and expenditure.
- **Logistics / procurement** - the practical side of organising and running activities.

Useful Resources:

- Each of the above key areas, and relevant tools to help manage these, are discussed in detail in **Sections 3.0** and **4.0**.

2.4 POST-PROJECT

Post-project ► *The final stage in the project cycle, it focuses on wrapping-up the implementation of all project activities. It also is the first step in preparing for what will happen after the end of the project.*

As shown in **Figure 1: Stages in the Project Cycle**, the project cycle is not a linear process - each stage is informed by what has occurred in the earlier stages.

This final stage in the cycle has a two-fold focus:

1. Wrapping-up the project - including; completion of all activities, inputs, reports, and financial acquittals; and
2. Next steps: preparing for what will happen after the end of the project, by:
 - Handing-over responsibility for ongoing change so that sustainability is promoted.
 - Identifying lessons learned from implementing the project. These experiences are valuable in helping ongoing or future projects within the court to be successful.

The post-project stage can also restart the project cycle by informing the identification / design of a proposed new project within the court, as illustrated in **Figure 3**, below:

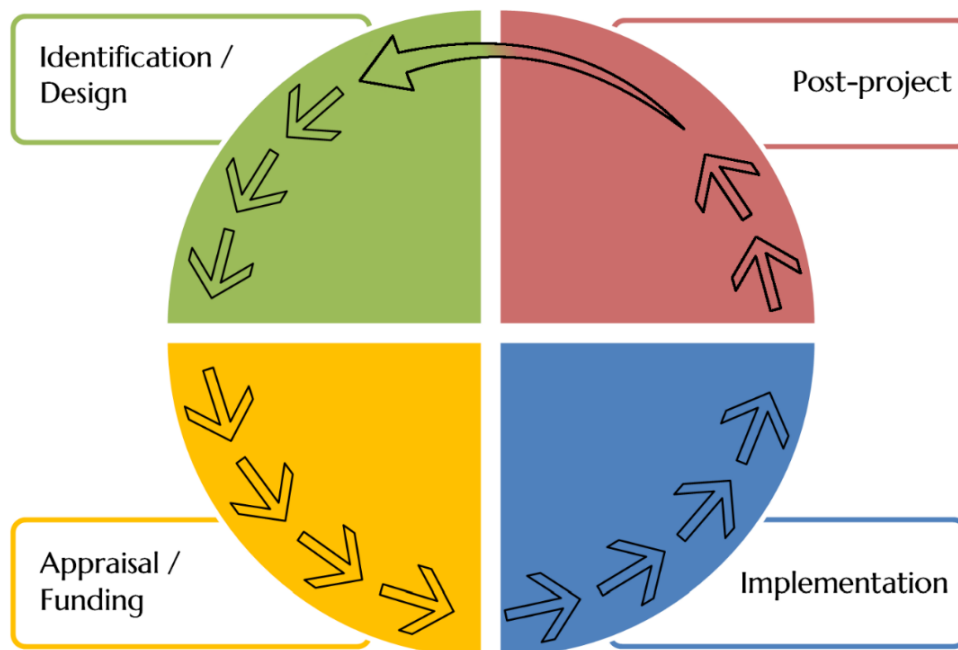


Figure 3: The Project Cycle as an Ongoing Process

Useful Resources:

- Monitoring and Evaluation (M&E) [**Section 3.4**]
- Financial Management [**Section 3.7**]
- **Tool 10:** Effective Project Reporting [page 27]

3.0 KEY AREAS OF PROJECT MANAGEMENT ACTIVITY

3.1 PLANNING

Plan ► *To organise, arrange, work out, design, outline, map out, prepare, schedule, formulate, frame, develop, etc.*

The above definition captures the essence of project planning. Planning is one of the key areas of project management - without it, efficient implementation is not possible.

Planning is also critical for the project control or monitoring process, so project managers know: what is to happen; when it is to occur; who will undertake specific activities/tasks; and what is to be achieved. Only when this information is available, is it possible to track progress, ensure quality, manage budgets, and achieve outcomes.

Matters that require detailed planning by the project manager include:

Planning Task	Stage of Project Cycle
<ul style="list-style-type: none"> • Timing / scheduling of activities - allowing for sufficient time for: initial discussion, identification, and preparation of resources (venues, facilitators, participants, publishers, etc.) 	<ul style="list-style-type: none"> • Stage 1: Identification / design - develop initial timing, sequencing, links between activities, and budgets. • Stage 2: Implementation - refine initial planning from <i>Step 1</i>, and develop more detailed planning documentation for each approved activity. <p>Ongoing review and update of planning documentation will also be necessary throughout the life of the project.</p>
<ul style="list-style-type: none"> • Sequencing of inputs - in a logical and chronological manner. 	
<ul style="list-style-type: none"> • Location of activities - if the project involves different locations (countries / islands / organisations) these will need to be identified and resource allocations approved. 	
<ul style="list-style-type: none"> • Allocation of responsibilities - clearly define and document who has responsibility for undertaking each activity / task, including: court leadership, donor, advisers/experts, and project manager / management and support team. 	
<ul style="list-style-type: none"> • Allocation of Resources - defining all costs, expected expenditure, how expected expenditure relates to approved budgets, and when the donor will be invoiced. 	
<ul style="list-style-type: none"> • Logistics arrangements - for all activities, and might include organising: flights, venue, per diem. Logistics are further discussed in Section 3.8.1. 	<ul style="list-style-type: none"> • Stage 3: Implementation - following the above steps, logistics will need to be arranged progressively on an activity-by-activity basis.

Useful Resources:

- **Tool 9:** Checklists [page 26]

3.2 PROJECT-RELATED DECISION MAKING

A project, and therefore project management, is not a simple linear process. A range of factors unique to each project and its context influence success. Some of these factors are within our control; others are beyond our influence.

Simply adding ‘Activity 1’ + ‘Activity 2’ + ‘Activity 3’, therefore, will not automatically lead to successful project outcomes. So when managing a project, project managers must make a series of decisions based on the information available to them. These decisions include matters such as: what is to be done; how activities are implemented; when activities are implemented; and whether any change in the project approach is needed.

A process for making effective project decisions is illustrated in **Figure 4**, below. This process forms part of a ‘feedback loop’ that informs planning and implementation in an *iterative way* - that is a process that evolves or can change over time based on available information.

Factors within our control:

- Court policy and priorities
- Quality of needs identification /assessment
- Link between activities and desired change
- Relationships and communication
- Strong planning and responsive scheduling
- Accurate budget /expenditure monitoring

Factors outside our direct control:

- Government / donor priorities and policies
- Availability of funding for projects
- Transportation delays
- Natural disasters

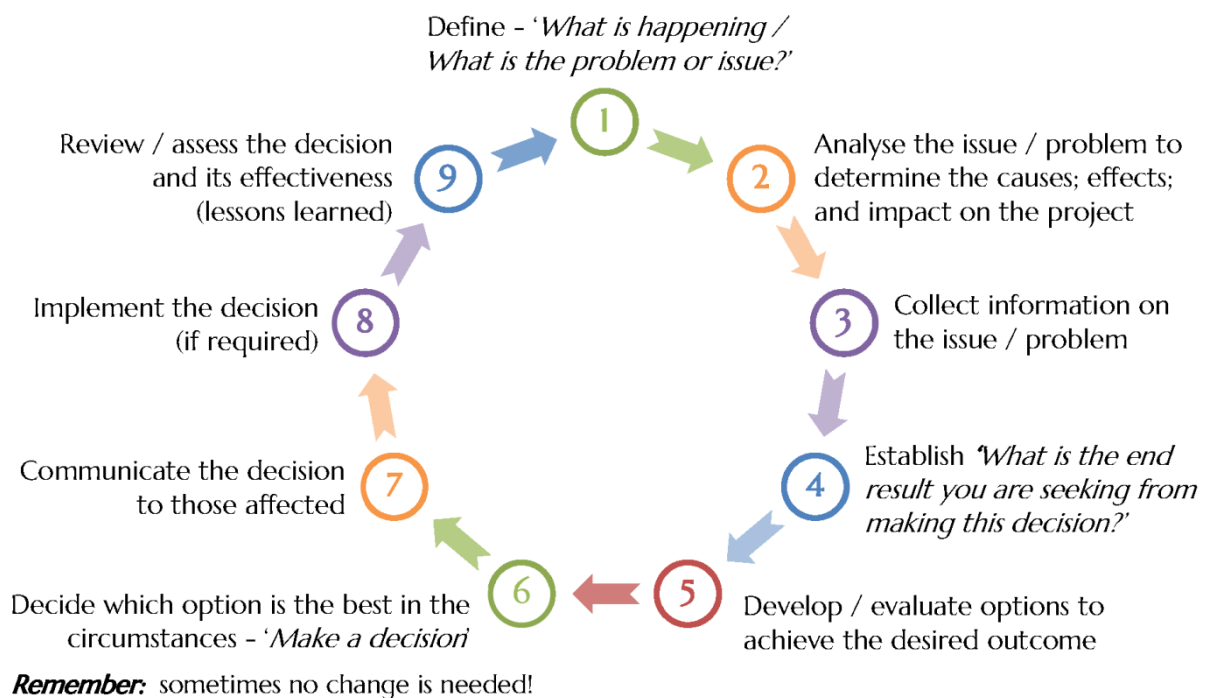


Figure 4: Project Decision Making Process

3.3 RELATIONSHIPS AND COMMUNICATIONS

“The problem with communication is the illusion that it has occurred.”

George Bernard Shaw²

Effective communication and relationships with internal colleagues and external stakeholders enables proactive project management. As the above quotation highlights, however, we do not always communicate well or clearly.

Communication, and by extension the relationships that we build, is a core responsibility and activity of project managers throughout the project cycle. Regular communication is critical but its form (that is face-to-face, remote, oral, written, informal and formal) will differ depending on where you and others involved in the project are located, and what needs to be communicated.

Communication is important as it promotes:

- Trust, partnership, and accountability.
- Coordination - internally (within the court); and externally (with donors and stakeholders).
- Clarity as to what can be achieved by the project, so expectations are realistic.
- Participation in identifying needs, concerns, and problems (*risks*) - as well as ways to address these.
- Information sharing.

Effective communication is critical throughout a project. Without this, project managers cannot do their job.

Key project relationships:

Who to communicate with, when and how, depends to some extent on the nature of the activity. **Figure 5** on the next page, identifies many of the internal and external people and groups project managers may need to communicate and foster relationships with.

Three key relationships in court-related projects are:

1. Governance relationships - project ↔ steering committee (or similar group):

The *steering committee* (in the case of the PJDP called the *Programme Executive Committee*) is the highest-level forum providing: strategic direction; accountability; and high-level monitoring. Membership should comprise those who have authority to make decisions about the focus, scope and funding for the project.

2. Project relationships - project ↔ leadership, beneficiaries and external stakeholders:

- ‘*Leadership*’ in the context of judicial / court projects, usually refers to the Chief Justice, or her / his nominees such as the National Judicial Development Committee.
- ‘*Beneficiaries*’ refers to an individual or group who directly benefit from a project or activity. For example, judicial officers, court staff, and / or court users.
- ‘*Stakeholders*’ refers to an individual or group who indirectly work with, benefit from, or are interested in / concerned with a project or activity.

² Irish playwright, Nobel Prize for Literature, and Oscar winner.

3. **Team relationships** - to inform and guide the management team and counterpart focal points (under the PJDP these are the National Coordinators); National Judicial Development Committee, technical experts; project coordinators; logistics administrators; and finance officers.

Possible members of each these groups are illustrated in the following communications and relationships chart:

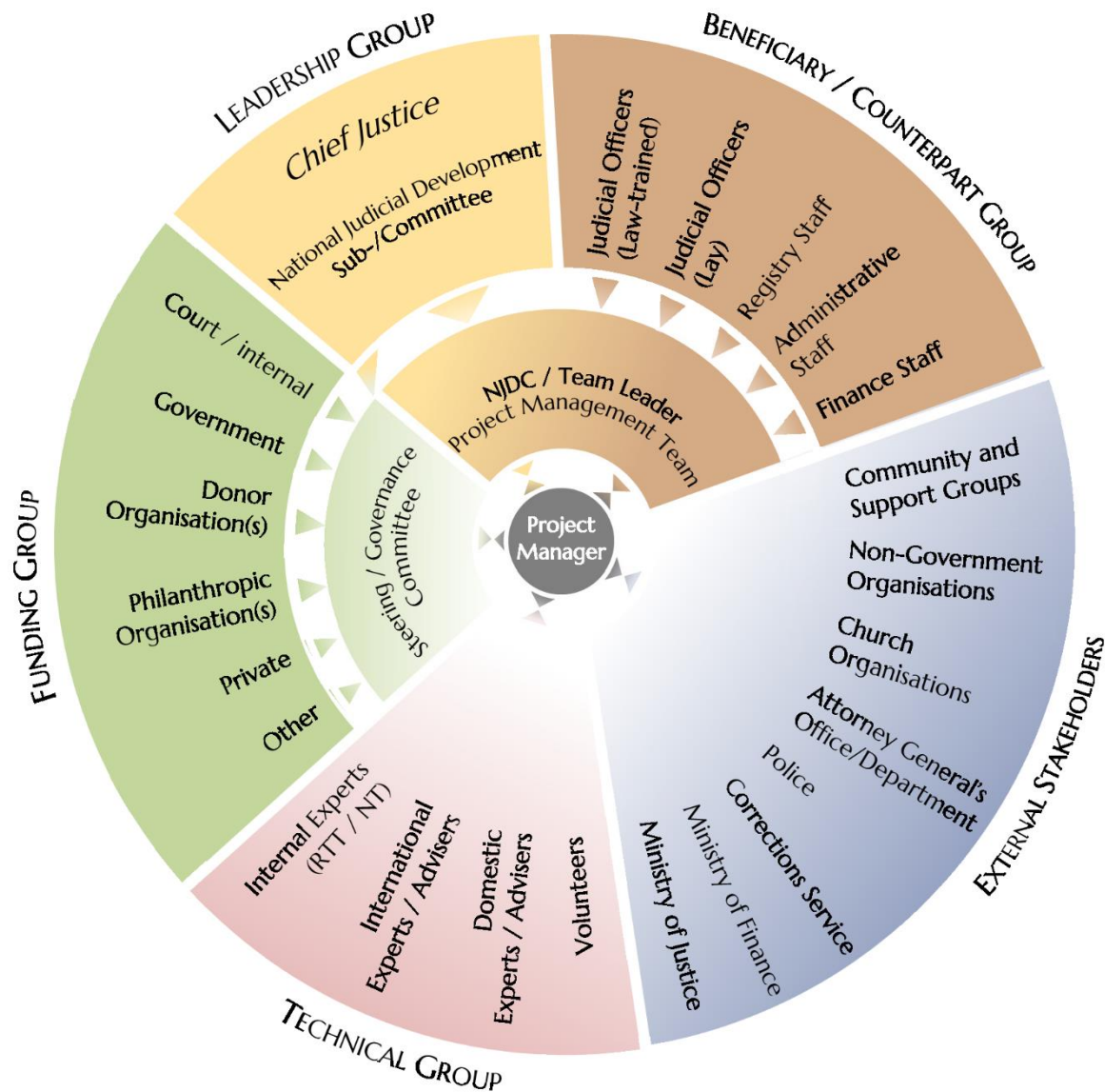


Figure 5: Communications & Relationships in Judicial / Court Development Projects

Useful Resources:

- **Tool 10:** Effective Project Reporting [page 27]

3.4 MONITORING AND EVALUATION (M&E)

Monitoring: *throughout project implementation allows you to check whether a project is doing what it set out to achieve.*

Evaluation: *is undertaken at defined intervals, or at the completion of a project, to assess the extent to which the project has achieved - or has progressed towards - its goal.*

3.4.1 Monitoring

Monitoring a project enables project managers to check that their project is doing what it set out to achieve. It enables informed periodic reporting on the status of the project to be undertaken.

Unless a project involves a number of activities which build on each other, only monitoring (not evaluation) of the project will be needed during implementation. Monitoring involves checking and reporting on whether:

- **Inputs:** have been allocated as planned; were the correct inputs for the activity; and were sufficient to deliver the activities.
- **Activities:** were the correct / appropriate activities to achieve the desired outputs.

3.4.2 Evaluation

Evaluating a project enables project managers and others to assess the extent to which the project has achieved, or has progressed towards, its goal. It enables reporting on a project's results at completion, and provides information to future projects you may need/wish to design and the lessons you learnt along the way.

You will evaluate your project at the end, or after a number of activities have been delivered. Evaluation involves assessing and reporting on the extent to which the:

- **outputs** contributed to achieving the outcomes;
- **outcomes** contributed to achieving your goal; and
- **goal** has been achieved.³

Tool 1. Monitoring and Evaluation

Causality:

When designing a project the goal, outcomes, outputs, activities, and inputs are developed (see **Section 2.1.2**). All of these elements of a project need to be clearly and logically linked so that: if the *inputs* are provided to deliver the activities → the *activities* will achieve the defined outputs → the *outputs* will contribute to the outcomes → and the *outcomes* will contribute to the project achieving its *goal*. This logical link between the elements of a project is sometimes called 'causality'.

Without this logical link, you will not likely achieve your goal or be able to measure the extent to which you are progressing towards it during, or at the end of the project. An example of logical links through a project is shown in **Figure 6**, below:

³ Many donors use the 'OECD DAC Evaluation Criteria' to evaluate projects. These criteria focus on five key areas of project performance, namely: Relevance; Effectiveness; Efficiency; Impact; and Sustainability. A summary description of these terms is found in **Annex 9**.

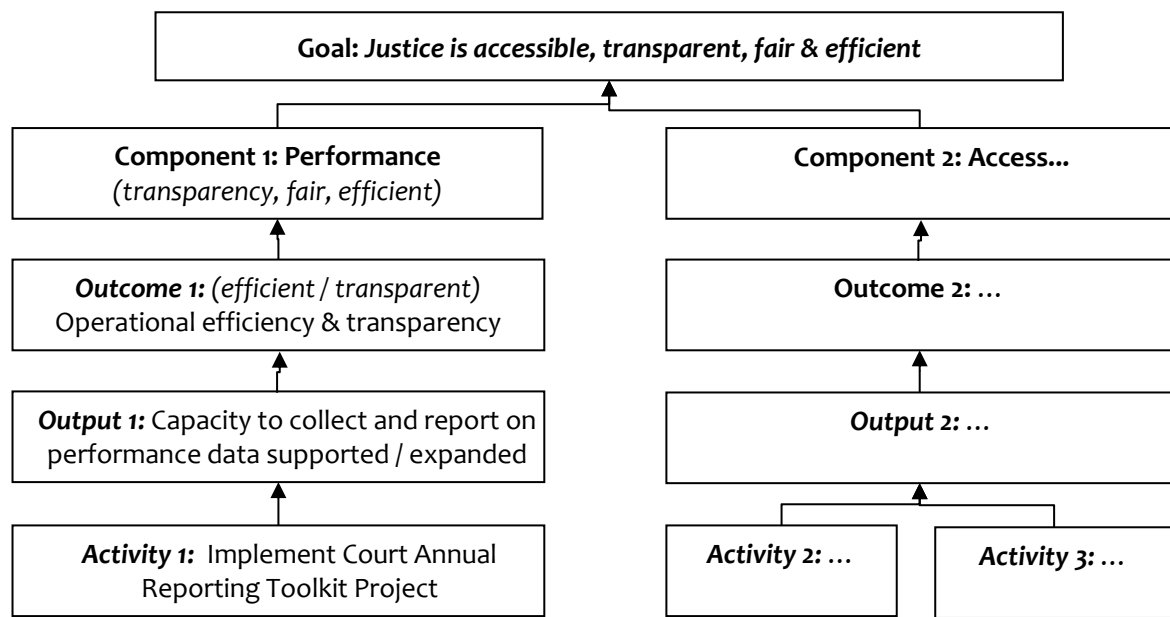


Figure 6: Project Results Diagram

To test the logical structure of our project to see if each element *directly* contributes to the elements above it we ask ‘if/ then’ questions. For example, based on the project structure in **Figure 6**, we can ask:

- **If** we implement the Annual Court Reporting Toolkit Project (Activity 1)
Then will capacity to collect and report on performance data be improved? (Output 1)
- **If** we improve capacity to collect and report on performance data (Output 1)
Then will operational efficiency & transparency improved? (Outcome 1)

Indicators:

To monitor and evaluate a project, a set of *indicators* must be developed. Indicators are tools to measure whether a project has achieved its outputs, outcomes, and goal. Indicators should be: specific; measurable; available/achievable; relevant; and time-bound - also known as SMART⁴ indicators.

SMART indicators allow for comprehensive measurement as explained below:

- **Specific** - while the outcome/result itself can be broad, the indicator should be narrow and focus on the: what, where, how, and who of the project’s activities.
- **Measurable** - to measure progress and know the outcome/s and goal have been achieved, the indicator should have the capacity to be counted, observed, analysed, tested, or challenged.
- **Attainable** - the indicator should be realistically achievable if it accurately specifies the amount or level of what is to be measured in order to meet the outcome/s and goal.
- **Relevant** - an indicator should be a valid measure clearly related to the outcome/s and goal. The indicator should be meaningful and important to the outcome to certify that the results are actually showing a related impact. Broad outcome/s and goals can and should have numerous indicators through which progress can be assessed.
- **Time-bound** - the indicator should state when it will be measured so you know if and when the outcome(s) and goal have been achieved.

⁴ This acronym was first used by: Doran, G. T. (1981). *There's a S.M.A.R.T. way to write management's goals and objectives*. Management Review, Volume 70, Issue 11 (AMA FORUM), pp. 35-36.

Project managers also need to decide:

- How to collect information to *verify* each indicator - that is, how evidence will be collected to demonstrate whether the project is progressing or not?
- When this information / evidence will be available, and when it will be possible to report on it?
- Who will have responsibility to collect the information and develop a report on it?

The indicators once developed, along with the means of collecting and documenting information about them, should form part of a *results framework* which is developed during the design phase. When you have conducted the needs assessment you can use the information collected as baseline data or the starting point from which any changes resulting from the project's implementation can be measured. An example of a results framework is found in **Annex 10**.

Useful resources:

- **Annex 10:** Monitoring and Evaluation Framework
- **Annex 11:** Cook Islands Indicators
- [PJDP Trainer's Toolkit: Monitoring and Evaluating Training](#) [Sections 16-18]

3.5 QUALITY CONTROL⁵

Developing a process that ensures quality enables project managers to check that all aspects of a project are completed to a high standard. Quality control focuses on two areas:

- *Technical Quality:* ensuring that inputs and outcomes are to an appropriate technical standard.
- *Managerial Quality:* ensuring that the quality of outputs and submissions (deliverables) is to an appropriate professional standard.

Monitoring or ongoing quality review of: all activities; the work of experts; budgets; reports; and other documentation developed must be undertaken regularly by the project manager to ensure that the court's and/or the donor's quality standards have been met.

Broadly speaking, for activities and deliverables to be of a good quality, they need to be: comprehensive; based on *contemporary international best practice*; be informative; analytical; and concise.

Tool 2. Key Steps for Monitoring Quality in a Project

Step 1: *Decide what quality control needs to be undertaken* - for example: will documents be edited and proofed by a member of the project management team before submission?; will advisers / others be able to submit reports directly to the leadership or donor?; or who will approve documents as final (that is, of sufficient quality for submission)?

Step 2: *Establish quality criteria* - that all activities, advisers, and project documentation must meet. Criteria may include that: all project activities / adviser inputs must address gender and human rights issues; all documentation must use gender inclusive language; and all submissions be in a particular style, format, and font.

⁵ This process is also sometimes called 'quality assurance'.

Step 3: **Establish a process** - that identifies individuals with responsibility for:

- undertaking the quality reviews; and
- final approval (also called *sign-off*) of all activities / outputs / outcomes.

Step 4: **Define the timing reviews** - timing will depend on the project, and may include reviews: at the completion of an activity; periodically (for example every three or six months); or prior to submission of a document / output.

Step 5: **Allocate sufficient time** - to undertake the scheduled quality reviews; and to enable feedback / comments to be provided and addressed.

Step 6: **Record the outcomes of the quality review process** - this can be as simple as the person authorised to give final approvals emailing their approval of an output or document.

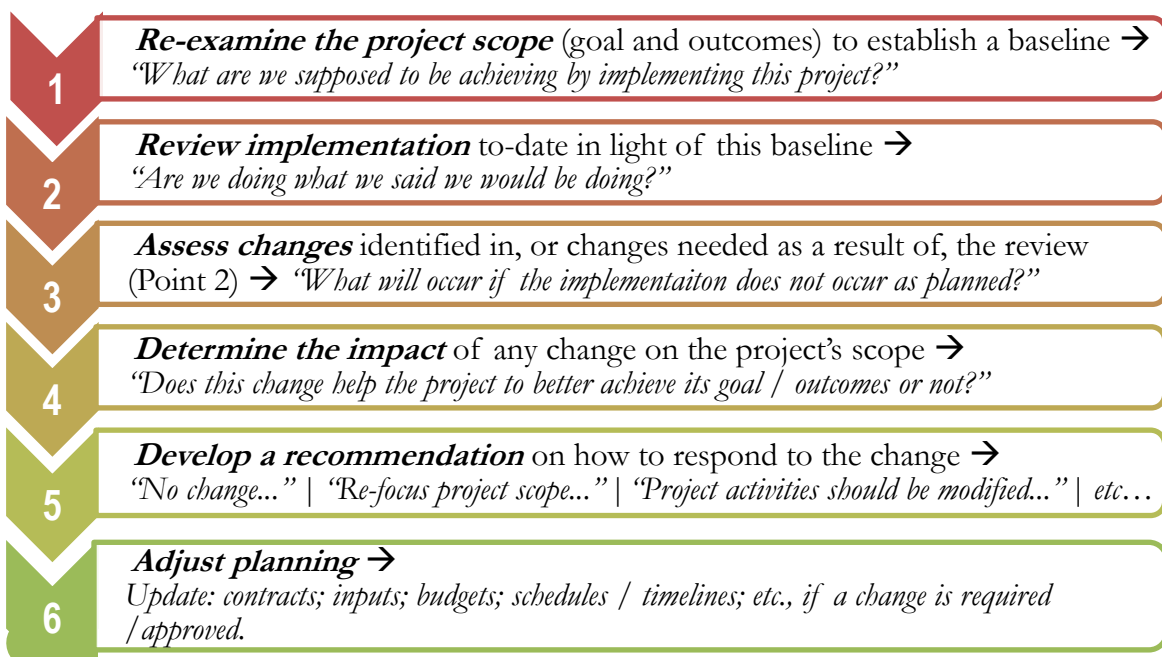
3.6 MANAGING CHANGES AFFECTING YOUR PROJECT

Change over the course of a project almost always happens, and often change is critical for success. Not all change, however, is positive, and in addition to challenges you might face along the way, there is also the tendency for 'scope creep'.

Scope creep is where a project's activities change over the course of implementation without ensuring that the changes are logically linked with, and contribute to, achieving the project's outcomes and goal.

Difficulties occur when decisions about a project are made in a reactionary manner, rather than on the basis of ensuring that what is being delivered aligns with the goals and outcomes defined in the project's design. The following technique can assist in project change:

Tool 3. Key Steps for Controlling Change



3.7 FINANCIAL MANAGEMENT

3.7.1 Financial Management Responsibilities

Financial management activities occur throughout the project cycle. Accurate, transparent, and efficient budgeting, expenditure tracking, and financial reporting directly impact on a project manager's ability to:

- a. **Ensure Value for Money** - This is an important consideration in all projects, particularly from the donor's perspective. It requires project managers to ensure that the greatest possible benefit is obtained from the available funds.

Value for money relates to *balancing the cost* of goods or services with:

- its quality;
- its suitability to the activity for which it is intended (also called *fitness for purpose*);
- the ability of the court to use / benefit from the goods or services;
- its 'whole-of-life' costs - relating to *all* costs that will result from purchasing the goods or services during the time it is used by the court, including maintenance and replacement costs;
- any risks relating to purchasing or using the goods or services;
- its availability for delivery; and
- the ability of the court to maintain the product.

The mix of these factors, and the relevant importance of each, will depend on the individual project.

- b. **Plan effectively** - It is necessary to have a clear understanding of the available budget even before the project starts, as the amount of funds available often determines what activities, and how many, can be implemented. As a result, project managers must know what the likely costs of an activity will be *as early as the design stage* so that a realistic project can be developed.
- c. **Manage expectations** - Having clear and accurate budgets enables project managers to communicate what is, or is not, possible within the available funding constraints. In this way, all those involved in the project have the same understanding of what can be done.
- d. **Report effectively** - Financial reporting usually needs to be undertaken at the end of an activity and / or on a periodic basis (that is reporting: every month; every three months; etc.). Financial management reports need to discuss: total project expenditure; individual activity costs; and any issues or areas where expenditure is likely to be more / less than anticipated.
- e. **Provide quality project management support** - Finance or budget-related criteria are often included in the *performance criteria* donors use to assess the quality of project management services.

Finance-related performance criteria can include the: percentage of budget expended at the end of an activity/project; number of activities / beneficiaries supported by the approved funds; and quality and timeliness of financial acquittals / reporting.

3.7.2 Financial Management at Various Stages in the Project Cycle

Project managers have finance-related responsibilities throughout the project cycle. Broadly speaking, these responsibilities can be divided into three categories:

1. Budgeting → Identification / Design Stage:

Developing budgets for all activities fundamentally influences both the project design and activity implementation, as what can be undertaken is often limited by the available resources - in this case the available funds.

Many governments and donors have pre-defined or maximum rates for some items, for example per diem.

Tip

Tool 4. Key Steps in Developing an Activity or Project Budget

Step 1: **List** all possible expenditure items for your project, identify what each item costs, and the number of items you will need. See **Annex 12:** Potential Cost Items for Project Budgeting.

Step 2: **Prioritise** the list of expenditure items to identify: which costs are *critical* to an activity; and those costs that are *not critical* to implementing the activity.

Step 3: **Develop** a draft budget document including all relevant *critical* and *non-critical* costs. See **Annex 13:** Example Budget Template.

Step 4: If the draft budget is more than the available funding - make **realistic reductions** to quantities or non-critical costs.

Step 5: Allow for a **contingency amount** to enable unforeseen circumstances to be addressed. A contingency is often calculated as a percentage (between 2% and 5%) of the total budget.

Step 6: **Review / finalise.** Before finalising, always ensure that someone else has proofed the budget for accuracy, and to check that all costs are captured.

2. Expenditure Management → Implementation Stage:

This relates to the need for project managers to track and account for all costs during implementation. Project managers - often with the support of a finance officer or administrator - must ensure that all expenditure is appropriate; approved; within budget; and supported by relevant documentation that justifies:

- the cost; and
- the exact amount expended.

Tool 5. Key Steps in Managing and Tracking Expenditure

Step 1: Obtain - where possible - three quotations for all significant expenditure and evaluate these to identify a *preferred supplier*. See **Annex 14:** Example Quotation Evaluation Sheet.

Step 2: Negotiate rates with suppliers, if needed / possible, to reduce costs and to promote value for money.

Step 3: Review all proposed expenditure against the approved budget. If expenditure exceeds the approved budget, revise or obtain special approval for the higher costs *before* spending any of the funds.

Step 4: Make payments using the court's expenditure and financial approval processes.

Step 5: Ensure that *all* expenditure is supported by *original* invoices / receipts and file for the acquittal. See **Annex 15:** Supporting Document Checklist.

Step 6: Track payments as they are made and refer back to the approved budget. See **Annex 16:** Example Budget Tracking Sheet.

3. Financial Acquittal → Implementation or Post-project Stage:

Acquittal (in the financial not judicial sense!) requires project managers at the end of a project or individual activity to: account for; justify; and report on all expenditure against the approved budget.

Tool 6. Key Steps in Acquitting and Reporting on Expenditure

Step 1: Summarise all project / activity expenditure in one document. Much of this work should have already been done at *Steps 5 and 6*: in **5.0**, immediately above.

Step 2: Develop a 'financial report' that includes: a full summary of expenditure; and collated supporting documents that clearly links or references each document to a particular expense item.

Step 3: Explain any significant variations (either over- or under-expenditure) between what was spent and the approved budget in your financial report.

3.8 PROJECT COORDINATION

3.8.1 Project Logistics

Project *logistics* refers to the process of organising and administering project activities so that they can be implemented in an efficient and effective manner. The approach to managing project logistics is to:

1. Identify all key tasks that must be completed for the activity to be undertaken, *before starting implementation*.
2. Order the tasks identified to:
 - ensure that those which need to be completed first, or will take the longest, are started first; and
 - balance workloads and resources.
3. Allocate responsibility for completing each task.
4. Set due dates for all tasks. Always allow for plenty of time to complete activities.

When managing project logistics, short logistics guidelines can help all those involved in an activity (both management and participants) to: have a clear and common understanding of *what is needed* for the activity to be implemented efficiently; and by *when it is needed*. Example logistics guidelines covering: participant nominations; flights; per diem; and other travel arrangements, can be found in **Annex 17**.

Useful resources:

- **Annex 8:** Example Workshop Checklist
- **Annex 17:** PJDP Logistics Guidelines
- **Annex 18:** LIF: Implementation, Reporting, and Expenditure Checklists
- [NJDC Toolkit](#): *Planning an activity* [Section 3]; and *Publications* [Section 5]

A good technique for scheduling tasks is to work backwards from the activity deadline and allocate enough time to complete each task.

Also, allow for 'slippage' (extra time) to complete tasks as activities often don't go exactly to plan!

Tip

3.8.2 Project Procurement

Procurement ► *The purchasing of goods or services from an external source often based on a defined process or set of rules.*

Every aspect of project-related *procurement* must promote value for money. As discussed in **Section 3.7.1**, above, this does not mean that: the cheapest purchase price = best value for money. Value for money is achieved when the most appropriate goods or services are selected for a specific activity.

Many organisations have either internal or government prescribed ‘procurement guidelines’ or policies. The project manager *must in all cases act in line with such guidelines or policies*. A summary of ‘The Five Principles of Government Procurement’ from the Government of New Zealand’s *Government Rules of Sourcing* is found in **Annex 20**.

Useful resources:

- **Annex 14:** Example Quotation Evaluation Sheet
- **Annex 19:** Example Rating Scale for Assessing Adviser Applications
- **Annex 20:** The Five Principles of Government Procurement

3.9 CROSS-CUTTING ISSUES

Cross-cutting issues affect all areas of a project. Different donors focus on different issues. This toolkit will briefly discuss three key cross-cutting issues that are relevant to the PJDP, namely:

- Gender Equality and Equity.
- Human Rights.
- Sustainability.

The promotion of gender and human rights, in particular, are fundamental to ensuring the well-being of citizens in each country. Given the justice-focussed role of the court, it is an institution that is centrally placed to protect, promote, and support these cross-cutting issues.

Additionally, when designing, managing, and reporting on projects, project managers need to be aware of cross-cutting issues so that all activities strengthen: policy; representation; systems, processes, or practices; and judicial and court officer capacity, with regards to these issues.

3.9.1 Gender Equality and Equity⁶

Gender equality → Recognition that everyone should have equal access to opportunities, but often doesn't.

Gender equity → Actions to enable or promote equal access to opportunities.

Gender as a cross-cutting issue requires consideration of the beliefs and practices (political, economic, social, cultural, etc.) that exist in our countries and courts that can often be barriers to equality and equity. This is particularly important as the work that courts do, and the projects that courts implement, can and should recognise that women often do not have the same rights, status, and opportunities as men.

When *designing, monitoring, and reporting* on a court's project, project managers need to examine the: different roles men and women play in relation to the work the court is doing; and context (political, cultural, social, and institutional) within which the court is operating. This can be done by:

- Ensuring that there is a common understanding of the definition and importance of gender issues within the court and stakeholders.
- Ensuring agreement within the court that both genders are to be treated equally and given equitable access to court services.
- Assessing gender inequality and inequity as they relate to your project, and then building into each activity ways to address these issues.
- Developing court development activities that promote fair and equitable benefits to all members of the community. Gender-sensitive strategies might include: promoting equal, or at least proportional, participation of women in all activities; supporting progressive thinking on cross-cutting issues within the court; developing leadership opportunities for women; identifying mentors for both men and women that can be role models of appropriate behaviour; to proactively maximise opportunities for women to participate and/or attain more senior positions; and developing processes that address the different needs of women and men (for example with respect to handling juvenile or family violence matters).
- Identify potential positive or negative outcomes from implementing the proposed project that may impact on gender issues. Where negative impacts are identified, strategies to address these need to be developed.
- Analyse who has control over resources and decision-making so that women's access to court services can be maximised.
- Establishing gender-related baseline data, and ensuring that this data is collected / reported on.
- Utilising gender neutral language in all projects, activities, reports and other project documentation, other than where gender equity and equality issues are being addressed.

⁶ Based on the New Zealand Aid Programme's: *Sectoral, thematic, and cross-cutting issues tools*: <http://www.aid.govt.nz/about-aid-programme/how-we-work/tools-and-templates/sectoral-thematic-and-cross-cutting-issues-tools>.

3.9.2 Human Rights⁷

Human rights are the inalienable, fundamental rights to which all people are entitled simply because she or he is a human being. They are conceived of as being applicable everywhere (universal) and same for everyone (egalitarian) and may exist in both national and international law.

The key human rights concept is that all human beings are born equal in dignity and rights. Human rights are universally recognised as being embodied in the principal treaties of the United Nations, and these values are also found in many of the domestic laws in the region.

The role of courts is a key means of empowering all citizens so that they are able to seek remedies for injustice, protection of rights, and resolution of conflicts. When designing, monitoring, and reporting on a court's project, project managers need to consider the human rights within the project context and the overarching responsibility of the court to protect and enforce these rights.

This can be done in the project context by:

- Ensuring that there is a common understanding at all levels of the court of the importance of, and the court's responsibilities with regards to, human rights.
- Taking a justice-focussed approach to implementation where relevant human rights concepts are incorporated as an integral part of activities. Such activities and strategies might include: addressing actual or potential bias in dispute resolution; supporting access to justice and the right to a fair trial; supporting effective and timely decision making; exploring issues arising from the courts interaction with customary law and perspectives; developing appropriate systems and responses for gender / juvenile / minority-related violence; etc.
- Identify potential positive or negative outcomes from implementing the proposed project that may impact on human rights. Where negative impacts are identified, strategies to address these must be developed.
- Establishing human rights-related baseline data, and ensuring that this data is collected / reported on.

It is all about
FAIRNESS!

3.9.3 Sustainability⁸

Sustainability is the continuation of benefits (outcomes / change) flowing from a project or activity following the completion of assistance.

This cross-cutting issue is more managerial in focus. Managing sustainability starts at the design stage and is an ongoing process throughout implementation.

⁷ Based on the New Zealand Aid Programme's: Sectoral, thematic and cross-cutting issues tools.
<http://www.aid.govt.nz/about-aid-programme/how-we-work/tools-and-templates/sectoral-thematic-and-cross-cutting-issues-tools>.

⁸ Based on: AusAID, Promoting Practical Sustainability (September 2000):
<http://aid.dfat.gov.au/Publications/Documents/sustainability.pdf>.

When designing a project, options (or a strategy) for promoting sustainability of project benefits after completion need to be developed. Sustainability issues then need to be reviewed and updated throughout the life of a project to respond to changes or experience gained.

Project managers can maximise sustainability by:

- Aligning the project's goal, outcomes, outputs, and activities to the court's development priorities.
- Ensuring all those involved and affected by the project are committed to its outcomes.
- Maximising engagement and participation of beneficiaries / stakeholders throughout the project.
- Ensuring project management responsibilities can be efficiently undertaken using the court's systems and resources.
- Ensuring that the court is aware of any ongoing financial support / resources for which it will become responsible post-project.
- Assessing the proposed activities and how they will be delivered (training, capacity building, publication, remote support, etc.) to ensure they are appropriate to achieve identified outcomes.
- Ensuring that all necessary documentation is produced and disseminated for future reference.
- Reviewing activities in light of the social, gender, and cultural context so that they are locally appropriate.
- Consider relevant external factors (political, social, and economic) that may impact on implementation, and develop strategies to address these.

Useful Resource:

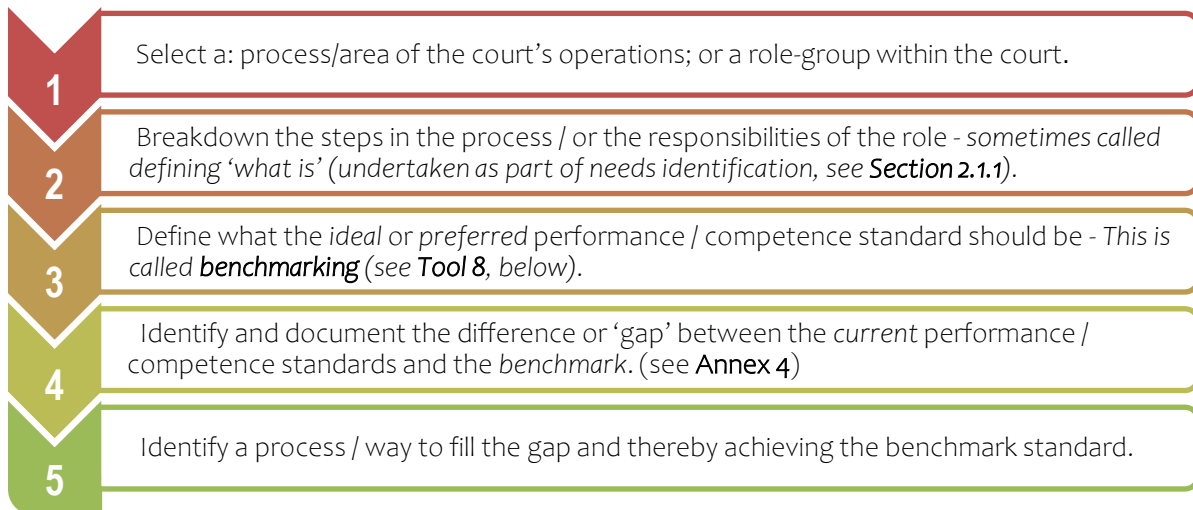
- **Annex 21:** Simplified Sustainability Plan Template

4.0 OTHER PROJECT MANAGEMENT TOOLS

Tool 7. Gap Analysis

Gap analysis is a process used to work out the gap between *current* and *desired* performance or competence standards. Gap analysis makes project managers reflect on the *real needs* based on an objective process of analysis.

Key steps in undertaking a gap analysis:



Remember: training is only one option for filling gaps. Other options may include:

- Developing or revising systems or process.
- Identifying specialist technical support.
- Participatory or mentoring approaches.
- Developing policies, benchbooks or other written resources.

Identifying 'the gap' does not necessarily identify the reason for the gap.

Project Managers must be careful to ensure that the solution(s) developed to address or fill a gap addresses its cause.

Useful Resources:

- Identification [**Section 2.1.1**]
- **Annex 4:** Gap Analysis Framework
- **Annex 11:** Cook Islands Indicators
- Further Guidance on developing case disposition benchmarks is found in the: [Setting Time-standards for Case Management Toolkit](#).

Tool 8. Developing Benchmarks

Benchmarking is a process of developing a set of *performance* or *competence standards* for any area of a court's activity. These standards are points of reference against which current performance or competence can be measured.

As with needs identification (see **Section 2.1.1**) benchmarks can focus on the:

- **Organisational or institutional level** - setting *performance standards* relating to: quality, relevance; productivity, timeframes, and cost.
- **Individual or capacity level** - setting *competence standards* relating to: quality, skills, knowledge, and attitudes (effectiveness).

Key steps in developing benchmarks:

- Step 1. Review relevant international standards relating to the: performance of the selected process; or competence of the selected job-group.
- Step 2. Assess local conditions which may make it difficult to achieve, or reduce the relevance of, the international standards reviewed;
- Step 3. Take into account the expectations of those affected by the performance of the process / group: *internally* (judges and court staff); and *externally* (court users, lawyers, government).
- Step 4. Determine a reasonable but challenging standard to which the court / or group should perform.
- Step 5. Develop a way to collect relevant performance / competence data in the area to which the benchmark relates:
 - Before the project/benchmark is implemented - this is called *baseline data* collection; and
 - After the benchmark has been implemented.

An Example -

Your court has established a benchmark for disposing of cases within 12 months.

Collecting data about when cases are filed and disposed of will inform you of the extent to which the benchmark has been achieved.

Tool 9. Checklists

“Good checklists...are precise. They are efficient, to the point, and easy to use even in the most difficult situations. They do not try to spell out everything - a checklist cannot fly a plane. Instead, they provide reminders of only the most critical and important steps...”

Dr Atul Gawande⁹

What does a check-list do? A check-list is a tool that identifies and lists in order key tasks or steps in a procedure, process, or activity. It also sets out timing for tasks and identifies who has responsibility for completing each task or group of tasks.

Checklists, therefore, are a valuable tool as they reduce the need to ‘micro-manage’, enabling project managers to focus on more difficult / technical matters. Checklists also help to: ensure that decisions are made in a systematic and consistent manner; improve teamwork and communications; track progress; and manage deadlines.

Key steps in developing a checklist and to maximising its effectiveness, are to:

- Step 1. **Focus** on a single activity or process - *what process is the checklist dealing with?*
- Step 2. List only **key tasks** or important steps in the process - *keep the checklist clear and simple so that those working on the project can follow it.*
- Step 3. Ensure that all tasks are **actionable** - *each step must be practical, clear, and able to be completed by the person assigned responsibility for that task.*
- Step 4. Be **systematic** - *group similar tasks together.*
- Step 5. Ordered **logically** and **chronologically** - *tasks that need to be undertaken first must be placed at the top of the checklist: Step 1 → Step 2 → Step 3 → etc. Ordering is determined by one or both of the following considerations:*
 - *Timing* - those tasks that need to be finished before secondary tasks can be started are listed first with earlier deadlines; and / or
 - *Duration* - those tasks that will take the longest to finish are listed first.
- Step 6. Define **responsibilities** - *who is to do what task?*
- Step 7. Set **deadlines** - *by when does each task (or group of tasks) must be finished?*
- Step 8. **Communicate** what is in the checklist - *tell all those involved in the project.*

Useful Resources:

- **Annex 8:** Example Workshop Checklist
- **Annex 22:** Blank Checklist Template

Remember: *Implementation is not a linear process. Flexibility in implementation is critical.*

While checklists are a very useful tool, do not let them become a blueprint that stops you or your team from responding to changing needs / situations.

⁹ Author of: ‘The Checklist Manifesto: How to Get Things Right’, and other texts.

Tool 10. Effective Project Reporting

Effective reporting is a key *communication* tool. It plays an important role in:

- Enabling effective project oversight (*transparency*), by providing clear information on plans, processes, actions, and future direction.
- Supporting the *management* process by recording progress against outcomes (*accountability*), distributing relevant information, and assisting with forward planning by capturing lessons that may inform future activities.

Key steps in developing a checklist and to maximising its effectiveness, are to:

- Step 1. Determine the **purpose of the report** - why is this report being drafted?; who is the target audience of your report?; and what type of information should be included and language used?
- Step 2. **Collect** and **collate** all relevant information and draft. Provide *useful information* remembering that your readers are not as actively involved in, and familiar with, the project.
- Step 3. **Review** and **refine** the draft - this will significantly improve the quality and clarity of your reporting, by asking:
 - Does the report incorporate all (and only) useful / relevant information?
 - Is the report logically structured and clearly written?
 - Is the report brief and does it avoid repetition?
- Step 4. Have the report **proofed/edited** (by someone else) for consistency of formatting, writing style, spelling, and grammar.
- Step 5. **Finalise draft report** and obtain any necessary approvals from leadership / supervisors.
- Step 6. **Distribute** draft report for discussion / comment.
- Step 7. **Amend** report in line with the feedback received.
- Step 8. Undertake a **final proof**.
- Step 9. **Distribute/submit** the final report as appropriate.

Remember: allow enough time to complete these steps before submission deadlines!

The test of an effective report is:

Will it be read?

*(and provide necessary
information to the reader)*

Useful Resources:

- **Annex 23:** Training Completion Reporting Template
- **Annex 24:** Leadership Incentive Fund Reporting Template

Tool 11. Risk Matrix (or Table)

A project risk is a problem or issue that *may* occur during implementation. Risks, if not addressed, negatively impact on the project and make it difficult or impossible to achieve the identified outcomes.

Project risks can be broken down into four general categories:

- **Natural Environment** - sometimes called *Force Majeure*. Risks in this category relate to natural disasters (cyclones, tsunami, earthquakes, etc.).
- **Institutional / Organisational / Social** - relating to the context within which the project will operate. Risks in this category may relate to: interference with the independence of the judiciary; changes in political priorities; civil unrest; lack of commitment by the court's leadership to support project's outcomes; lack of resources (personnel, financial, etc.) being allocated to support the project; etc.
- **Individual** - relating to those active in implementing the project. Risks in this category may relate to: unwillingness of beneficiaries to accept the need for change / development; availability of personnel to participate in project activities; nomination of inappropriate personnel for training; frequent change in personnel involved in the project; language constraints; etc.
- **Project-specific** - relating to the project approach or a particular activity(-ies). Risks in this category relate to: ability of counterparts to absorb or benefit from the project activities being implemented; levels of resource allocation; etc.

The purpose of the risk matrix is to ensure that project managers consider all potential risks to their project, and then develop a strategy to address each risk should it occur. An extract of the risk matrix from the PJDP is found below:

Risk	Result	How Risk will be Addressed
PJDP attempts to address too many problems across too many thematic areas, spreading itself too thinly.	PJDPs ability to deliver meaningful change in any area is reduced.	The 24 Month Extension Plan adopts a tighter focus to address specific problems that will improve PJDP partner courts' capacity, systems and procedures to deliver services that contribute improvements to the wellbeing of citizens and communities they serve locally and across the region.
Etc...		

Useful Resources:

- **Annex 25:** Simple Risk Matrix Template

Tool 12. Charts and Diagrams

Charts and diagrams are useful tools to collate and present information in a clear and easily readable format. By showing a process, statistics, or other data in a graphic form often helps people to understand that information more clearly and easily.

Detailed instructions for developing charts using Microsoft Excel are found in the [PJDP Annual Court Report Development Toolkit: Annex 3](#).

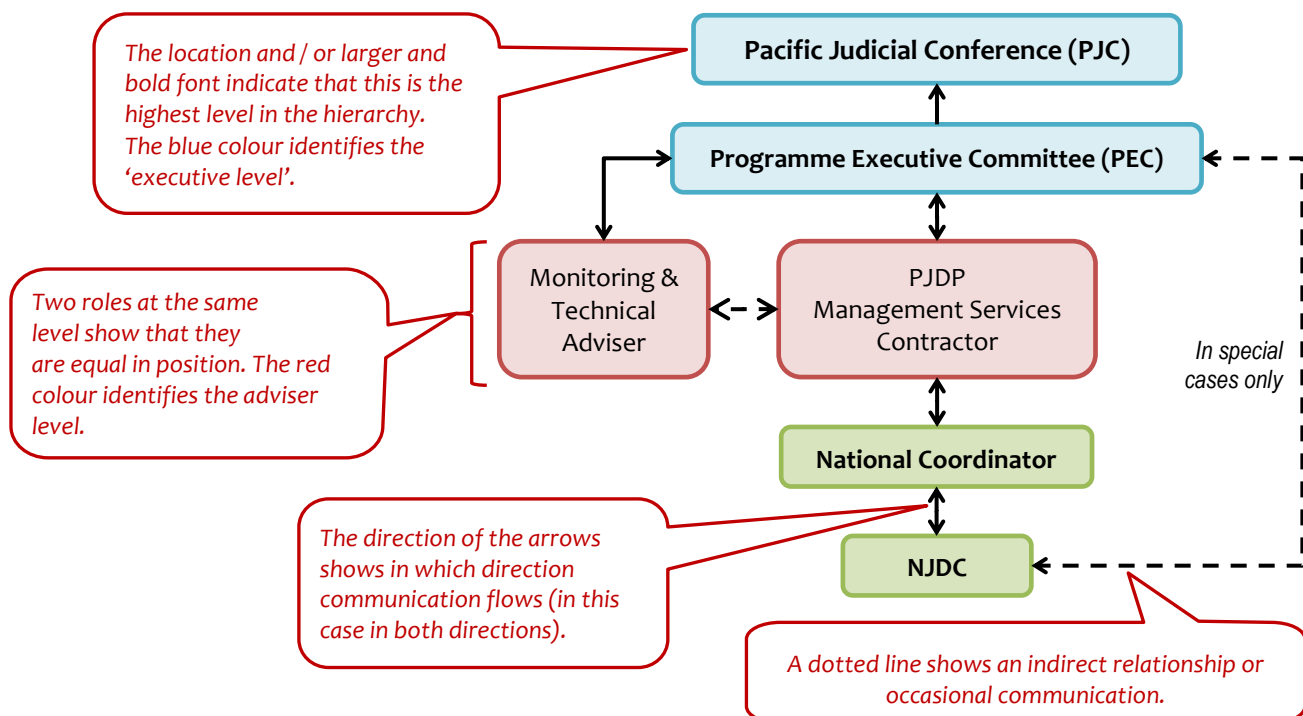
All of the charts and flow-diagrams found in this toolkit (Figures 1-6) were created using Microsoft Word. To develop a chart or diagram similar to these:

- Go to the 'Insert' menu / tab.
- Click the 'Shapes' button in that menu.
- Use the shapes or arrows that you think are most suitable to your chart.

Remember to explain abbreviations or technical terms (also called 'jargon') to help your reader to better understand your chart or diagram.

Tip

Charts and diagrams such as those found in this toolkit usually show the structure of relationships or communication flows. The lines or arrows that connect the items in the chart show the direction of communications, the steps in a process, or the sequence of actions. The position within the chart and the size and colour of the text, and the use of colour can all be used to group activities or prioritise information as illustrated in the example below:



DEFINITIONS - GLOSSARY OF TERMS USED IN THIS TOOLKIT

- Accountability - Is the requirement that governments, companies, organisations, individuals - and in our case projects and project managers - are answerable for their actions.
- Actionable - Able to be completed, implemented, or undertaken.
- Activity - The tasks or actions required to achieve one of the project's outputs / deliverables.
 Note: this is the level where a training workshop's Learning Objective fits (see [PJDP Trainer's Toolkit](#) [Section 4.3]).
- Appraisal - This is a process of independent review prior to approval of a design. Second stage of the Project Cycle.
- Baseline Data - The basis, or first set of data, against which future data collected can be compared to work out whether any changes have occurred.
- Benchmarking - This is a process of developing a set of performance or competence standards for any area of a court's activity. These standards are points of reference against which performance or competence can then be measured
- Beneficiaries - An individual or group who directly benefit from a project or activity.
- Capacity Development Needs - Needs that relate to individuals or groups (as opposed to processes and systems) often broken down into: knowledge; skills; and attitudes.
- Competence - Having the necessary ability to perform a role successfully; competence has three components relating to: knowledge, skills, and attitudes.
- Contingency - An amount in a budget that is not allocated to a specific cost, but is included to enable unforeseen circumstances to be addressed.
- Counterpart - An individual or group directly / actively working with or benefiting from a project or activity.
- Contemporary International Best Practice - *Best practice* is a method or technique that has consistently shown results superior to those achieved with other means. Given the positive results, the method / technique is used as a benchmark against which to measure the performance of other methods / techniques.
Contemporary international best practice, relates to best practices that are being used now and are producing positive results in other countries / jurisdictions which might be adaptable to meet your needs.
- Cross-cutting Issues - Matters that affect all areas of a project. For the purpose of this toolkit, three key cross-cutting issues are discussed: Gender Equality and Equity; Human Rights; and Sustainability.
- Design - The process of defining a project or outlining what will be done and how. The design identifies the project's goal; desired change or results at completion; what will be done and how this will be done; and how will it be shown that the desired change within your court has been achieved. Part of the first stage of the Project Cycle.


- Donor - An organisation (often a government organisation) that provides funding for development projects.
- Elements of a Project - A project's: goal; outcomes; outputs; activities; and inputs. These terms are separately defined in this glossary.
- Evaluation - A process - undertaken at either; defined intervals, or at the completion of a project - to assess the extent to which the project has achieved, or has progressed towards, its goal.
- Financial Acquittal - In the financial (not judicial) sense, relates to the need to:
- Account for all expenditure against the approved budget;
 - Justify all expenditure by providing supporting documentation for each expense / payment made; and
 - Report on any variations between actual expenditure and the approved budget.
- Gap Analysis - This is a process used to work out what steps are needed in order for an organisation, process, group, or individual to move from current performance / competence-levels, to improved performance / competence-levels in the future.
- Gender Equality - The concept that men and women should have the same rights, status, opportunities, and resources to realise their potential and contribute to political, economic, social, and cultural development - and to benefit equally from the results.
- Gender Equity - The concept of ensuring fairness between men and women often through measures to compensate for political, social, economic, cultural, or historical disadvantages that often prevent equality.
- Goal - The overall change or impact that a project will contribute to. The project will only be one element in a range of actions that all work towards achieving the goal. The goal, therefore, often starts with: 'To ...'; or 'For ...'.
- Example Goal:* To build the capacity of courts to provide accessible, responsive, fair and efficient justice services.
- Human Rights - Rights that are understood as inalienable and fundamental to which all people are inherently entitled simply because she or he is a human being. They are conceived as universal (applicable everywhere) and egalitarian (same for everyone) and may exist as natural rights or legal rights, in both national and international law.
- Identification - This stage begins the project process by identifying what needs exist and how these needs can be addressed in light of your court's development priorities. Part of the first stage of the Project Cycle.
- Implementation - The process whereby the project design is put into effect to achieve the identified goals, outcomes, and change successfully. The third stage of the Project Cycle.
- Indicators - These are tools that enable project managers to measure progress towards the project's outputs, outcomes and goal, or whether these have been achieved.

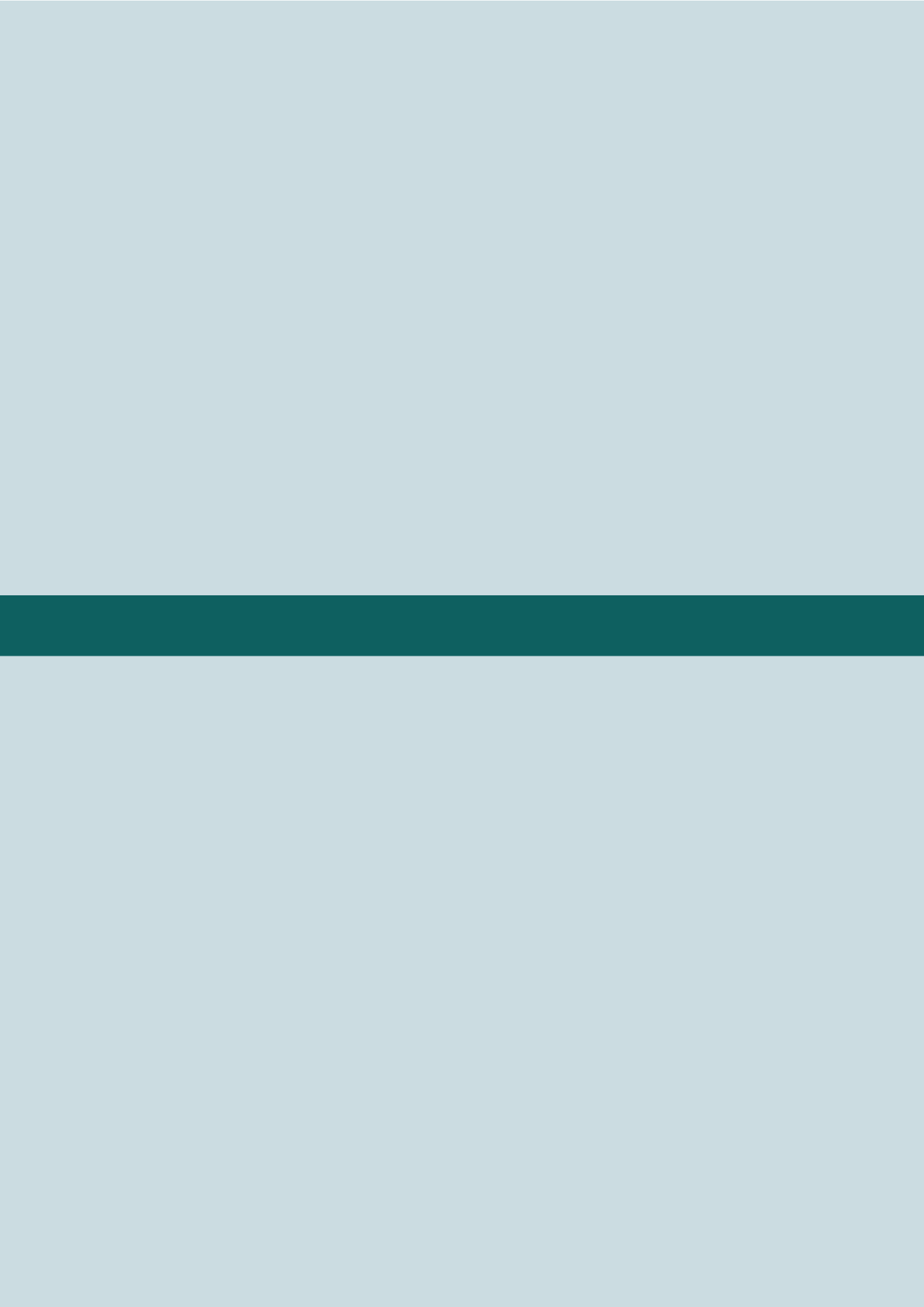
- Inputs - The resources required to implement an activity (efficiency focussed).
For example: funds, personnel, equipment, etc.
- Institutional Needs - Needs that relate to an organisation or institution (mainly systems / process focussed).
- Logistics - The process of organising and administering activities so that they can be held in an efficient and effective manner.
- Manage Expectations - Ensuring that all those involved in a project have a clear and accurate understanding of what will or will not be undertaken / achieved by a project.
- Matrix - A grid or data-table in rows and columns that is used to structure or summarise information / data.
- Monitoring - An ongoing process - undertaken throughout implementation - of checking whether a project is doing what it set out to achieve.
- Monitoring & Evaluation - Also called M&E. Separate definitions for ‘monitoring’ and ‘evaluation’ are found for each term in this glossary.
- Outcome - What is to be achieved by the project: the intended change(s) resulting from its implementation - What will be different after the end of the project? (effectiveness focussed).
Example Outcome: Demonstrable improvement in professional competence of judicial and court officers to perform key functions.
- Outputs - A specific tangible product or deliverables produced by the project (efficiency focussed).
Example Outputs are: A toolkit of training resources and materials will be available to the region; or an analytical appraisal report on regional judicial development.
- Performance Criteria - At the organisational or institutional level, these relate to performance standards on:
 - Quality / relevance of systems or processes (effectiveness).
 - Productivity / timeframes / cost of systems or processes (efficiency).
At the Individual or capacity level, these relate to competence standards relating to: quality, skills, knowledge, and attitudes (effectiveness).
- Preferred Supplier - An individual or organisation / company that has been identified using an open and competitive procurement and selection process.
- Project Cycle - The chronological stages or steps through which a project progresses from before it starts (inception) to after it ends (completion).

There are four stages in the project cycle, namely:
 1. Identification and design;
 2. Appraisal and funding;
 3. Implementation; and
 4. Post-project or project completion.
These terms are defined separately in this glossary.

- Project Management - The process of planning, organising, motivating, and controlling resources to achieve a specific (project) goal.
- Post-project - Wrapping-up the implementation of all project activities. The final stage of the Project Cycle.
- Procurement - The purchasing of goods or services from an external source based on a clearly defined process or set of rules.
- Results Framework - A graphic summary (usually in a table format - see **Annex 10**) of the strategy to achieve a specific project goal, based on the link between defined activities, outputs, outcomes and the goal.
- Risk(s) - A problem or issue that may occur during implementation, which if not addressed, may negatively impact on the project and make it difficult or impossible to achieve the identified outcomes.
- Risk Matrix - A table in which:
 - project risks are identified;
 - the result / impact of the risk on the project is summarised; and
 - a strategy to minimise or avoid each risk is developed.
- Scope Creep - Where a project's activities change in an unstructured manner over the course of implementation without ensuring that the changes are logically linked with, and contribute to, achieving the project's outcomes and goal.
- Sequencing - Ordering of activities or adviser / staff inputs in a logical and chronological manner so that those inputs which need to be completed before other activities can be started, are undertaken and completed first.
- Stakeholders - An individual or group indirectly working with, benefiting from, or interested / concerned in a project or activity.
- Sustainability - The continuation of benefits (outcomes / change) flowing from a project or activity following the completion of assistance.
- Terms of Reference - The defined purpose, structure, responsibilities (inputs or specifications), outputs, and outcomes, for a task / activity / project.
- Theory of Change - All the building blocks required to bring about a given long-term goal. This includes the definition of the projects outcomes, outputs, activities, and inputs; how these *Elements of a Project* interrelate to support the project's goal; and how the project approach will enable the project's goal to be achieved.
- Transparency - Is a: "Characteristic of governments, companies, organisations and individuals of being open in the clear disclosure of information, rules, plans, processes and actions."¹⁰
This definition is equally appropriate to projects and project managers.

¹⁰ As per the Transparency International definition - *The Anti-Corruption Plain Language Guide* (July 2009): http://www.transparency.org/whatwedo/pub/the_anti_corruption_plain_language_guide.

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- Value for Money - Relates to the process of balancing the cost of purchasing a service or product with:
- its quality;
 - its suitability for the task / activity for which it is intended (also called fitness for purpose);
 - the ability of the organisation to use / benefit from the service or product;
 - its 'whole-of-life' costs including maintenance and replacement;
 - any risks relating to purchasing or using the service or product;
 - its availability for delivery; and
 - the ability of the organisation to maintain the service or product.
- The mix of these and other factors, and the relevant importance of each, will vary from case to case.
- Verify - The process by which information or evidence of project progress is collected to demonstrate progress towards the project's outputs, outcomes, and goal.





Pacific Judicial Development Programme

PROJECT MANAGEMENT TOOLKIT

PJDP toolkits are available on: <http://www.fedcourt.gov.au/pjdp/pjdp-toolkits>

