WinningProposal.com

WWGP_Online!™

The Self–Paced Tutorial Version of WinningProposal.com's Writing Winning Grant Proposals

Version 1.0

Table of Contents

Introduction to the Grants Workbench: Understanding its Features and Navigating its Contents

Throughout WWGP_Online! you will be using the Grants Workbench, so it will be helpful at the outset to understand some of this unique application's features and to learn how to navigate— for example, how to access those features and move to different worksheets. If you are using a PC, the Grants Workbench works seamlessly with Internet Explorer 4.x/5.x and Netscape Navigator 4.7x.   If your computer is a Mac, you should use Internet Explorer 5.x.

To make the most valuable use of your time, we suggest that you proceed through WWGP_Online! by creating a real proposal to a real funder. That is, at the end of this program you will have created the first draft, and more, of a proposal, so why not do a real one?

Using Acrobat Reader
As you proceed through this training program, you will constantly be referring to the document you are now reading. Therefore, you might want to print out its contents so that you can refer to it easily while you are creating your proposal in the Grants Workbench. Or you might wish to use the document online, going back and forth between this Acrobat Reader file and the Workbench.

If you choose the latter option, you should know about two features in Acrobat Reader that help you navigate from one part of the document to the other:

- **Table of Contents.** In the Table of Contents above, you can click any page number to jump to that page.
- **Bookmarks.** By clicking the "Bookmarks" tab at the upper left, Acrobat Reader displays an outline of this document. By clicking any "bookmark," you will be taken to its location.

Logging In
To get started:
  ➢ login to the Grants Workbench by going to this URL: http://www.winningproposal.com
  ➢ click the "Login" tab, which will take you to the Login Window
  ➢ at the Login Window, supply your User ID and password, and click the "Login" button. This action will take you to the Current Projects Window.

Creating a New Proposal
On the Current Projects Window, you can view the expiration date of your license, create new proposals, access your previously created proposals, and manage your password. To change your password, click "Edit User Profile" on the Tools menu. Then click the "Back" button on the Workbench's toolbar to return to the Current Projects Window.

Note: Always click the back and forward buttons on the Workbench's toolbar, not on your browser.

- ➢ If you have previously created a proposal you want to use during the WWGP_Online! program, click its name in the "Proposal Name" column.
- ➢ If you have not previously created a proposal or wish to create a new one, click the button "Create New Proposal."
- ➢ On the New Proposal Window, enter:
  - The name of your new proposal
  - The funding organization to which you might be submitting your document
  - A brief description of your proposed project
- ➢ Click "Forward."

You are now at a window titled "The Rock–Solid Substantial Logic of Your Offering."
- ➢ examine the graphic on this page
- ➢ click "Click Here for an Overview" and read the Overview
- ➢ close the Overview Window

The Functionality of a Typical Worksheet
To understand the elements on most of the Grants Workbench's worksheets, open the first worksheet by clicking "Funder's Goals and Lessons Learned," the first round bullet under "Baseline Logic" on the Worksheets Menu.

Like all worksheets, the *Funder's Goals and Lessons Learned Worksheet* has four major elements:

- Worksheets Menu (upper left)
- Tools Menu (lower left)
- Toolbar (top)
- The Worksheet itself

We'll discuss each of these in turn while you explore some of the features.

The Worksheets Menu
The Worksheets Menu has eight major categories, from Baseline Logic to Proposal Strategy. Whenever you first enter the Grants Workbench, the Baseline Logic Worksheets will be expanded, and the blue arrow next to "Baseline Logic" will be pointing downward, revealing eleven Baseline Logic Worksheets.

- ➢ click "Project's Goal and Overriding Problem" to be taken to that worksheet
- ➢ click "Funder's Goals and Lessons Learned" to return to that worksheet

Expanding a Worksheet Category. To expand one of the eight major categories, just click the category.

- ➢ click the Methodology category

This action displays the names of the five methodology worksheets, any of which you could go to by clicking.

Collapsing a Worksheet Category. To collapse one of the eight major categories (assuming it's already open), just click the category.

> ➢ click the Methodology category again

This action collapses the Methodology category, hiding the names of the five methodology worksheets.

Note: You cannot collapse a worksheet category when you are working in one of that category's worksheets.

The Tools Menu
The tools menu allows you to access important tools for completing a worksheet. Some worksheets have as many as twelve tools items. Almost all worksheets have the six tools items you see on the *Funder's Goals and Lessons Learned Worksheet*, the one that's now open:

Example. By clicking "Example," you display an example of the current worksheet completed for a sample proposal.

> ➢ Click "Example" to view the *Funder's Goals and Lessons Learned Worksheet* completed for a sample proposal

Note that the sample worksheet is "grayed out." Throughout the Grants Workbench, this is a metaphor for "read only." That is, you can read the text but not modify it.

By clicking "Return to Worksheet," you return to the active worksheet.

> ➢ Click "Return to Worksheet" to return the *Funder's Goals and Lessons Learned Worksheet* for your proposal

Key Points. By clicking "Key Points," you display a window containing important information for completing the worksheet, including definitions, window functionality, and key rhetorical strategies you should consider.

> ➢ Click "Key Points" to read important information about completing the *Funder's Goals and Lessons Learned Worksheet*
> ➢ Close the "Key Points" Window

Note: If you are working in a resolution greater than 800 X 600 pixels, you will find it helpful to resize (and keep open) the Key Points Window so that it fits in the narrow space to the right of your worksheet. As a result, every time you click "Key Points" for another worksheet, it will open in the same convenient place.

Working From Your First Draft. By clicking "Working From Your First Draft," you display a series of 27 slides that explain how to turn the first draft generated by your Grants Workbench into a completed proposal.

Glossary. By clicking "Glossary," you display all the definitions of key terms used in your Grants Workbench.

Help. By clicking "Help," you display explanations (all of which we've already covered or will cover) of the Worksheets and Tools Menus, the toolbar, etc.

Edit Proposal Metadata. By clicking "Edit Proposal Metadata," you can change information entered when you created your proposal, namely proposal name, funding organization, and proposal description.

The Toolbar

Most worksheets contain on the toolbar the six buttons listed below. There's really no need to try them out now, since you will be using them as you progress through WWGP_Online! Throughout the program, you might want to use the Scratchpad as a place to make notes, record thoughts, and the like. We will discuss the Reports Window's functionality when it's time to generate your first draft.

Logs you out of your Grants Workbench, and returns you to the WinningProposal.com homepage.

Opens the previous worksheet in the Worksheets Menu.

Opens the next worksheet in the Worksheets Menu.

Opens a scratchpad upon which you can enter notes.

Opens a window that allows you to generate a "report." You can generate a report of each worksheet, providing you all the information you entered on that worksheet. The Reports Window is also where you generate your first draft. Reports can be saved as Word or Excel documents or in rich text (rtf) or portable document (pdf) formats.
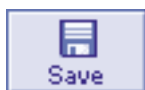
Saves current data in your Grants Workbench. The Grants Workbench also saves automatically whenever you open another worksheet.

Closes and saves the current proposal, and returns you to the Current Projects Window where you can create a new or open an existing proposal.

Using Flags and Entering Flag Notes

You've probably already noticed on the *Funder's Goals and Lessons Learned Worksheet* several "Flag" dropdowns. Throughout the Grants Workbench, you will be able to use Flags to indicate important information that requires follow–up, information you or your team doesn't want falling through the cracks. There are two kinds of flags:

Red Flags indicate an uncertainty, weakness, vulnerability, or gap in information. In any proposal–development effort, especially for complicated projects, you will have some information about which you are uncertain or specific capabilities required in the RFP that you or your team don't at present have. These are red flags.

Many proposal writers can write persuasive documents based upon what they know. At one time or another, however, almost all proposal writers lose because of what they don't know. Knowing what you don't know—and recognizing and acting on it early in the process—is one of the keys to success.

Green Flags indicate strengths. Assume, for example, that you and your team are particularly strong on one of the RFP's evaluation criteria. You want to make note of that strength—you want to green–flag it—to ensure that you and your team are certain to emphasize that strength in your proposal.

> ➢ Enter some text in the first row under the heading "Funder's Lessons Learned from Previously Funded Initiatives."
> ➢ Choose "Red" from that row's flag dropdown.
> ➢ Enter some text in the second row.
> ➢ Choose "Green" from that row's flag dropdown.

Note: Windows computers will display the flags in color; Macs will not.

Flag Notes are the explanations you use to explain the flag, to indicate the strength or weakness. Just below the flag dropdown is a "write note" icon. After you have entered text and chosen a flag color, you can click this button to open a flag–note window.

> ➢ Click the "write note" button under the red flag.
> ➢ In the flag note window that appears, enter the text "First red flag note."
> ➢ Click the toolbar's back button on the Flag Note Window.
> ➢ Click the "write note" button under the green flag.
> ➢ In the flag note window that appears, enter the text "First green flag note."
> ➢ Click the toolbar's back button on the Flag Note Window.

Note that the "write note" icons have changed to "read note" icons, indicating that you have entered flag notes for the two flags.

The Flag Summary Worksheet. Imagine the benefits to an individual proposal writer or to an entire proposal team if they could:

1. Indicate all their strengths and weaknesses
2. Annotate those strengths and weaknesses
3. Collect all those annotations in one place
4. Develop a to–do list that indicates the actions that should be taken to eliminate their weaknesses (red flags) and leverage their strengths (green flags)
5. Develop a plan for operationalizing those actions

You have been shown how to accomplish the first two items. To see how to accomplish the third:

➢ In the Worksheets Menu, click the category "Proposal Strategy."
➢ Click "Flag Summary," the first worksheet under "Proposal Strategy."

The *Flag Summary Worksheet* collects all your flag notes in one place. Note several things:

• Red flag notes are displayed when the page opens.
• Green flag notes are displayed when you click the appropriate tab.
• The left–hand column displays your flag note.
• The right–hand column tells you on what worksheet the flag note was entered.

The To–Do's Worksheet. It's not uncommon during proposal development to have dozens of red flags and many, though far fewer, green flags. But just as important as knowing your strengths and weaknesses is doing something about them. That's the purpose of the *To–Do's Worksheet*.

➢ Click "To Do's," the second worksheet under "Proposal Strategy."

As the question on the top right of this worksheet asks, "What can you do to improve your positioning?" How, that is, will you eliminate the red flags and take advantage of the green ones? To understand how this and the next worksheet work:

➢ In the first row, enter "Do this to eliminate my first red flag."
➢ In the second row, enter "Do this to leverage my first green flag."
➢ Click "Game Plan," the third worksheet under "Proposal Strategy."

The Game Plan Worksheet. Now that you have created flags and flag notes, seen them summarized, and decided how to act upon them, you can use this worksheet to develop a game plan—to decide when the action will be taken and who will undertake it, and to track your progress.

Note: If you had completed the *Staff Characteristics Worksheet* and had therefore identified your project team, their names would appear in the "Choose" dropdown.

To begin creating your game plan, you need to import the actions you have formulated on the previous worksheet.

> ➤ In the Tools Menu, click "Import To Do's."

Working in Rows

Many of the worksheets have what are called "repeater rows," a group of rows in each of which you can enter text. Most repeater rows have several features that you should know about.

> ➤ To view a typical repeater row, click "Causes," the sixth worksheet under "Baseline Logic."

When you first open this worksheet, you see seven repeater rows, each of which has four elements: a flag/flagnote element, a text area for entering information, a "Sort" textbox, and a trashcan icon.

Sorting Rows. When using the Grants Workbench, you will often try to enter as much information as you can in the shortest amount of time. On the Causes Worksheet, for example, you and your team might brainstorm as many causes of the overriding problem as possible, recording them just as fast as you can type. After that exercise, you might want to sort the information, and you can do so by entering integers into the Sort column's textboxes.

> ➤ In the text areas under the heading "The Causes of the Overriding Problem," enter the words (one word per text area): four, one, six, seven, two, five, three.
> ➤ In the "Sort" textbox next to the word "four," enter the numeral "4"; in the textbox next to the word "one," enter the numeral "1," and so forth.
> ➤ Click the "Sort" button at the top of the column.

Note that after the page "flashes":
- Your rows are now sorted as you intended
- The page has returned with three additional blank rows

Note: Any time you have two or fewer blank rows, you can add more rows by clicking "Add Additional Rows."

Note:
- The integer "0" sorts first.
- If a row has no integer in the Sort textbox, it will sort after rows with integers.
- Decimals are not allowed: If you attempt to sort using a decimal, the page will return with an error message, with the decimal highlighted. You will have to correct the error before proceeding.

Deleting Rows. You can delete a row by clicking the trashcan icon.

NOTE: ONCE YOU DELETE A ROW, IT'S GONE! THERE IS NO UNDO FUNCTIONALITY IN THE GRANTS WORKBENCH! (This, by the way, is a big red flag for WinningProposal.com, and we plan to include an undo feature as a future enhancement.)

You are now finished with your Introduction to the Grants Workbench. You should now be able to:

- Login
- Create a new proposal
- Navigate from one worksheet to another
- Understand the basic elements in the Tools Menu and the Toolbar
- Use flags and flag notes
- Work in rows

Introduction: The "Baseline Logic" and the Structure of Your Proposal

Before you begin to use the worksheets to develop your proposal, you will find it helpful to read this brief chapter about the first category of worksheets: The Baseline Logic. Containing only three elements, the baseline logic is really quite simple:

Figure 1: The baseline logic contains three elements
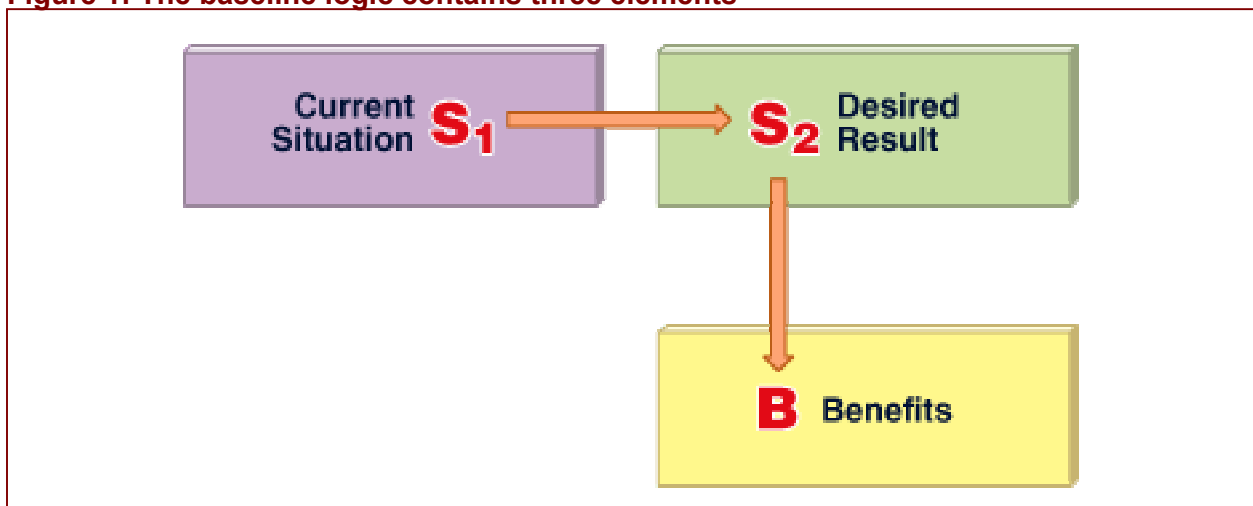
Before your project or research begins, a current situation exists, call it S_1, that presents a problem. In project proposals, that overriding problem is often an undesirable situation affecting a community such as malnutrition among children, a high incidence of sexual abuse, or the lack of recreational opportunities. In research proposals, the overriding problem is usually the lack of or gap in knowledge that exists about a subject such as a disease process or some other natural phenomenon, the efficacy of a treatment regimen, or the applicability of a product, despite the considerable research that might have already explored the subject. By definition, this current situation is less desirable than another, call it S_2, the desired result. The desired result will be achieved by your project or research, and it is expressed by your proposal's objectives. Because S_2 is more desirable than S_1, benefits will accrue as a result of your proposed efforts.

The Baseline Logic, then, is the highest–level summary of your proposal:

Figure 2: The baseline logic is the highest–level summary of your proposal

Because of the mis-alignment between (a) the college's operating and delivery systems and (b) the needs of the college's "customers" — the students ABC educates and the employers and community it serves, . . .

Current Situation S_1 → S_2 Desired Result

B Benefits

. . . we will develop and implement a comprehensive strategy for integrating current institutional initiatives into the Engineering & Technology Division's educational offerings.

As a result, ABC will be more responsive to the rapidly changing requirements of students, employers, and the community, offering higher quality educational services, in less time, at a lower cost.

Proposals that communicate ineffectively almost always suffer from faulty alignment of the baseline logic. The Grants Workbench helps you to analyze these alignments so that you can correct gaps or inconsistencies in your logic. Specifically, the Baseline Logic worksheets help you ensure that the following are logically aligned:

- The funder's goals and the overriding problem, causes, and effects that your proposed efforts will address
- The funder's goals and your project's goal
- Your project's goal, objective(s), and expected benefits
- Deliverables and project objective(s)
- Deliverables and benefits
- Benefits and effects

Figure 3: Persuasive proposals have the baseline logic solidly aligned
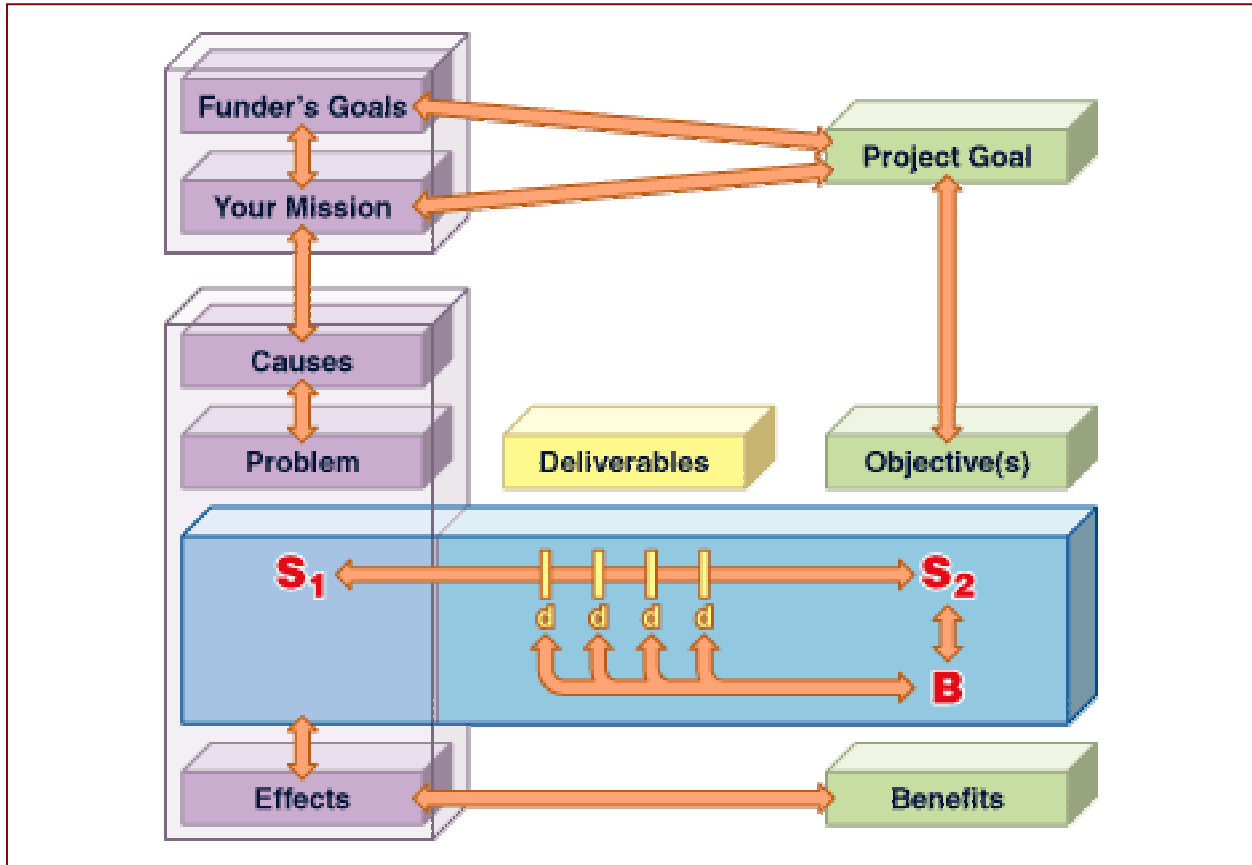
Despite the sometimes remarkable differences among various kinds of proposals, proposals themselves are a single genre or type of communication and as such they have what can be called a "generic structure," a collection of elements that all proposals share. These elements exist, not because of what proposals are but because of what they propose to do. That is, project and research proposals presume that a current situation exists, that a desired result will be produced after the project or study, and that from this result benefits will accrue. Accordingly, the baseline logic anticipates your project or study, and it is the foundation for what we call the Generic Structure of proposals.

.
Figure 4: The baseline logic under girds the generic structure of your proposal
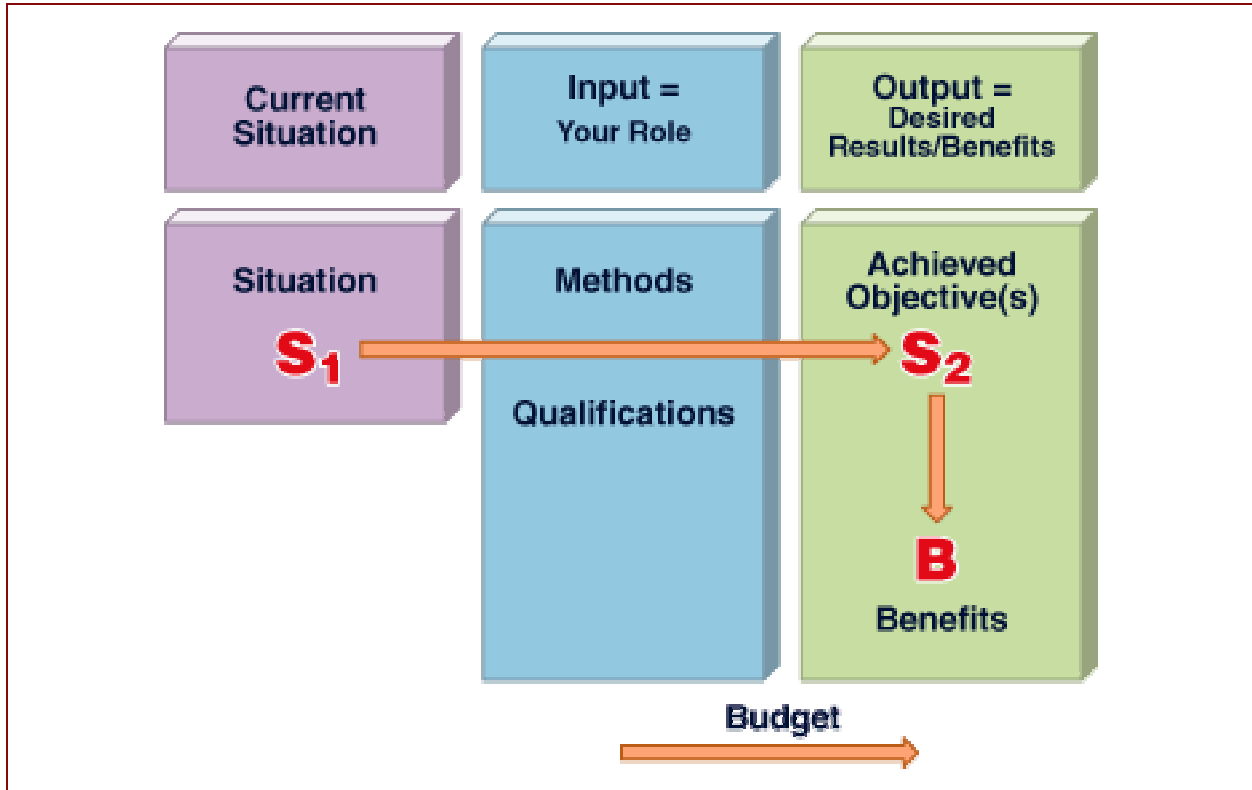
To change the current **situation** existing previous to your project study, your organization or team provides two inputs: the **methodology** you will employ supported by your organization's or team's **qualifications**. These inputs generate two kinds of outputs: the **objective(s)** achieved by your project or study and the resulting **benefits**. Because the project or study takes time and because time is money, **costs** (or "**budget**") are also involved. These six elements are the "generic structure" of all proposals that involve a project or a study, and they all are intimately related to the Baseline Logic.

By understanding a proposal's basic elements and their relationship to each other, you are much more likely to write a coherent and persuasive document. Funders' guidelines and suggested proposal organization are often very different, and many proposals, responding (for example) to a funder's recommended eight–part structure, often read like eight separate and barely related sections. By internalizing the generic structure of proposals, you will be able to understand how to smoothly integrate all of the RFP's requested elements into a coherent argument that will be persuasive to a funder. In fact, the six elements of the generic structure are very much related to the funder's key question about whom to support.

Figure 5: The six generic structure slots answer the funder's major question

Q: *Is your project worthy of funding?*

A: *Yes* → This project meets your requirements for success.

Q: *(Why?)*

A: →
- We understand the situation.
- We are clear on the objectives.
- We have the right methods.
- We have the right qualifications.
- Our budget is justifiable.
- Substantial benefits will accrue.
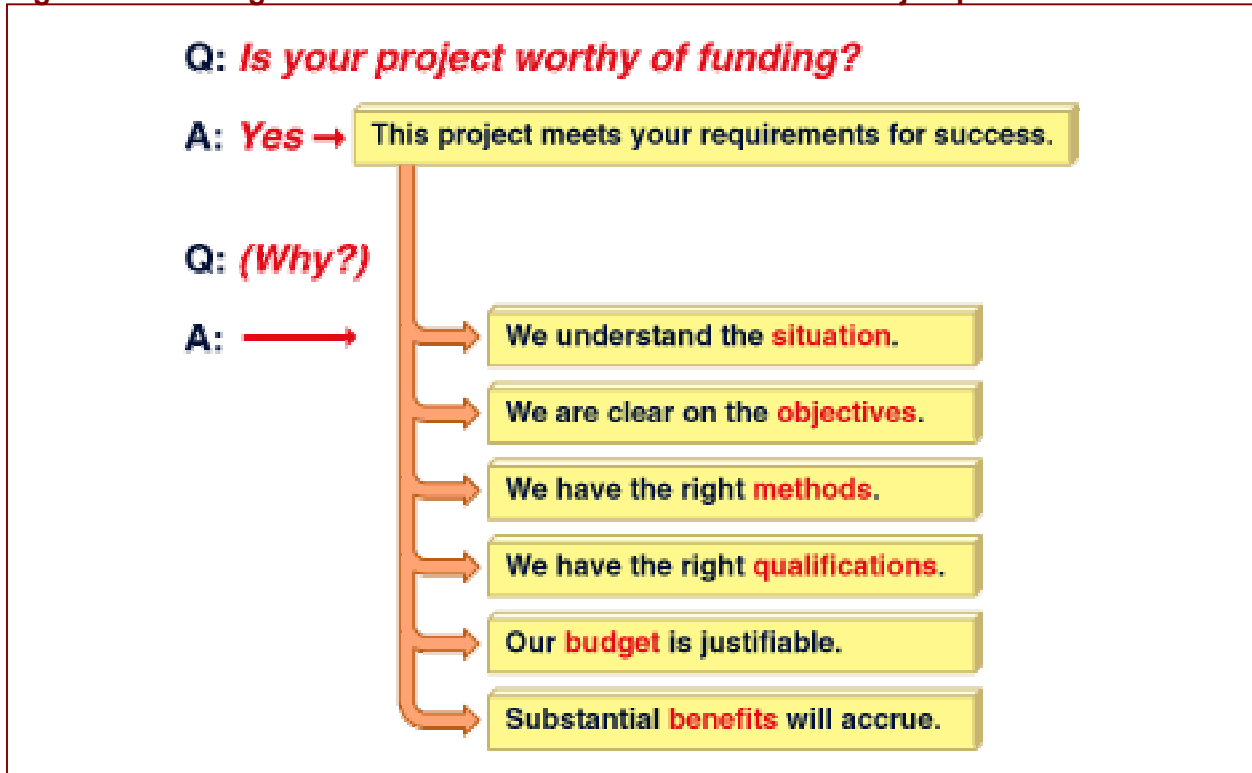
We call the six elements of the generic structure "slots" because they must be filled, to one degree or another, depending upon the funder's guidelines, the nature of your project, and the amount of information and degree of persuasion that you believe your proposal should include. The slots aren't necessarily sections of the proposal, though they could be formatted that way if you chose.

Figure 6: A proposal's generic structure comprises six elements

- **Situation:** This is our understanding of the problem.

- **Objectives:** Given that problem, these are our objectives for addressing or solving it.

- **Methods:** Given those objectives, these are the methods we will use to achieve them.

- **Qualifications:** Given those methods, these are our qualifications for performing them.

- **Budget:** Given those qualifications and methods, this is how much the project will cost.

- **Benefits:** Given our efforts and the funder's support, these are the benefits or value that will accrue.

The six generic structure slots can be organized in any way, even (in the extreme example below) in the direct reverse of the order shown above. Of course, how you arrange the slots will be determined by the funder's guidelines or request for proposals.

Figure 7: You must decide how to arrange the slots

- These are the benefits or value that will accrue . . .

- given the proposed budget . . .

- considering our qualifications . . .

- and the methods we will use . . .

- to achieve the project's objectives . . .

- and thereby improve the current situation . . .

You must decide, strategically, on the most effective order.

After you have completed the worksheets and generated your first draft, we will return to a discussion of generic structure and use it as the foundation for your creating a robust template proposal that can be adapted for your various funders. For now, however, it's time to begin completing the worksheets.

Funder's Goals and Lessons Learned Worksheet

Overview

Funders (the National Science Foundation and the Kellogg Foundation are good examples) will sometimes synthesize lessons learned from fundees' reports. By incorporating the funder's lessons learned into your proposal and proposed project, you will be addressing the funder's "hot buttons" and demonstrating your ability to build upon experience. Funder's Lessons Learned can be divided into two categories:

➢ Design Lessons Learned can influence the construction of your project's methodology and provide a rationale for why you are constructing your methodology as you are. These lessons learned are imported to the methods slot of your first draft.

➢ Effect Lessons Learned can often be rephrased as effects of the problem your project intends to investigate or solve. On the *Effects Worksheet*, you can import the Effect lessons learned you enter on the *Funder's Goals and Lessons Learned Worksheet*.

In this module, you will:

- specify the Funder's Goals/Mission relevant to your project.
- identify lessons learned by the funder in its sponsorship of similar projects.
- categorize each lesson learned by "Design" and/or "Effect."

Definitions

- **Funder's Goals/Mission:** The outcomes a funder wishes to achieve within its established and developing program areas (e.g., Health, Food Systems and Rural Development; Youth and Education).
- **Funder's Lessons Learned:** The key learnings codified by the funder from its sponsored projects, intended to be shared with fundees to increase the effectiveness of their projects.
- **Project Design ("Design") Lessons Learned:** A learning that could influence the construction of your methodology.
- **Effect of Problem ("Effect") Lessons Learned:** A learning that, rephrased, could be an effect of the problem your project intends to investigate or solve.

What You Should Do

- In your Grants Workbench, display the *Funder's Goals and Lessons Learned Worksheet.*
- From the funder's Request for Proposals, Guidelines, or other appropriate documents, identify the funder's goals/mission related to your proposed project, and enter this information on the worksheet
- Identify the funder's lessons learned, and enter this information on the worksheet. These lessons learned are usually not found in the funder's Request for Proposals or Guidelines. If they exist in written form, you will need to conduct some research. In the Grants Workbench's example proposal, for instance, the funder's lessons learned were identified after several hours of web–based research of various National Science Foundation documents.
- Categorize each lesson learned as "Design," "Effect," or both. If the lesson learned is somehow related to how you will conduct your project, categorize it as "Design." If,

rephrased, it is related to the problem your project intends to address or solve, categorize it as "Effect." Choose "Both" if the lesson learned could fit into both categories.

- When necessary, use red or green flags, and enter flag notes.

Project's Goal and Overriding Problem Worksheet

Overview
To help ensure successful funding, your project's goal must help the funding agency achieve its own goals and mission as set forth in its request for proposals or proposal guidelines, and help your organization achieve its own mission and goals. In turn, the overriding problem, once addressed or solved, must be logically related to your project's goal and to your organization's and the funder's mission.

Identifying your project's overriding problem is a time–consuming (and valuable) effort that isolates the problem from other aspects of the problem bundle: the causal chain that links constraints, causes, problem, and effects. The identification of the specific problem should be contingent upon stakeholders' needs and desires, your organization's capabilities, and the funder's goals and mission. Your Grants Workbench provides a robust framework for identifying the elements of the problem bundle. You can view an explanation of this analysis by clicking the "Learn" button from the Tools Menu of any of the following worksheets: Project Goal and Overriding Problem, Project's Objectives, Constraints, Causes, and Effects.

In this module, you will:
- identify your Organization's Mission, Goals, and/or Objectives; your Project Goal; and the Overriding Problem your project intends to address or solve
- align the above elements with each other and with the Funder's Goals/Mission imported from the previous worksheet

Definitions
- **Funder's Goals/Mission:** The outcomes a funder wishes to achieve within its established and developing program areas (e.g., Health, Food Systems and Rural Development; Youth and Education).
- **Your Organization's Mission, Goals, and/or Objectives:** The *raison d'être* of your organization; a statement of what your organization is designed to achieve.
- **Overriding Problem:** The key problem your project intends to address or solve.

What You Should Do
- In your Grants Workbench, display the *Project's Goal and Overriding Problem Worksheet*.
- Click "Learn" on the Tools Menu, and read "Problem Analysis," a step–by–step approach for conducting a sophisticated problem analysis.
- Following the instructions in "Problem Analysis," construct a problem tree that identifies and shows the relationships among your project's overriding problem, constraints, causes, and effects.
- Be certain that the overriding problem expresses a single problem, rather than (for example) two problems joined in a compound sentence. Also be certain that the overriding problem is expressed as a problem rather than a need. In your proposal, you might desire to rephrase it as a need, but at this point it must be expressed as a problem if you want to ensure that all the elements of the baseline logic are logically aligned.

- Revise, and revise again, your problem tree, doing so over the course of several days and involving, if possible, other members of your proposal team and project's stakeholders.
- Once you are reasonably satisfied with your problem tree, complete the fields on this worksheet.
- When necessary, use red or green flags, and enter flag notes.

Project's Objectives Worksheet

Overview

Most funding agencies underwrite implementation projects, assuming that you have already accomplished the planning phase. If, however, your project involves significant planning (for example, the development of a model or a significant and detailed implementation plan), some funding agencies (Kellogg and NSF are examples) will underwrite the planning efforts.

Logically, a project will have at most two objectives: related to planning and implementation. If your project appears to have more than two, you are confusing some of your objectives with deliverables and benefits.

At this point, it is extremely important for you to identify at most two objectives, one for planning (if appropriate) and one for implementation, or you will not be able to use logic trees to construct a logical methodology on the Methodology Worksheets. (To read about logic trees at this point, go to the *Step 1 Methodology Worksheet* and click "Using Logic Trees" on the Tools Menu.)

A good discussion of how to phrase your project objectives comes from *Proposal Planning and Writing* by Lynn E. Miner, Jeremy T. Miner, and Jerry Griffith (Oryx Press, 1998, 2nd edition). According to Miner, et. al., you should "follow the acronymic advice:

"Keep them S-I-M-P-L-E. Your objectives should be:
- Specific—indicate precisely what you intend to change through your project.
- Immediate—indicate the time frame during which a current problem will be addressed.
- Measurable—indicate what you would accept as proof of project success.
- Practical—indicate how each objective is a real solution to a real problem.
- Logical—indicate how each objective systematically contributes to achieving your overall goal(s).
- Evaluable—indicate how much change has to occur for the project to be effective.

"Although these categories are not mutually exclusive, each of your objectives should meet at least two or three of these six criteria. For instance, given the goal of 'improving the quality of life for homeless individuals in our city,' a proposal objective might be for the 'Midwest Home Shelter Agency to reduce the number of homeless [Specific] [Practical] [Logical] during the next 24 months [Immediate] by 15 percent [Evaluable] as noted in the Department of Social Welfare Homeless Survey Report [Measurable].'"

(See http://www.oryxpress.com/miner.htm)

The objectives are logically related to the overriding problem, which is identified through a four–step problem analysis. You can view an explanation of this analysis by clicking the "Learn" button from the Tools Menu of any of the following worksheets:
- Project Goal and Overriding Problem
- Project's Objectives

- Constraints
- Causes
- Effects

In this module, you will:

- specify the kind of project: Implementation Only or Planning & Implementation. N.B.: The kind of project you select here will determine what worksheet screens will subsequently display. For example, if you choose "Implementation," your Grants Workbench will not display Planning Deliverables and Planning Benefits later on. At any time, however, you can return to this worksheet and select a different kind of project, thereby allowing you to see appropriate items for that kind of project.
- identify your project's objective(s)
- align the project's objective(s) with the Project Goal and the Overriding Problem imported from previous worksheets

Definitions

- **Project Goal:** A conceptual and more general statement of the project's objective(s). It must be achievable, but unlike the project's implementation objective, it is not necessarily measurable.
- **Overriding Problem:** The key problem your project intends to address or solve.
- **Kind of Project:** There are two:
  - *Planning and Implementation*: A project that not only involves the achievement of measurable outcomes (implementation) but also requires significant planning, the time and costs for which the funder will underwrite.
  - *Implementation*: A project that will produce measurable outcomes, the planning for which has already been completed or will be completed without the funder's support.
- **Planning Objective:** The major outcome of the project's planning phase.
- **Implementation Objective:** The major outcome of the project's implementation phase.

What You Should Do

- In your Grants Workbench, display the *Project's Objectives Worksheet*
- Identify your project's objective(s)
- Align the project's objective(s)with the Project Goal and the Overriding Problem imported from previous worksheets
- When necessary, use red or green flags, and enter flag notes.

Similar Projects Worksheet

Overview

Funding agencies, in the wise expenditure of their scarce resources, don't want you to reinvent the wheel; they want you to build a better one. Accordingly, funders want to know that you know the lessons learned by others so that the funders are assured that your project's design will build upon them.

By clearly identifying similar projects and their results and by discussing how your project will replicate, build upon, and/or extend those results, you are demonstrating your knowledge of the territory and, implicitly, your ability to avoid the pitfalls of others and to build upon their lessons learned.

(In research proposals, the discussion of similar projects occurs in a literature review of related work. The literature review carves out the space for your investigation, demonstrating that despite the considerable knowledge accruing from previous studies, a problem still exists, in the form of the lack of knowledge about, for example, a disease process or condition in nature.)

In project proposals, the available knowledge about similar projects can often be found in web–based searches of funders' previously sponsored projects, conference proceedings, and the like.

In this module, you will:

- identify similar projects, conducted by others not in your organization, that your own project will build upon and extend.

Definitions

- **Overriding Problem:** The key problem your project intends to address or solve.
- **Similar Projects:** Projects, conducted by others not in your organization, that your own project will build upon and, ideally, extend.

What You Should Do

- In your Grants Workbench, display the *Similar Projects Worksheet.*
- Use the tabs to identify up to four similar projects as well as their important results and the similarities to and differences of those projects from your own.
- Use the imported Overriding Problem to help you focus on the similar projects' similarities to and differences from your own.
- When necessary, use red or green flags, and enter flag notes.

WinningProposal.com

Constraints Worksheet

Overview
Constraints are causes of the overriding problem, but they are causes that will not be addressed by your project. Therefore, they can present risks to your project's successful conduct. In the Grants Workbench's example proposal, for instance, one of the constraints is faculty's unwillingness to change.

Said another way, your project intends to address or solve an overriding problem caused by certain conditions. Because constraints comprise some of those conditions and because your project will not address them, they can affect your ability to address or solve the overriding problem. For that reason, you might decide to conduct a risk analysis to determine how exposed you are by the presence of the identified constraints.

The constraints related to the overriding problem are identified through a four–step problem analysis. You can view an explanation of this analysis by clicking the "Learn" button from the Tools Menu of any of the following worksheets: Project Goal and Overriding Problem, Project's Objectives, Constraints, Causes, and Effects.

In this module, you will:
- specify the constraints related to the overriding problem that you identified in constructing your problem tree
- check that each constraint is aligned with—is indeed related to—the overriding problem imported from a previous worksheet

Definitions
- **Overriding Problem:** The key problem your project intends to address or solve.
- **Constraints:** Causes of the overriding problem that your project will not address—that is, which are "out of scope." These are always part of the "problem bundle," the causal chain linking constraints, causes, overriding problem, and effects.

What You Should Do
- In your Grants Workbench, display the *Constraints Worksheet.*
- Enter the constraints identified from the problem tree you previously constructed.
- Align each constraint with the overriding problem.
- When necessary, use red or green flags, and enter flag notes.

Causes Worksheet

Overview

Problems have a history. They don't exist without context, and your chances for funding increase if you can contextualize the overriding problem that your project intends to address or solve, providing a narrative that articulates the forces and conditions by and through which they developed. These are the causes of the overriding problem.

The causes of the overriding problem are identified through a four–step problem analysis. You can view an explanation of this analysis by clicking the "Learn" button from the Tools Menu of any of the following worksheets: Project Goal and Overriding Problem, Project's Objectives, Constraints, Causes, and Effects.

In this module, you will:

- specify the causes of the overriding problem that you identified in constructing your problem tree
- check that each cause is aligned with—is indeed related to—the overriding problem imported from a previous worksheet

Definitions

- **Overriding Problem:** The key problem your project intends to address or solve.
- **Causes:** The causes of the overriding problem. These are always part of the "problem bundle," the causal chain linking constraints, causes, overriding problem, and effects.

What You Should Do

- In your Grants Workbench, display the *Causes Worksheet.*
- Enter the causes identified from the problem tree you previously constructed.
- Align each cause with the overriding problem.
- When necessary, use red or green flags, and enter flag notes.

Effects Worksheet

Overview

Problems are problems because they have negative consequences. These consequences are grievous enough that action should be taken to eliminate or ameliorate them or, at least, to better understand them and their relationships, the better to act upon them in the future. These consequences are the effects of the overriding problem.

The effects of the overriding problem are identified through a four–step problem analysis. You can view an explanation of this analysis by clicking the "Learn" button from the Tools Menu of any of the following worksheets: Project Goal and Overriding Problem, Project's Objectives, Constraints, Causes, and Effects.

In this module, you will:

- import the lessons learned you have categorized as "Effect" on the *Funder's Goals and Lessons Learned Worksheet*, and as appropriate, recast them as negative statements so that they are phrased as effects
- specify the effects of the overriding problem that you identified in constructing your problem tree
- check that each effect is aligned with—is indeed related to—the overriding problem imported from a previous worksheet

Definitions

- **Overriding Problem:** The key problem your project intends to address or solve.
- **Effects of the overriding problem:** Further problems directly caused by the overriding problem. These are always part of the "problem bundle," the causal chain linking constraints, causes, overriding problem, and effects.

What You Should Do

- In your Grants Workbench, display the *Effects Worksheet.*
- From the Tools Menu, click "Import Lessons Learned," and as appropriate, recast these items as negative statements so that they are phrased as effects.
- Enter the effects identified from the problem tree you previously constructed.
- Align each effect (especially the ones imported) with the overriding problem.
- When necessary, use red or green flags, and enter flag notes.

Deliverables Worksheet

Overview

In spending their money wisely, to do the most good for the largest number of people, funders prefer projects that produce measurable outcomes. In the framework used by your Grants Workbench, there are three kinds of outcomes: achieved objectives, benefits, and deliverables. Benefits are the outcomes that flow from achieved objectives. Deliverables are outcomes that produce those objectives. Your project's deliverables, taken together, comprise the set of outcomes necessary for achieving your project's objective(s).

Each deliverable should be phrased to express an end result. Unlike objectives or tasks, which begin with verbs, deliverables begin with nouns, since deliverables are things you can hold in your hand (e.g., a list of requirements or a plan) or readily witness (e.g., a training program) or immediately sense (e.g., trained teachers). The list of deliverables you enter in this module can become the starting point for constructing your methodology. On the *Methodology Step 1 Worksheet*, you can import each deliverable entered on the *Deliverables Worksheet* as a first step in identifying your project's major tasks.

In this module, you will:
- specify the implementation (and, if appropriate, the planning) deliverables expected to result from your project
- check that each deliverable is aligned with—is indeed related to—the overriding problem imported from a previous worksheet
- check that each deliverable is aligned with—will indeed help to achieve—the objective(s) it is related to

Definitions
- **Overriding Problem:** The key problem your project intends to address or solve.
- **Deliverables:** The outcomes produced during the process of achieving the project's objective(s); they often produce benefits.

What You Should Do
- In your Grants Workbench, display the *Deliverables Worksheet.*
- On the Tools Menu, click "Learn" to display a visual that depicts the relationship among deliverables, objectives, and project goal.
- Identify all the deliverables that, taken together, will achieve your project's objective(s). If yours is a planning and implementation project, use the two tabs to include both planning and implementation deliverables. If yours is an implementation–only project, don't be surprised if many of your deliverables are planning–like. Almost all implementation projects will have planning–like deliverables.
- Align each deliverable with the overriding problem imported from a previous worksheet.
- Align each deliverable with the objective(s) it is related to.
- When necessary, use red or green flags, and enter flag notes.

Benefits Worksheet

Overview

Funders judge projects as worthy of funding in large part because the projects will produce benefits, often in the form of a measurable change, however small or incremental, in the human condition. Articulating clear and convincing benefits, therefore, is an important exercise in any proposal–development effort. Accordingly, your Grants Workbench helps you to identify three major categories of benefits. This module focuses on one of those categories—baseline logic benefits—and provides you three different procedures for generating them.

The first is by aligning objectives and benefits. By definition, baseline–logic benefits are the good things that accrue as a result of the project objective(s) being achieved. Accordingly, you will be able to articulate benefits by asking yourself what positive outcomes will result once those objectives are achieved.

The second is by aligning deliverables and benefits. If objectives produce benefits, then it follows that deliverables—the smaller outcomes that produce objectives—can also be beneficial. Accordingly, you will be able to articulate benefits by asking yourself what positive outcome will result as each deliverable is achieved.

The third is by aligning effects and benefits. Effects exist because an overriding problem exists. By achieving your project's objective(s), that problem will be solved, ameliorated, or at least addressed, and therefore the effects of the problem will be wholly or partly eliminated or at least better understood. Conditions, therefore, will improve, and benefits will accrue. Accordingly, you will be able to articulate benefits by asking yourself what positive outcomes are the converse of the existing effects.

This module, therefore, provides you significant opportunities to align key elements of the baseline logic: objectives and benefits, deliverables and benefits, and effects and benefits, all the while identifying key benefits that will be persuasive to funders. How is a funder to differentiate one project from another except by determining which will do the most good?

In this module, you will:
- specify the implementation (and, if appropriate, the planning) benefits expected to result from your project
- align these baseline–logic benefits with your project's objective(s), deliverables, and the effects of the overriding problem.

Definitions
- **Overriding Problem:** The key problem your project intends to address or solve.
- **Benefits:** Those good things that will accrue to stakeholders while the project objective(s) is in the process of being achieved (i.e., as deliverables are completed) or after the project objective(s) has been achieved.

What You Should Do

- In your Grants Workbench, display the *Benefits Worksheet.*
- While considering the project objective(s) imported from a previous worksheet, identify the benefits that will accrue after the objective(s) has been achieved.
- From the Tools Menu, click "View All Deliverables."
- Considering those deliverables that you entered on a previous worksheet, identify the good things that will accrue as a result of those outcomes.
- From the Tools Menu, click "View All Effects."
- Considering those effects that you entered on a previous worksheet, state the converse of each appropriate effect. For instance: one effect in the Grants Workbench's sample proposal is "lower quality educational services that take more time, at higher cost." A benefit of achieving the project's implementation objective could be "higher quality educational services that take less time, at lower cost."
- Now go in the "opposite" direction, not from effects and deliverables to benefits, but from benefits to effects and deliverables. Examine each of your benefits to determine if a deliverable and an effect are aligned with it. If not, and if appropriate, add those deliverables and effects on the appropriate worksheet. For instance, if you have generated a benefit like "higher quality educational services that take less time, at lower cost" but there exists no effect related to it, add it to the effects worksheet.
- For each effect and deliverable generated by this process, be certain that the effects and deliverables are themselves aligned with the overriding problem imported on those worksheets.
- When necessary, use red or green flags, and enter flag notes.

Value Proposition Builder Worksheet

Overview
The Value Proposition is the succinct statement of your proposed project. A concise executive summary of your proposal derived from several parts of the baseline logic, value propositions have the following elements:

- Overriding Problem and its Effects
- Project Goal
- Objective(s)
- Benefits
- Project Duration
- Project Costs

The Value Proposition Builder Worksheet contains all but the last two of these elements, the content of which you have entered on previous worksheets.

In this module, you will:
- specify which two or three imported effects and benefits you wish to include in your value proposition, by clicking the appropriate checkboxes
- generate your value proposition, by clicking the "Build Value Proposition" button at the bottom of the Worksheet

Definitions
- **Value Proposition:** The expression in one or two sentences of the problem and effects your project will address, the project's goal and objective(s) that will be achieved, and the major benefits that will accrue.

What You Should Do
- In your Grants Workbench, display the *Value Proposition Builder Worksheet.*
- Select two or three imported effects and benefits to include in your value proposition
- Click the "Build Value Proposition" button at the bottom of the Worksheet to generate your value proposition, which opens on the next worksheet
- When necessary, use red or green flags, and enter flag notes.

Value Proposition Worksheet

Overview

After you have become an experienced user of the Grants Workbench, the value proposition, appearing on this worksheet and generated from the previous one, will read much better than a usual first draft. If you are a less experienced user, you might not be so fortunate, for at least two reasons:

- you haven't yet internalized the differences among the baseline–logic elements
- you haven't yet learned how to phrase these elements—for example, by beginning objectives with verbs and effects and benefits with nouns

If your value proposition is garbled, you should analyze why, and return to the appropriate worksheets to rephrase the problematic elements. With some practice, you will be able to create well–written, logically organized value propositions at the click of a button.

The Grants Workbench allows you to compose many value propositions and to access versions of previously generated value propositions. Versions are listed (in the dropdown) in the reverse chronological order they were generated. You can edit the value proposition within the worksheet or generate a report in Word, edit it there, and recopy it into the worksheet.

The Value Proposition can be placed within the cover letter accompanying your proposal as well as in the first sentences of that document. The first draft generated by your Grants Workbench begins with your value proposition, the one currently displayed within the worksheet.

Because the value proposition is like an executive summary of important elements of your proposal, you will find it helpful to have it reviewed by your proposal team. For example, one best practice is for one or two proposal team members to:

- spend an hour or so completing the Project Goal and Overriding Problem, Project's Objectives, Effects, and Benefits Worksheets
- generate a value proposition
- email the value proposition to other team members and, if appropriate, key stakeholders for their review

The benefits of this feedback are often enormous, especially if received early in the proposal–development process.

In this module, you will:
- examine your value proposition
- if necessary, return to previous worksheets to rephrase appropriate information
- edit your value proposition
- if desired, return to the *Value Proposition Builder Worksheet* to generate additional value propositions

Definitions

- **Value Proposition:** The expression in one or two sentences of the problem and effects your project will address, the project's goal and objective(s) that will be achieved, and the major benefits that will accrue.

What You Should Do

- In your Grants Workbench, display the *Value Proposition Worksheet.*
- Examine your value proposition for phrasing, logic, and coherence. Since this is where, for the first time, you see together many important elements of the baseline logic, you have an opportunity at this point to edit your value proposition judiciously and to determine a better way to phrase your overriding problem, objectives, and so forth.
- If necessary, return to previous worksheets to rephrase appropriate information. If editing your value proposition has improved the phrasing, you have the opportunity now to improve crucial content on other worksheets. Developing a complicated proposal is a highly iterative effort, and your value proposition is an important stage in that process.
- If you desire, return to the *Value Proposition Builder Worksheet* to generate additional value propositions. Compare them. Analyze which is best.
- Once you've decided on a best one, leave that one displayed, since it will be the value proposition imported into your first draft.
- When necessary, use red or green flags, and enter flag notes.

Staff Characteristics Worksheet

Overview
The composition and experience of your project team can be instrumental in persuading funders to support your project. Just as important, and just as persuasive, is your thoughtfulness about whom you select and how you configure your team. Of course, the qualifications of the team's leader—the Project Director or Principal Investigator—are seminally important. Don't overlook, however, opportunities for communicating how the team will *team*, how it will work together, seamlessly, to ensure that the work gets done, on time, as it's supposed to. Consequently, think well and hard, not just about an individual team member's roles and responsibilities, but also about the team as a unit, responsible for playing all the roles and executing all the responsibilities necessary for a successful project.

In this module, you will:
- identify the names, project roles, educational backgrounds, and relevant achievements of all members of the project team

Definitions
- **Key Staff**: Your project team. The key people responsible for conducting your project successfully
- **FTE**: "Full–time Equivalent": the percentage of the project team member's time that will be devoted to the project, expressed as a decimal (e.g., .25)

What You Should Do
- In your Grants Workbench, display the *Staff Characteristics Worksheet.* At the top-left of the worksheet are four important elements: A dropdown with the words "New Staffmember," a "Delete" button, a "Save" button, and a "Save and Add Another" button. "New Staffmember" will appear in the dropdown whenever you are adding a new project–team member. After you have added one or more project–team members, their names will appear in the dropdown.
- Enter information on the worksheet's fields. After you choose "Employee" or "Consultant" from the dropdown, the window will save and then return with the correct text boxes for entering additional data for this employee or consultant.
- To save your information: At any time after entering the team member's name, click the "Save" button next to the "Delete" button.
- To add another team member: Click the "Save and Add Another" button.
- To delete a team member, Select the team member's name from the "Select Name" dropdown, and click the "Delete" button.
- When necessary, use red or green flags, and enter flag notes.

Sponsors Worksheet

Overview

As the definitions below specify, stakeholders comprise two categories: Sponsors, who have authority to approve the funding for your project; and Beneficiaries, who will benefit from your project's conduct.

In identifying stakeholders, especially beneficiaries, it is frequently less time consuming and more effective to identify groups instead of individuals.

In funding projects, most sponsors in effect conduct a cost/benefit analysis to assess the extent to which the project will produce substantial benefits. You have already been able to identify important benefits on the *Benefits Worksheet*. The stakeholders worksheets allow you to identify additional benefits, those that will accrue to individual (or groups of) sponsors and beneficiaries.

These worksheets also ask you to think about stakeholders' hot buttons, those individual desires or concerns that could affect how you interact with stakeholders and how you design your project. You don't invent hot buttons; they exist, and addressing them, especially those of high–powerbase stakeholders, is essential. Examples of hot buttons include urgency (e.g., to get quick results), control, creativity, fear of change, objectivity, sensitivity to..., and involvement. Addressing a stakeholder's hot buttons is extremely important in developing a strong relationship. In describing hot buttons, try to use single words or short phrases.

In this module, you will:

* identify the important characteristics of your sponsors, including their powerbase, their receptivity to your project, and the extent to which they are affected by the current situation your project intends to address and desirous of changing it

Definitions

* **Stakeholders:** The key individuals or groups that will influence your project's design and ultimate funding. Stakeholders comprise two categories: Sponsors and Beneficiaries.
    * ➢ **Sponsors:** The key individuals or groups, within your organization and/or within the funding agency, that have some authority to approve your project's funding.
    * ➢ **Beneficiaries:** The key individuals or groups, currently affected by the problem your project intends to solve or address, who will benefit from your project.
* **Power Base:** A sponsor's relative influence in helping to fund your project.
* **Receptivity:** How receptive the sponsor is to your efforts to date to get your project funded.
* **Benefits:** Good things that accrue to an individual sponsor from your achieving your planning and/or implementation objective. These benefits are personal ones—often professional, political, or economic—such as an opportunity for career advancement or a better quality of life.
* **Hot buttons:** Desires or concerns of an individual sponsor that will/could affect how you execute your proposal strategy, construct the methodology, and/or configure the project organization.

- **Hot button benefits:** Good things that accrue to an individual sponsor from having her or his hot buttons addressed. These benefits are also personal, but are often private (often related to an individual's hidden agenda), such as the desire for recognition.
- **How addressed:** Hot buttons can be addressed in three ways. Through:
  - ➢ Project–Design Process: by interacting with the stakeholder during the project–design process.
  - ➢ Methodology: by configuring the methodology in ways you might not otherwise.
  - ➢ Project Organization: by modifying the composition and reporting of the project staff/organization.

What You Should Do

- In your Grants Workbench, display the *Sponsors Worksheet.* At the top-left of the worksheet are four important elements: A dropdown with the words "New Sponsor," a "Delete" button, a "Save" button, and a "Save and Add Another" button. "New Sponsor" will appear in the dropdown whenever you are adding a new sponsor. After you have added one or more sponsors, their names will appear in the dropdown.
- On the Tools Menu, click "Learn" to read important information about analyzing your stakeholders. A link on this document will download a PowerPoint file allowing you to construct a "Stakeholder Map" to display the stakeholders, their powerbases, and the intensity of their relationships. The stakeholder map will help you plan your strategy for influencing important stakeholders. How this file downloads will depend upon your computer platform and browser settings. For PC's, you might need to right–click the link and select "Save Target As…." For Macs, you might have to ctrl–click the link and choose "Download Link To Disk."
- Enter information on the worksheet's fields.
- To save your information: At any time after entering the sponsor's name, click the "Save" button next to the "Delete" button.
- To add another sponsor: Click the "Save and Add Another" button.
- To delete a sponsor, Select the sponsor's name from the "Select Name" dropdown, and click the "Delete" button.
- When necessary, use red or green flags, and enter flag notes.

Beneficiaries Worksheet

Overview

As the definitions below specify, stakeholders comprise two categories: Sponsors, who have authority to approve the funding for your project, and Beneficiaries, who will benefit from your project's conduct.

In identifying stakeholders, especially beneficiaries, it is frequently less time consuming and more effective to identify groups instead of individuals.

You have already been able to identify important benefits on the *Benefits Worksheet*. The stakeholders worksheets allow you to identify additional benefits, those that will accrue to individual (or groups of) sponsors and beneficiaries.

These worksheets also ask you to think about stakeholders' hot buttons, those individual desires or concerns that could affect how you interact with stakeholders and how you design your project. You don't invent hot buttons; they exist, and addressing them, especially those of high–powerbase stakeholders, is essential. Examples of hot buttons include urgency (e.g., to get quick results), control, creativity, fear of change, objectivity, sensitivity to..., and involvement. Addressing a stakeholder's hot buttons is extremely important in developing a strong relationship. In describing hot buttons, try to use single words or short phrases.

In this module, you will:
- identify the important characteristics of your beneficiaries, including their powerbase, their receptivity to your project, and the extent to which they are affected by the current situation your project intends to address and desirous of changing it

Definitions
- **Stakeholders:** The key individuals or groups that will influence your project's design and ultimate funding. Stakeholders comprise two categories: Sponsors and Beneficiaries.
- **Sponsors:** The key individuals or groups, within your organization and/or within the funding agency, that have some authority to approve your project's funding.
- **Beneficiaries:** The key individuals or groups, currently affected by the problem your project intends to solve or address, who will benefit from your project.
- **Power Base:** A beneficiary's relative influence in helping to fund your project.
- **Receptivity:** How receptive the beneficiary is to your efforts to date to get your project funded.
- **Benefits:** Good things that accrue to an individual beneficiary from your achieving your planning and/or implementation objective. These benefits are personal ones—often professional, political, or economic—such as an opportunity for career advancement or a better quality of life.
- **Hot buttons:** Desires or concerns of an individual beneficiary that will/could affect how you execute your proposal strategy, construct the methodology, and/or configure the project organization.

- **Hot button benefits:** Good things that accrue to an individual beneficiary from having her or his hot buttons addressed. These benefits are also personal, but are often private (often related to an individual's hidden agenda), such as the desire for recognition.
- **How addressed:** Hot buttons can be addressed in three ways. Through:
  - ➢ Project–Design Process: by interacting with the beneficiary during the project–design process
  - ➢ Methodology: by configuring the methodology in ways you might not otherwise
  - ➢ Project Organization: by modifying the composition and reporting of the project staff/organization

What You Should Do

- In your Grants Workbench, display the *Beneficiaries Worksheet.* At the top-left of the worksheet are four important elements: A dropdown with the words "New Beneficiary," a "Delete" button, a "Save" button, and a "Save and Add Another" button. "New Beneficiary" will appear in the dropdown whenever you are adding a new beneficiary. After you have added one or more beneficiaries, their names will appear in the dropdown.
- On the Tools Menu, click "Learn" to read important information about analyzing your stakeholders. A link on this document will download a PowerPoint file allowing you to construct a "Stakeholder Map" to display the stakeholders, their powerbases, and the intensity of their relationships. The stakeholder map will help you plan your strategy for influencing important stakeholders. How this file downloads will depend upon your computer platform and browser settings. For PC's, you might need to right–click the link and select "Save Target As…." For Macs, you might have to ctrl–click the link and choose "Open Link in New Window."
- Enter information on the worksheet's fields.
- To save your information: At any time after entering the beneficiary's name, click the "Save" button next to the "Delete" button.
- To add another beneficiary: Click the "Save and Add Another" button.
- To delete a beneficiary: Select the beneficiary's name from the "Select Name" dropdown, and click the "Delete" button at the top of the worksheet.
- When necessary, use red or green flags, and enter flag notes.

Evaluation Criteria Worksheet

Overview
In their Request for Proposals or Proposal Guidelines, many funding agencies will specify their evaluation criteria. Additional or hidden criteria can sometimes be ascertained through discussions with coaches at the funding agency and with former evaluators and by considering individual sponsors' hot buttons and the funding agency's lessons learned. If appropriate, be certain to consider also the criteria of your internal sponsors.

In this module, you will:
- identify the criteria to be used to evaluate your proposal.
- categorize each evaluation criterion by "Design" and/or "Outcome."

Definitions
- **Evaluation Criteria:** The measures used by the sponsors to judge the adequacy of your proposal.
- **Project Design Evaluation Criterion:** A criterion that could affect the construction of your methodology and that, rephrased, could provide a rationale for its construction.
- **Project Outcome Evaluation Criterion:** A criterion that, rephrased, could be a benefit of your project.

What You Should Do
- In your Grants Workbench, display the *Evaluation Criteria Worksheet*.
- Identify the criteria to be used to evaluate your proposal.
- Categorize each evaluation criterion by "Design" and/or "Outcome." To select both categories, choose "Both" from the dropdown. (The "Design" criteria are imported into the methodology slot of your first draft to help you explain why you have constructed your methodology as you have. The "Outcome" criteria are imported into the benefits slot of your first draft.)
- When necessary, use red or green flags, and enter flag notes.

Methodology Worksheets: Overview

Your methodology comprises the series of tasks and activities you will perform during your project, as well as your evaluation plan, replication plan, and continuation plan.

Tasks are worksteps conducted over time that produce your project's deliverables that, taken together, achieve your project's objective(s). They are part of the problem–solving process.

Activities are worksteps conducted at a point in time that are important for managing your project and communicating its interim and final results. They can include a kick–off meeting with your project team, progress reviews with that team and stakeholders, and the final report submitted to the funder. Although activities do not directly achieve the project's objective(s), they are important in ensuring the project's success.

The **evaluation plan** is the method by which you will evaluate the extent to which your project's major outcomes have been achieved.

The **replication plan** is the intellectual property or capital generated by your project, appropriately codified for effective storage, dissemination, and retrieval, for the purpose of helping others to use it.

The **continuation plan** indicates the resources to be employed to meet or defray the project's costs after the funding period.

Together, the Methodology Worksheets take you through a seven–step process to build your methodology:

Step 1: Identify and Expand Major Tasks
In the Step 1 worksheet, you indicate the highest–level tasks necessary for achieving the project's objective(s). If your project is proposed to achieve a planning and an implementation objective, you will want to identify the major tasks necessary for achieving each objective. These major tasks and their subtasks should form a logic tree. To learn more about logic trees, select the link "Using Logic Trees" in the Tools Menu.

Step 1a: Expand This Major Task
Accessed from the Step 1 Worksheet, each of these worksheets imports a major task you have previously identified so that you can explain why you are performing it, what subtasks are necessary to complete it, and what benefits will accrue from its completion. If you use a logic tree to create your methodology, your subtasks will be logically related to the major tasks. To understand the rhetorical strategy for explaining why you will perform each task and what will result from its performance, select the link "Using PIP" in the Tools Menu.

Step 2: Identify the Major Activities

In the Step 2 worksheet, you identify the major activities necessary for planning and communicating during your project.

Step 3: Sequence the Major Tasks and Activities
The Step 3 worksheet allows you to sequence the major tasks and activities, creating a project timeline for your methodology.

Step 4: Create the Evaluation Plan
The Step 4 worksheet imports the major outcomes (achieved objectives, deliverables, and benefits) possible to include in your evaluation plan and allows you to select those outcomes you deem important to include in that plan.

Step 4a: Evaluate This Outcome
Accessed from the Step 4 Worksheet, these worksheets import each of your chosen outcomes in turn and allow you to specify when and by whom each outcome will be evaluated, by what criteria and through what approach, and to whom those results will be communicated.

Step 5: Create the Replication/Continuation Plan
In the Step 5 worksheet, you enter information for those funders who (a) desire to know how you will make your project's results available to others who might conduct a similar project in the future and/or (b) want to know how you plan to make your project sustainable once the funding period concludes.

The methodology worksheets create the lion's share of your project's methodology. The first draft, however, also imports two other crucial kinds of information that provide a rationale for why you have designed your methodology as you have. This content includes evaluation criteria and funder's lessons learned that you have previously categorized as "Project Design." In effect, you have constructed your methodology as you have because it meets the funder's evaluation criteria and builds upon their lessons learned.

Methodology Worksheet: Step 1

Overview
The "ends" of your project are expressed by your objectives. Your project's tasks are the "means" to achieve them. They are the logically sequenced worksteps you will perform to achieve the project's desired result.

In the last two decades, the business world has developed powerful frameworks for constructing methodologies, and although these frameworks are absolutely applicable for grant proposals, the grants world knows little about them. One of those frameworks is Logic Trees, most famously developed by Barbara Minto and taught by her and others throughout the world and discussed in her book *The Minto Pyramid Principle: Logic in Writing, Thinking, & Problem Solving*. The book *Writing Winning Business Proposals* uses Minto's approach in its discussion of constructing proposal methodologies, and your Grants Workbench contains a discussion modified for grant proposals, which you can read by clicking "Using Logic Trees" in the Tools Menu.

As "Using Logic Trees" suggests, in phrasing each task you should be certain that it expresses a result, a deliverable that you can hold in your hand (e.g., specifications) or witness (e.g., a training program) or immediately sense (e.g., trained teachers). Note that tasks phrased like "gather information" and "interview key stakeholders" do not adequately express results, since the "results" of such tasks would be only gathered information and interviewed stakeholders. After you have gathered information, all you have is a lot of gathered information. After you have interviewed stakeholders, all you have is some number of interviewed stakeholders. Compare these non–specific actions to "identify required resources" and "specify required capabilities." These are actions that imply specific results, results that can be measured and evaluated.

In your logic tree, the major tasks are the logic tree's second level, just below the objective. Taken together, the major tasks are the key worksteps you will perform to achieve the objective above them.

In this module, you will:
- Identify the major tasks necessary for achieving your project's objective(s).

Definitions
- **Methodology:** The sequence of tasks and activities necessary for successfully achieving your project's objective(s).
- **Major Tasks:** The work steps conducted over time that produce your project's deliverables that, taken together, achieve your project's objective(s).

What You Should Do
- In your Grants Workbench, display the *Methodology Step 1 Worksheet: Identify and Expand the Major Tasks*.

- Click "Overview (Text)" on the Tools Menu to open a window providing an overview of all the methodology windows.
- Click "Overview (Graphic)" on the Tools Menu to open a window that visually depicts the steps for creating your methodology.
- Click "Using PIP" on the Tools Menu to open a window describing a procedure for persuasively organizing your proposal's content at the task, methods section, and document levels.
- Click "Using Logic Trees" on the Tools Menu to open a window describing the process of using logic trees to help you create a logical methodology.
- Note that the objective(s) you entered on the *Project's Objectives Worksheet* are imported at the top of the worksheet.
- If yours is a planning and implementation project, use the two tabs to toggle between planning and implementation tasks (and to display the planning and implementation objectives).
- Click "View All Deliverables" on the Tools Menu to view the deliverables entered on the *Deliverables Worksheet*, which you can use as a first step in identifying the major tasks.
- Identify the highest–level tasks necessary for achieving your project's objective(s). The major tasks should be only that set of key worksteps that achieve the project's objective(s). They should be "MECE": mutually exclusive and collectively exhaustive.
- At any time, click "View Methodology So Far" on the Tools Menu to view the first draft of your methodology as it has been constructed thus far.
- After you have identified a major task and wish to articulate the subtasks that will achieve it, click the "Expand" button next to that major task. This action will display a new worksheet on which you will be able to explain why this major task should be performed, how it will be performed, and what benefits will accrue from its performance. The checkbox next to "Expand" will be either blank if you have not yet expanded the task or checked if you have already expanded it.
- When necessary, use red or green flags, and enter flag notes.

Methodology Worksheet: Step 1a

Overview

In your logic tree, the major tasks are the logic tree's second level, just below the objective. Taken together, the major tasks are the key worksteps you will perform to achieve the objective above them. Each of those major tasks, however, will require you to perform subtasks necessary to achieve them. In your logic tree, the subtasks are the logic tree's third level. As you have read in "Using PIP," the discussion of each major task can contain an opening P–Slot that explains why you will perform it, an I–Slot that explains how you will complete it (i.e., your subtasks), and a closing P–Slot that articulates the results or benefits accruing from its completion.

The Step 1a worksheets help you to organize each major task according to PIP.

In this module, you will:

- explain the rationale for completing a major task, specify exactly how the major task will be completed, and indicate the results or benefits that will accrue.

Definitions

- **Methodology:** The sequence of tasks and activities necessary for successfully achieving your project's objective(s).
- **Major Tasks:** The work steps conducted over time that produce your project's deliverables that, taken together, achieve your project's objective(s).

What You Should Do

- In your Grants Workbench, display the *Step 1a Worksheet* by clicking the "Expand" button next to any major task on the *Step 1 Worksheet*.
- Note that the major task you entered on the *Step 1 Worksheet* is imported at the top of this worksheet.
- In the appropriate text boxes, explain why you will perform this major task, how you will achieve it (that is, the subtasks you will complete to achieve the result implied by the major task), and what results or benefits will accrue from your performing those subtasks and thereby achieving the result implied by the major task.
- To return to the *Step 1 Worksheet*, click the button at the bottom of the page. When the *Step 1 Worksheet* reappears, note that the "Expand" button is checked, indicating that you have used PIP to provide more information about that major task.
- Repeat the process above for each major task you have chosen to "PIP."
- At any time, click "View Methodology So Far" on the Tools Menu to view the first draft of your methodology as it has been constructed thus far.
- When necessary, use red or green flags, and enter flag notes.

Methodology Worksheet: Step 2

Overview

To construct a logical methodology, it's extremely important to make a distinction between tasks and activities. Only the former should be part of your logic tree, since tasks rather than activities are the worksteps you will employ that are essential for achieving your project's objectives.

Activities, however, are also vital for effectively managing and communicating the results of your project, and this worksheet allows you to identify your project's activities (e.g., kick–off meetings with your project team, project reviews with your team and stakeholders, and final reports submitted to your sponsors).

In this module, you will:
- Identify the major activities important for effectively managing and communicating the results of your project.

Definitions
- **Methodology:** The sequence of tasks and activities necessary for successfully achieving your project's goal.
- **Tasks:** The work steps conducted over time that produce your project's deliverables that, taken together, achieve your project's objective(s). They are part of the problem–solving process.
- **Activities:** The work steps conducted at a point in time that are important for managing your project and communicating its interim and final results. They can include a kick–off meeting with your project team, progress reviews with that team and stakeholders, and the final report submitted to the funder.

What You Should Do
- In your Grants Workbench, display the *Methodology Step 2 Worksheet: Identify and Integrate the Major Activities.*
- Identify the major activities that will be integrated into your methodology.
- If yours is a planning and implementation project, toggle between planning and implementation activities by clicking the appropriate tab.
- To view the major tasks you entered on the Step 1 Worksheet, click "View All Major Tasks" in the Tools Menu
- At any time, click "View Methodology So Far" on the Tools Menu to view the first draft of your methodology as it has been constructed thus far.
- When necessary, use red or green flags, and enter flag notes.

Methodology Worksheet: Step 3

Overview
After identifying your project's major tasks and activities, you need to sequence them so that you can begin to create your project's timeline. Accordingly, this worksheet imports all the major tasks and activities you have previously entered, identifies whether they are tasks or activities, and allows you to sequence them, creating a project timeline in your first draft.

In this module, you will:
- Sequence your major tasks and activities, creating a timeline for your project.

Definitions
- **Methodology:** The sequence of tasks and activities necessary for successfully achieving your project's goal.
- **Tasks:** The work steps conducted over time that produce your project's deliverables that, taken together, achieve your project's objective(s). They are part of the problem–solving process.
- **Activities:** The work steps conducted at a point in time that are important for managing your project and communicating its interim and final results. They can include a kick–off meeting with your project team, progress reviews with that team and stakeholders, and the final report submitted to the funder.

What You Should Do
- In your Grants Workbench, display the *Methodology Step 3 Worksheet: Sequence the Major Tasks and Activities*.
- Note that this worksheet imports as read–only the major tasks and activities entered previously and, if appropriate, categorizes the major task or activity as "Planning" or "Implementation."
- Indicate the week during which the major task or activity begins and ends. As a result of this indication, your Grants Workbench will assemble these tasks and activities into their proper order in your first draft. The sort order will be determined by, first, the whole numbers entered into the "Sort" textboxes; second, by integers entered into the "Begin" text boxes; and third, by whole numbers entered into the "End" text boxes.
- Click "View Methodology So Far" on the Tools Menu to view the first draft of your methodology as it has been constructed thus far.
- When necessary, use red or green flags, and enter flag notes.

Methodology Worksheet: Step 4

Overview

Many funding agencies require that your proposal contains an evaluation plan that identifies the key outcomes of your project and indicates how you will determine if the outcomes have been achieved successfully. That is, funders want to ensure that their sponsorship is producing desired outcomes, and therefore they want to know that you know how you will measure success.

Evaluation plans are not just important for sponsors, however; they provide you tremendous opportunities during project design to determine whether you are making the right thing and making it right. You, and the funder, want to ensure that your project is solidly configured to produce the desired outcomes you propose to deliver.

Although your evaluation plan should be logically integrated with the rest of your methodology, most funding agencies require a stand–alone evaluation plan—that is, a separate section that identifies the outcomes, specifies when and by whom they will be evaluated, and indicates to whom they will be communicated.

In this module, you will:

- examine all the outcomes you have previously identified, and decide which to include in your evaluation plan.

Definitions

- **Evaluation Plan:** The method by which you will evaluate the extent to which your project's major outcomes have been achieved.
- **Outcomes:** There are three major categories: achieved objectives, deliverables, and benefits.

What You Should Do

- In your Grants Workbench, display the *Methodology Step 4 Worksheet: Create the Evaluation Plan.*
- Note that all outcomes previously entered are imported, that each outcome is identified as an objective, a deliverable, or a benefit; and, if appropriate, the outcome is designated as planning or implementation.
- Click "Your Evaluation Plan: What It Does" on the Tools Menu to display a visual discussing important elements of your evaluation plan.
- For each outcome you decide to include in your evaluation plan, click the "Evaluate" button next to the outcome. This action opens the *Step 4a: Evaluate This Outcome Worksheet* where you can specify when and by whom the outcome will be evaluated, by what criteria and through what approach, and to whom the result will be communicated. If an outcome has already been evaluated, the evaluation button will contain a checkmark. If an outcome has been deleted on the *Step 4a Worksheet*, the evaluation button will contain an "x."

- Click "View Methodology So Far" on the Tools Menu to view the first draft of your methodology as it has been constructed thus far.
- When necessary, use red or green flags, and enter flag notes.

Methodology Worksheet: Step 4a

Overview
- Each Step 4a worksheet helps you to determine how you will evaluate an outcome you have selected from the previous worksheet.

In this module, you will:
- specify how you will evaluate your project's outcomes.

Definitions
- **Evaluation Plan:** The method by which you will evaluate the extent to which your project's major outcomes have been achieved.
- **Outcomes:** There are three major categories: achieved objectives, deliverables, and benefits.

What You Should Do
- In your Grants Workbench, display the *Methodology Step 4a Worksheet: Evaluate This Outcome* by clicking the "Evaluate" button on the Step 4 worksheet.
- Note that the outcome to be evaluated is imported as read–only at the top of the worksheet.
- For this outcome, specify when and by whom the outcome will be evaluated, by what criteria and through what approach, and to whom the results will be communicated. To select more than one item in a list box, ctrl–click (PC) or Apple key–click (Mac).
- Click "Return to Evaluation Plan" to display the previous worksheet where you can choose another outcome to evaluate. When you return to the Step 4 worksheet, the "Evaluate" button will be checked if you have entered information on the Step 4a worksheet.
- Click "Delete This Outcome from the Evaluation Plan" to delete this outcome from the evaluation plan. This deletion will be indicated on the Step 4 worksheet by an "x" in the checkbox next to the "Evaluate" button. Note: An "x" will appear in the checkbox only if you have entered text in the *Step 4a Worksheet*.
- Click "View Methodology So Far" on the Tools Menu to view the first draft of your methodology as it has been constructed thus far.
- When necessary, use red or green flags, and enter flag notes.

Methodology Worksheet: Step 5

Overview

Continuation Plan

Most funding agencies want to function less like a rich uncle who gives you money year to year and more like a supportive parent who "raises" you to a certain level of maturity and then sends you on your way. Changing metaphors, you don't want keep feeding at the funder's trough, at least for this one project. Get the project funded, conduct it successfully, and make it sustainable, proving your capabilities for getting funding for another, future, project. When necessary, therefore, you want to convince the funder that your project can sustain itself after the funding period. You want, therefore, to have a continuation plan.

The continuation plan can indicate the resources to be employed to meet or defray the project's costs after the funding period. These resources can be obtained by:

- establishing partnerships with organizations similar to yours, with private (especially local) companies, and with public (state or federal) agencies
- instituting a program that effectively uses volunteers (e.g., docents, community activists, teacher aids)
- generating revenues through donations, sales, and fees

Replication Plan

In the effective distribution of their scarce resources, funding agencies want to support projects that will help achieve their agency's mission at the least possible cost. Understandably, and humanely, they desire the greatest bang for their buck. Therefore, leverage is important to them. They want you to make it easier for others to implement similar successful projects, building on your lessons learned and extending your project's benefits. Hence, the need for an effective replication plan (often called a "dissemination plan").

Creating such a plan should be an important element in your project's design. Therefore, you should carefully plan how you will:

- codify your project's results and lessons learned
- make them available so that others can effectively and efficiently use them

For a solid discussion of project dissemination, see *Proposal Planning and Writing* by Lynn E. Miner, Jeremy T. Miner, and Jerry Griffith (Oryx Press, 1998, 2nd edition). According to Miner, et. al.:

"Dissemination is the means by which you let others know about your project: its purpose, methods, and accomplishments. Among other things, it generates publicity for your sponsor and you. As grants become more competitive, dissemination of results is increasingly important. No longer is it sufficient to say you will submit a journal article or present a paper at a professional society meeting. Instead, specify the tentative titles, target journals, and submission dates.

Likewise, indicate which meetings will be attended, including dates and locations for presenting papers.

"Key Questions to Answer. As you write the dissemination section, answer these questions. Does your dissemination section

- Indicate why dissemination activities are important to your project?
- Clearly identify the intended outcome of the dissemination effort?
- Include a feasible and appropriate plan for dissemination?
- Succinctly describe any products resulting from the dissemination effort?
- Demonstrate that you are well grounded in theory and research on the dissemination and utilization of knowledge?
- Provide sufficient detail on proposed dissemination procedures to justify the budget request?
- Specify clearly who will be responsible for dissemination and why they are capable?
- Indicate why the dissemination will get the necessary information to the appropriate audiences in a form they can use when needed?" (See http://www.oryxpress.com/miner.htm)

In this module, you will:
- create your project's replication and continuation plans

Definitions
Replication plan: the intellectual property or capital generated by your project, appropriately codified for effective storage, dissemination, and retrieval, for the purpose of helping others to use it.
Continuation plan: a plan indicating the resources to be employed to meet or defray the project's costs after the funding period.

What You Should Do
- In your Grants Workbench, display the *Methodology Step 5 Worksheet: Create the Replication/Continuation Plan.*
- Using the information above and the questions introducing the two text areas on the worksheet, create clear and convincing paragraphs that explain, if necessary, how you will disseminate the results of your project so that others can replicate and/or build upon them and how you will ensure your project's sustainability after the funding period.
- When necessary, use red or green flags, and enter flag notes.

The Your Organization Worksheets: Overview

The fields you choose to populate on the Your Organization Worksheets will depend considerably on your organization itself, so don't be concerned if some of the requested information appears inapplicable. For example, if you work for a university, it's unlikely that you will include information about volunteers; if you work for a social services agency, it's likely that you will. As a rule, therefore, populate the fields that are relevant, and focus your information so that it is relevant to *this* proposed project. If yours is a large organization, for example, include "awards and recognitions" that are most related to the kind of project your are proposing.

Much of the information asked for can be obtained from standard boilerplate—text from your organization's web pages or other promotional material. At this point, your task is to complete as many relevant fields as possible so that you will have that information in the first draft generated by the Grants Workbench.

History and Mission Worksheet

Overview
Unless your organization was just born yesterday, it has a history. It has changed over time, re–focusing and re–inventing itself to meet the changing needs in the community and the changing constituencies its serves. Your organization also has a mission—clear goals and objectives for serving its constituencies. On this worksheet, the first text area will contain that history, which you will narrate; the second text area contains your mission, imported from a previous worksheet. By the end of the narrated history, readers should be able to see a clear connection between your organization's current state of development and the mission, goals, and/or objectives that you presently strive to achieve.

In this module, you will:
- explain your organizations history and mission and the major needs and problems it works to address

What You Should Do
- In your Grants Workbench, display the *History and Mission Worksheet.*
- In the second text area, examine the content you entered for "Your Organization's Mission, Goals, and/or Objectives" that has been imported from the *Project's Goal and Overriding Problem Worksheet*.
- In the first text area, narrate the growth and development of your organization so that readers will understand how its current state of development aligns with your organization's current mission, goals, and/or objectives.
- Identify the major needs and problems your organization works to address.
- When necessary, use red or green flags, and enter flag notes.

Board Worksheet

Overview
This is straightforward stuff: If the proposal guidelines or RFP requires information about your Board, complete this worksheet.

In this module, you will:
- identify your Board member's names, employment affiliations, and positions, and describe the Board's major responsibilities

What You Should Do
- In your Grants Workbench, display the *Board Worksheet.*
- Identify your board member's names, employment affiliations, and positions.
- Describe the Board's major responsibilities.
- When necessary, use red or green flags, and enter flag notes.

Staff Worksheet

Overview

This is straightforward stuff: If the proposal guidelines or RFP requires information about your organization's staff, complete this worksheet.

In this module, you will:

- identify the people employed by your organization as well as the volunteers you use

What You Should Do

- In your Grants Workbench, display the *Staff Worksheet.*
- Identify your full–time and part–time staff's names, positions, and responsibilities, as well as the volunteers you use and their level of involvement. If yours is a large organization, you might want to identify categories of employees rather than individual people, as is the case in the Workbench's example proposal.
- When necessary, use red or green flags, and enter flag notes.

Projects and Relationships Worksheet

Overview

Getting funding is a lot like getting credit. In both cases, your likelihood of success is higher if you already have it. Funders, like creditors, are persuaded by good track records, and this worksheet allows you to identify yours. Unless your organization is absolutely new, you have completed (or have underway) projects and programs that have helped your organization to achieve its mission. Describe those projects and programs persuasively: Sing your praises! And identify the praises of others. If your projects or programs have received awards or recognition, be certain to identify those as well.

In this module, you will:

- identify your organization's previous programs and projects and the awards and recognitions your organization has received as a result

What You Should Do

- In your Grants Workbench, display the *Projects and Relationships Worksheet.*
- Identify relevant programs and projects conducted by your organization over that last several years that have helped you to achieve your mission.
- Indicate relevant awards and recognitions your organization has received as a result of these projects and programs.
- When necessary, use red or green flags, and enter flag notes.

Constituencies and Future Worksheet

Overview

The many elements of this worksheet help you to describe your positioning in your community and your *raison d'être*, by identifying the people you serve, how you have benefited them, and how your future projects will continue to do so while also helping to achieve your organization's mission. Needless to say, this information can be enormously important in demonstrating to a funder that you are well connected in the larger effort to improve the community and that, as part of that effort, your organization plays a unique role.

In this module, you will:

• identify your organization's relationships with and difference from similar organizations, the people you serve and how they are now and will continue to be involved in near– and longer–term projects to help achieve your organization's mission

What You Should Do

• In your Grants Workbench, display the *Constituencies and Future Worksheet.*
• Identify your organization's relationships with other similar organizations working to meet similar needs and solve similar problems.
• Specify how your organization differs from these other organizations.
• Identify your organization's constituents and discuss how they have been involved in your work.
• Indicate your organization's future challenges, near–term projects, and long–range plans.
• Specify the relationship of your proposed project to these challenges and plans.
• When necessary, use red or green flags, and enter flag notes.

Expenses Worksheet

Overview

Experienced grant writers know that the budget and budget narrative are as important in displaying your qualifications as any element of the proposal. The budget and budget narrative display your abilities to plan and anticipate, to quantify accurately, to manage intelligently, and to consider often–overlooked expenditures for evaluation and dissemination. Accordingly, to "cost out" the various budget items, you should work from your objectives, deliverables, tasks, and activities. For example, you should determine how much travel by whom will be necessary to achieve a particular outcome or consider not only the equipment necessary for achieving a particular deliverable but also the training, if necessary, for using it.

Funder's requirements for the budget and budget narrative differ dramatically. Even the so–called "common applications" vary considerably in their budget categories and requirements. So be certain to adapt your budget accordingly.

Your organization might already have a spreadsheet template for calculating your proposed project's budget, and if such a spreadsheet exists, you might wish to use it rather than the *Expenses Worksheet*. Note, however, that this worksheet does more than calculate your project's budget; it also produces your budget narrative.

In this module, you will:

- develop the budget and budget narrative for your proposed project

Definitions

- **Direct Costs:** the expenditures specifically devoted to conducting the project. These expenses can include personnel (for example, salaries, wages, and consulting fees) or non–personnel (for example, postage, equipment, and photocopying).
- **Indirect Costs:** sometimes called "administrative" or "overhead" costs, that portion of normal or operating costs consumed by the project. Examples include rent, utilities, and payroll/accounting. Because these costs are difficult to quantify, funders sometimes allow indirect costs to be calculated as an agreed–upon percentage of direct costs.
- **Requested Costs:** the portion of the line item expense that your organization is requesting of the funder. Requested costs will be less than actual costs if your grant involves cost sharing. Cost sharing could involve the funder providing matching funds or by your accepting in–kind contributions, for example the use of volunteers whose free services to you can be quantified in monetary terms.
- **Actual Costs:** the actual cost, direct or indirect, required by the project.

What You Should Do

- In your Grants Workbench, display the *Budget: Expenses Worksheet.*
- From the dropdowns, select each budget item from among indirect costs and two categories of direct costs: personnel and non–personnel.

- For each budget item selected, indicate the requested and actual costs. **Note: The numbers should be added without commas.** After the page saves, the text area will be yellow if a number has been entered inappropriately, and you will have to make corrections before proceeding.
- For each budget item selected, provide a justification, which will become part of your budget narrative. To justify a budget item, click the "Justification" button. This action will open a new window named "Expense Item Detail and Justification" upon which you can provide specific detail about the item and justify its cost. On this window, in the text field asking for "specific detail about this item," be specific. If the budget item includes registration fees for attending a conference, provide the name of the conference as well as its location and dates. Then, in the text field asking for "justification," clearly explain why attendance at this conference is necessary for your project.
- After providing a justification for the budget item, return to the *Expenses Worksheet* by clicking "Return to Expenses Worksheet." As a result, the "Justification" button will be checked.
- Click the checked "Justification" button to review any budget item for which you have already provided a justification.
- For indirect costs, indicate the percentage of indirect costs you can claim, assuming that such an agreement exists between your organization and the funder. If no such agreement exists, calculate indirect costs for each appropriate budget item.
- (At the top of the worksheet under the heading "Expense Summary," the Grants Workbench calculates running totals for the three major budget categories and the total cost of your project.)
- When necessary, use red or green flags, and enter flag notes.

Revenues Worksheet

Overview
Funder's requirements for indicating revenues differ dramatically, and many funders do not require you to report revenues at all. Those that do, may do so in part for the simplest or reasons: to satisfy themselves that your organization will be solvent at least throughout the funding period.

In this module, you will:
- indicate your organization's source and amount of revenues

Definitions
- **Revenues:** The monetary sources that support your organization.

What You Should Do
- In your Grants Workbench, display the *Revenues Worksheet.*
- From the dropdowns, select revenue items from two categories: "Grants, Contracts, Contributions" and "Income."
- For each revenue item selected, indicate whether the revenue is "Committed" or "Pending."
- (At the top of the worksheet under the heading "Revenue Summary," the Grants Workbench calculates running totals for the two major sources of committed revenues and their totals.)
- When necessary, use red or green flags, and enter flag notes.

Flag Summary Worksheet

Overview

What you know can help you win. What you don't know can make you lose. You will considerably increase the probability of funding if you know what you know, know what you don't know, and then select strategic actions to leverage your strengths and overcome your weaknesses. This worksheet gathers in one place the notes explaining your strengths (green flags) and weaknesses (red flags, which often signal what you don't yet know). The next two worksheets help you to select strategic actions for leveraging your strengths, overcoming your weaknesses, and constructing a plan for acting accordingly.

In this module, you will:

- view your red and green flag notes

Definitions

- **Red Flag:** A visual reminder indicating uncertainties, vulnerabilities, gaps in information or information that you don't agree with. Red flags exist; you don't invent them. However, you have to recognize them and act to eliminate or neutralize them.
- **Green Flag:** A flag indicating a strength that should be leveraged.

What You Should Do

- In your Grants Workbench, display the *Flag Summary Worksheet.*
- By clicking the appropriate tab, view your red and green flags notes and the worksheets they came from.

To Do's Worksheet

Overview
Knowing your strengths and weaknesses is one thing; doing something about them, another. Hence, the purpose of this worksheet. You have already identified some "To Do's" on the *Sponsors Worksheet* and the *Beneficiaries Worksheet* when you indicated how you will address stakeholders' hot buttons. These "To Do's" can be imported into this Worksheet.

In this module, you will:
- decide which red flags you must eliminate and which green flags you must leverage, and determine how to do so

Definitions
- **To Do's:** The tasks your team must undertake to eliminate red flags and leverage your strengths.

What You Should Do
- In your Grants Workbench, display the *To Do's Worksheet.*
- On the Tools Menu, click "Import Hot Button Strategies" to import "to do's" from the *Sponsors Worksheet* and the *Beneficiaries Worksheet* that indicate how you will address stakeholders' hot buttons.
- Identify those actions necessary to eliminate appropriate red flags and leverage the strength signaled by green flags. To complete this task, you will find it helpful to generate a report of the *Flags Summary Worksheet*. To learn how to generate reports, see the "Generating Reports" chapter of this document.

Game Plan Worksheet

Overview
Knowing your strengths and weaknesses and doing something about them is one thing; developing a plan to leverage and eliminate them is yet another. Hence, the purpose of this worksheet. All your To Do's can easily be imported into this worksheet.

In this module, you will:
- develop a plan for leveraging your strengths and eliminating your weaknesses.

Definitions
- **Game Plan:** The series of actions to be undertaken, when and by whom, to increase your probability of funding.

What You Should Do
- In your Grants Workbench, display the *Game Plan Worksheet.*
- On the Tools Menu, click "Import To Do's" to import the information entered on the *To Do's Worksheet*. **Caution**: **Every time you click "Import To Do's," you will import all the items on the previous worksheet.**
- Develop your game plan by specifying when a "To Do" should be undertaken, who should complete it, and the status of its completion. Note that the "Who" dropdown contains the names of the project team members you entered on the *Staff Characteristics Worksheet*.

Generating Your First Draft (and Other "Reports")

Overview
As you know, the Grants Workbench produces the first draft of your proposal. It also produces "reports" of each of the Workbench's worksheets.

First Draft. Although it is called a "first draft," this document is both more and less than that. Some of the information (e.g., the causes and effects of the overriding problem as well as the deliverables and benefits) are simple lists of text. Other information, however (assuming it has been properly entered into the Workbench), comes out in well–formed paragraphs, as is the case with the content related to project staffing and the tasks in the methodology.

My strongest possible recommendation is to use the current organization of the first draft to turn the document into a robust, full–blown proposal, a template that you can use as you begin your search for funding. What I have said before bears saying again: Far too many grant writers compose their first drafts, not as full–blown proposals but as documents tailored to a particular funder's guidelines.

Unfortunately, most funders' guidelines are not helpful in helping you to create a solid argument that tells a coherent story from beginning to end. When a funder's guidelines require, say, eight pieces of text, too often the responding proposal reads less like a proposal and more like eight pieces of text, eight discrete units of prose, un–united and unpersuasive. The better strategy is to begin with the whole argument, cutting and pasting as necessary to adhere to the funder's guidelines. The result is eight pieces of text unified by common arguments and well–wrought themes.

There is yet another reason to develop a full–blown proposal, especially if yours is a complicated project. In composing such a document, you will learn about your project what you must know, at the outset, if your project is to be successful. You just cannot develop a reliable budget much less a budget narrative or a solid evaluation plan if you don't know, at the beginning, your project's many outcomes and how you will achieve them. Doing this hard work up front not only increases your chances of funding, it also increases the likelihood that your project will successfully achieve its objectives and deliver its expected benefits.

Note: The first draft "report" does not include three major elements that you should generate as separate reports: The budget/budget narrative, revenues, and the evaluation plan. Obviously, there are considerable advantages in exporting the budget and revenues information into a spreadsheet. However, this information and the evaluation plan should be exported to Microsoft Excel for another reason: These elements are often presented in proposals in tabular form. Consequently, they are best exported into Excel, making it much easier for you to copy the information from an Excel spreadsheet into a table in Word.

Other Reports. In addition to generating your first draft, the Grants Workbench can also provide a "report" of the contents of any Worksheet, and as you will see, you can export those contents

in several formats: Word, Excel, RFT, or PDF. These reports can be useful, for example, to share information with team members. That is, you might want to generate your value proposition and then email that document as a Word attachment so that your team can suggest changes right on the document. Or you might choose PDF format so that the team can review the document without being able to make changes to it.

In this module, you will:
- learn how to generate your first draft and other reports

Definitions
- **Reports:** Your first draft and the contents of any worksheet, exported in Word, Excel, RTF or PDF formats:

What You Should Do
- In your Grants Workbench, click the "Reports" button on the toolbar of any worksheet.
- Follow the instructions in the window that pops up along with the Reports window. The pop–up contains instructions relevant for your platform (Mac or PC) and in some cases for your operating system.
- **Note:** To generate reports, the Grants Workbench uses "third–party" software called Crystal Report, an application that won numerous awards and continues to be the state of the art. Although that "state of the art" is the best that current–day technology affords, it is still not optimal. Your first draft and other reports will contain superfluous "carriage returns," unwanted paragraph breaks in Word that you will want to eliminate. This is a "known issue" to the makers of Crystal Report, and when a new version resolves this issue, that version will be incorporated into the Grants Workbench.

Working From Your First Draft

After you have generated your first draft from the Grants Workbench, you should turn it into a sound, template proposal the contents of which you can use to adhere to a specific funder's RFP or guidelines. Accordingly, this part of WWGP_Online! will help you improve your first draft, and so will two other resources: first, the set of 27 slides "Working From Your First Draft," accessible from the Tools Menu of any worksheet; second, the book *Writing Winning Business Proposals* (McGraw-Hill). Although this book focuses on consulting rather than grant proposals, it is the most thorough and rhetorically sound discussion available of proposals and how to write them.

Overview of Your First Draft
To work from your complete first draft, you actually need to generate four reports: First Draft, Evaluation Plan, Expenses (and Budget Narrative), and Revenues. The latter three documents are not included in the First Draft report because in grant proposals they are usually presented in tabular form. For this reason, we ask you to export them separately in Excel so that you can easily copy and then paste their contents into tables in Word. In the remainder of this module of WWGP_Online!, we will focus on the First Draft report, which contains the following first–level headings:

- Value Proposition
- Situation Slot
- Methods Slot
- Replication/Continuation Plan
- Qualifications Slot
- Benefits Slot

As you can see, the headings pretty much follow the generic structure we discussed at the beginning of WWGP_Online! Missing are the objectives slot (which will be discussed under the situation slot) and the costs or budget slot, which is contained in the Expenses report.

The Value Proposition
The first major element of the first draft is the value proposition. The Grants Workbench allows you to generate many value propositions, saving each in reverse chronological order; the value proposition in the first draft will be the one currently displayed in the Workbench. Because the value proposition is your proposal in miniature, an executive summary, if you will, you will find it useful in composing the cover letter to your proposal and the introductory paragraphs of the proposal itself.

The Situation (and Objectives) Slot
The situation slot serves one major rhetorical purpose: To persuade your intended readers that you understand the overriding problem and its context—the factors that caused it, the effects resulting from it, and related work that attempted to solve it or similar problems.

Writing an effective situation slot requires considerable time and accomplished rhetorical skills. To drastically reduce the time for writing and increase this slot's effectiveness, you will be learning a script or schema that you can use to compose the situation slot of any grant proposal. Here's the schema:

Figure 8: The Situation Slot has three components

Component	Content
Story/S_1	• What caused the problem? • What is the problem? • What are its effects? • What, if anything, has been done to address or solve the problem?
Questions	▪ What questions must be answered to address or solve the problem? (Derived from deliverables)
Closing/S_2	▪ Transition from Questions Component ▪ Bridge to methods slot ▪ Project objective(s) (expression of S_2) ▪ Briefly stated benefits

As you can see, the situation slot moves the reader from the current situation (S_1) to the desired result (S_2) expressed by your project's objectives. And it does so through three components: Story/S_1; Questions; and Closing/S_2.

The Story/S_1 Component. By beginning your situation slot with a story, a story about the overriding problem and its causes and effects, you will help to create interest. Everyone likes stories and, considering the large number of forms humans have invented to tell stories (jokes, newspaper accounts, novels, plays, histories, biographies, autobiographies), it could be argued that humans need stories and, therefore like other needs, find them pleasurably interesting. By beginning your situation slot with a story, you also demonstrate your problem–solving abilities that allow you to describe cogently and coherently the chain of events and conditions that link causes, problem, and effects over time.

To help you write your story component (as well as other elements of the proposal), your first draft contains a number of prompts and transitions.

The Questions Component. The questions component involves three rhetorical strategies:

➢ Questions maintain interest because they invite a reader's or listener's participation. Note how the following question (as opposed to the statement preceding it) invites your participation:

- Statement: "It's cloudy today."
- Question: "Is it cloudy today?"

> ***Questions demonstrate your problem–solving abilities***, since one of the key requirements of a good problem solver is the ability to ask the right questions.

> ***The questions component can pre–sell your methodology***. Since the questions are derived from your deliverables, the questions component contains the questions that your methodology will answer.

The Closing Component. The closing component can be formed using one or two sentences:

- To answer these questions…
- we have designed an approach…
- to [achieve these objectives].
- As a result, important will benefits accrue.

Note: To help you build a logical methodology (through the use of logic trees), the Grants Workbench has forced you to identify at most two objectives: one related to planning and another related to implementation. Most grant proposals include more than two objectives, and if you examine those objectives critically and logically, you will see that some of the so-called objectives are really deliverables. Given the expectations of your readers, therefore, you might very well choose to include some of these deliverables as objectives. In short, how you logically think about and design your project might be different from how you express it in your proposal.

The Methods Slot

During the unit on the Step 1: Methodology Worksheet, you probably already read "Using PIP," accessed from the Tools Menu. We'll review some of that information now, because it is so important for understanding how to organize a persuasive methods slot.

PIP is based on the recognizable premise that when three elements exist in sequence, the first and the last are the most important, receive the most emphasis. If, for example, you were one of three finalists for a job and had the opportunity to choose your interview slot, you would want to go first or last, but not second. In the first slot, you would have the opportunity to set the standard that the other interviewees would have to meet. In the last slot, you would be able to make the last (and, you'd hope, a lasting) impression. In the middle slot, you would risk getting "buried in the middle."

PIP, then, works like this:

Figure 9: How PIP works

|	
P	**Persuasion** The opening persuasion slot (P–Slot) provides a good reason for *why* you will do what you propose
I	**Information** The information slot (I–Slot) explains *how* you will do what you propose to do
P	**Persuasion** The closing P–Slot explains *what* result or benefit will accrue from the doing

At the task level, you can use PIP to explain why the major task should be completed, how (through the sub–tasks) you will complete it, and what will result from its completion. The Workbench's Step 1 and Step 1a worksheets help you organize each major task through PIP, and if you have fully completed those worksheets, your first draft's major tasks will indeed by "PIP–ed," like the following task taken from the Workbench's example proposal:

Figure 10: PIP at the task level

Task 1: Develop comprehensive strategies to change faculty reward structures, hiring practices, and development; improve the use of technology; and transform the curriculum	
P–Slot ("Why?")	To ensure a valid and reliable pilot test through the creation of the Parallel College, plans must be developed for improving all relevant curricular, academic, and administrative processes. Therefore, we will:
I–Slot ("How?")	• benchmark curricular, academic, and administrative processes at peer as well as "best of the best" community colleges • compare the benchmarked processes with those currently in place at ABC • develop model processes that equal or exceed best practices at ABC and elsewhere • develop an implementation plan for employing these processes in the Parallel College
P–Slot ("What?")	As a result, we will know precisely the roles, responsibilities, timelines, and procedures for implementing, on a pilot scale, a best–in–class two–year college.

PIP can help you organize many levels of your proposal, from the task level to the entire document. In the table above, you saw how PIP works on the task level. The same principle is illustrated in the third column of Figure 11.

**Figure 11: PIP can organize many levels of your proposal**
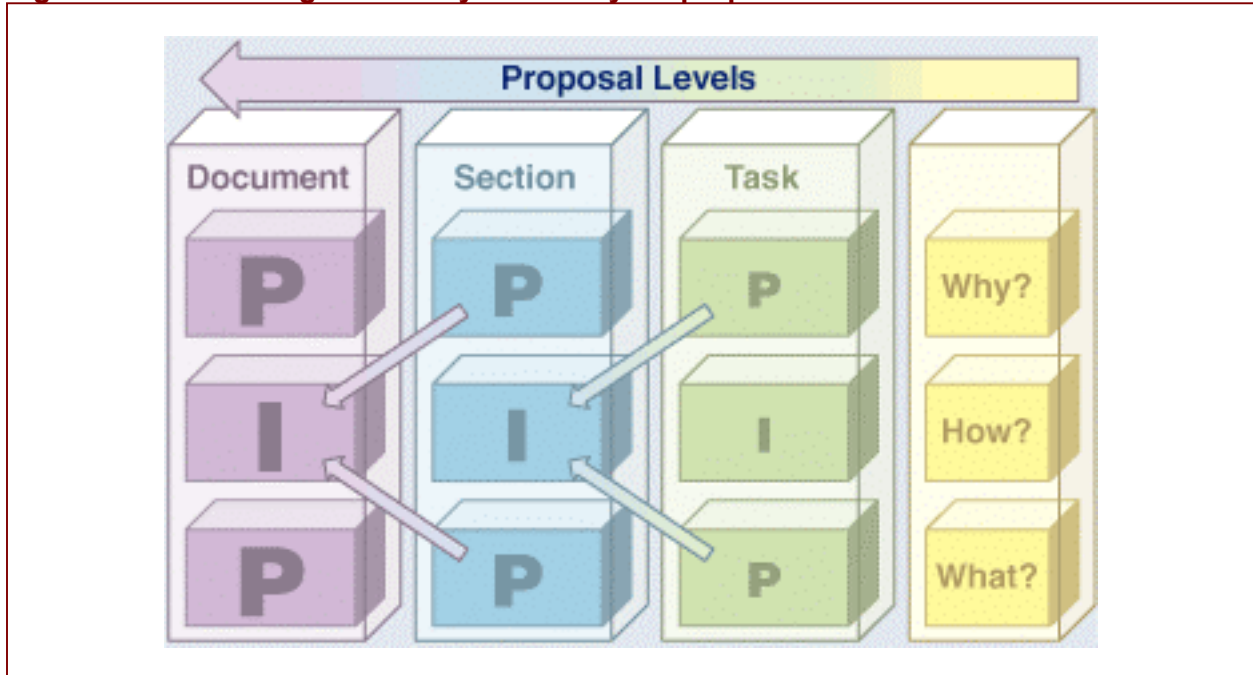
Your methodology, however, contains not one but many tasks, and within your methods slot or section, those tasks become the method section's I–Slot. In turn, the methods section usually sits in the middle of the proposal document. Within the context of the proposal document, the methods section becomes an I Slot. There are also P Slots at the document level: the opening P Slot is the situation slot; the closing P Slot is benefits slot.

If all this is a bit unclear, examine Figure 12, and consider the rhetorical strategy at work: At every level of the proposal, you are constantly providing a rationale for why something should and will be done, and you are constantly helping the reader understand the benefits of doing so.

Figure 12: At many proposal levels, PIP explains why something will or should be done and the benefits that will accrue
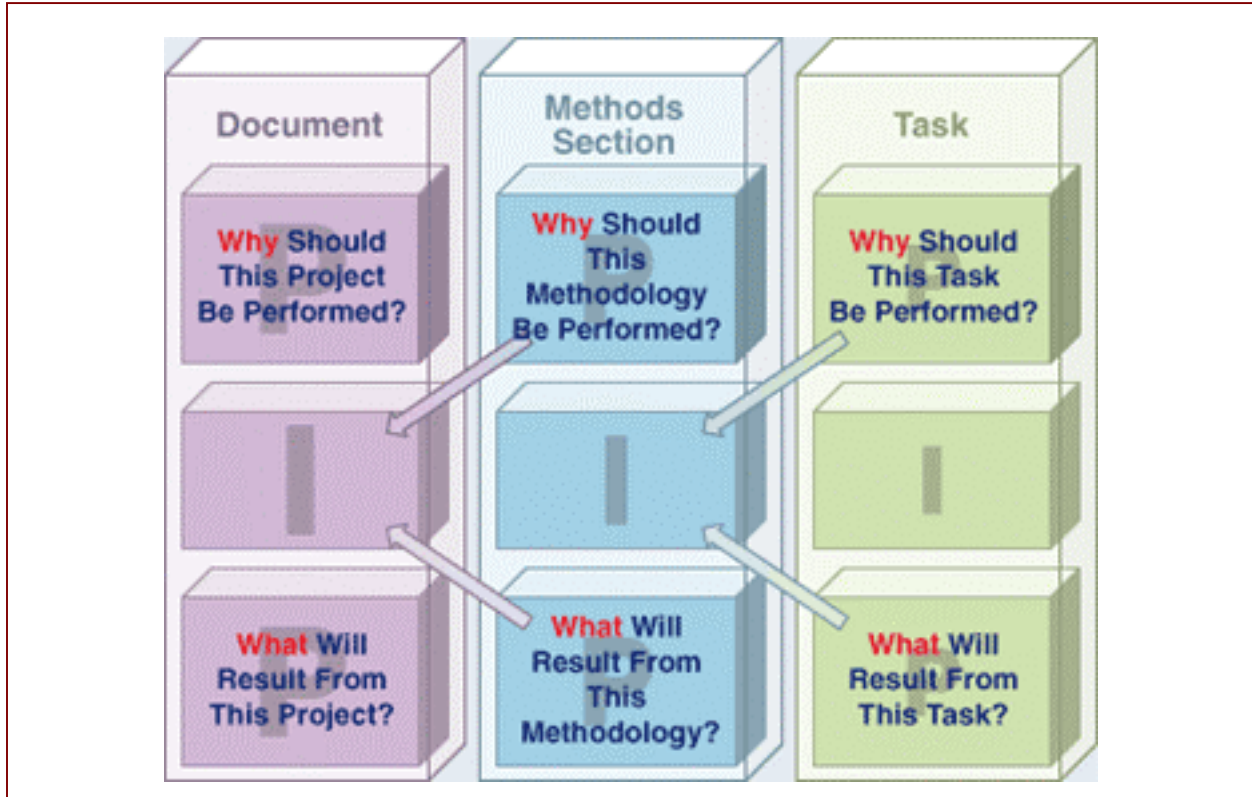
But we are getting ahead of ourselves. Let's work through the content of your first draft's methods slot, step by step.

The Opening P–Slot of Methods
Two categories of content are placed in the method slot's opening P–Slot: Evaluation Criteria and Lessons Learned. On the *Evaluation Criteria Worksheet* and the *Funder's Goals and Lessons Learned Worksheet*, the Grants Workbench asks you to categorize each evaluation criterion and funder's lessons learned. Those you have categorized as "Design" are imported here.

The opening P–Slot of methods should answer this question: Why, out of a universe of possible approaches for addressing or solving the overriding problem, have you chosen this approach? Two answers to that question are these:

- our methodology meets your evaluation criteria
- our methodology builds on your lessons learned

Accordingly, to fill the opening P–Slot of your methods section, you should rephrase the appropriate evaluation criteria and lessons learned so that they provide a rationale explaining why you have configured your methodology as you have.

The I–Slot of Methods
In explaining how you will conduct your project, this part of your methods slot can contain several elements:

- A forecast/timeline of your major tasks and activities
- A detailed discussion of the major tasks and activities
- Your evaluation plan
- Your replication/continuation plan
- Project Staffing (staff characteristics)

The last three of these elements are often formed into separate sections.

A forecast/timeline of your major tasks and activities. You can both forecast and provide a timeline of your major tasks and activities by presenting them in a Gantt chart. To do so, work from the sequence of tasks and activities following the prompt: "As appropriate, form the following major tasks and activities into a Gantt Chart."

A detailed discussion of the major tasks and activities. Assuming you have worked properly in the Step 1 and Step 1a worksheets, this part of your methods slot will read as much more than a first draft

Your evaluation plan. Often presented in tabular form and in a separate section, your evaluation plan should be generated as a separate report in Excel that you can copy and then paste into your first draft.

Your replication/continuation plan. Depending upon the length of these elements, the replication and continuation plans might be presented in two sections.

Project staffing (staff characteristics). This information, compiled from the *Staff Characteristics Worksheet*, can be seen as content related to your methods slot and your qualifications slot. Because this information discusses your project team and their roles and responsibilities, it is intimately related to methods. Because the information also contains your team members' accomplishments, it is very much related to qualifications. As such this information could be formed as a section placed just before your organization's qualifications.

The Closing P–Slot to Methods
As Figure 13 suggests, you need to insert the content for this P–Slot, and you can find that content at the end of your first draft under the heading "Benefits Slot." In reviewing all the benefits, look for those that are process–related, that discuss the good things that will accrue from how you propose to do what you will. You don't want paragraphs of benefits here, just a few solid ones that close out the section much the way you used benefits in the closing

component of the situation slot. Alternatively, you could use this space to discuss the project team and the benefits that will accrue because of this team's experience and knowledge.

Figure 13: The Workbench fills the methods section's opening P–Slot and I–Slot
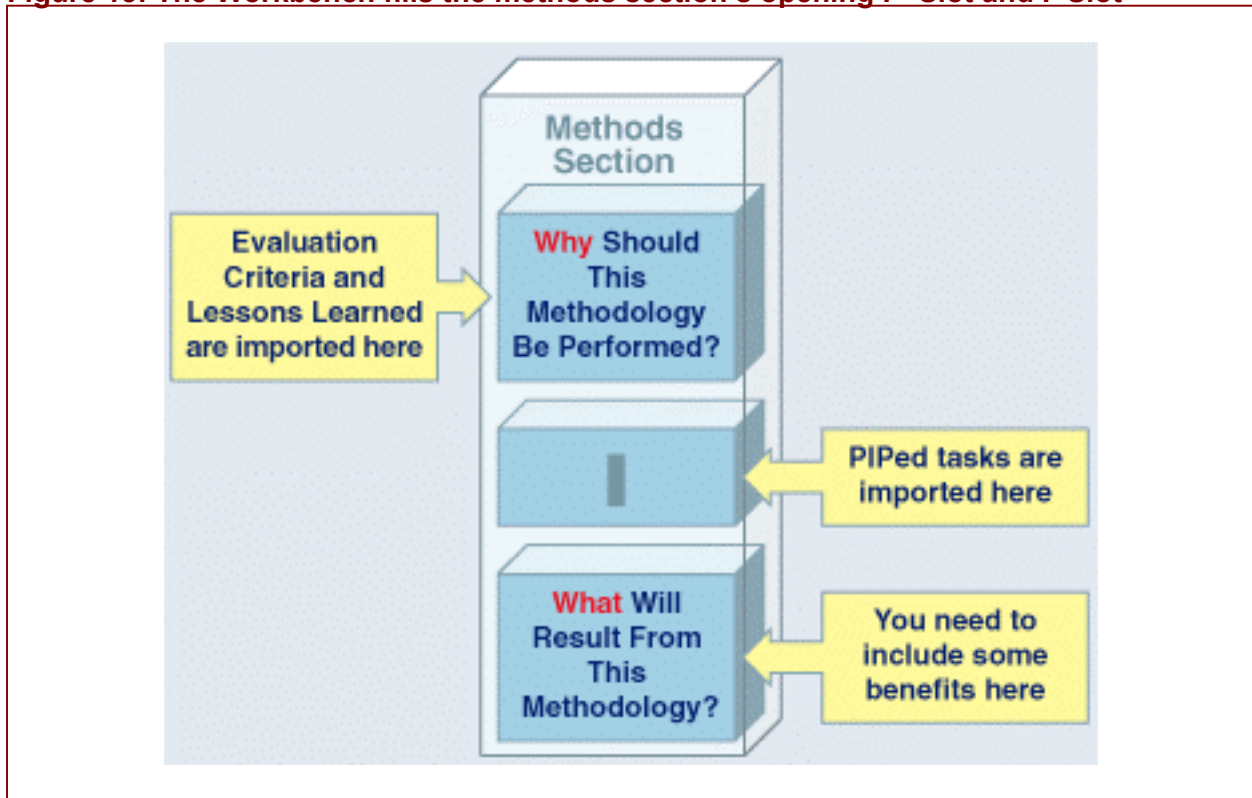

The Qualifications Slot
More than once in the discussion above on the *Your Organization Worksheets*, we wrote that "this is straightforward stuff." In your first draft, all the content from those worksheets is imported into the qualifications slot, and there isn't very much to say because it is very much straightforward. The first draft uses frequent transitions to get you from one major piece of content to another. You might very well use different transitions, and you might decide to organize the slot entirely differently.

Straightforward or not, there are two things worth noting about qualifications sections and qualifications slots. First, your qualifications section should, ideally, be developed using a logic tree. In the qualifications section, the funder's question is something like this: "Given all the organizations asking for funding, is your organization qualified to conduct this project successfully?" (See Figure 14.) Your answer, of course, is "Yes," and ideally your qualifications section should be organized to explain why, to provide good reasons. Ideally, that is, your qualifications section's second–level headings should each be a good reason, a single claim that the remainder of that subsection goes on to support. Second, regarding the qualifications *slot*: It exists throughout the proposal, since almost everywhere in the proposal you are

displaying your qualifications—in the situation slot, your ability to analyze and contextualize a problem and to identify the key questions whose answers will address it; in the methods slot, your ability to design, execute, and evaluate a project; in the qualifications section, your organization's track record and accomplishments; in the budget slot and budget narrative, your ability to "cost–out" the project and to anticipate the "hidden" costs many teams overlook; and in the benefits slot, your clear understanding of the important outcomes your project will produce.

Figure 14: Like Methods, the Qualifications Slot is an argument
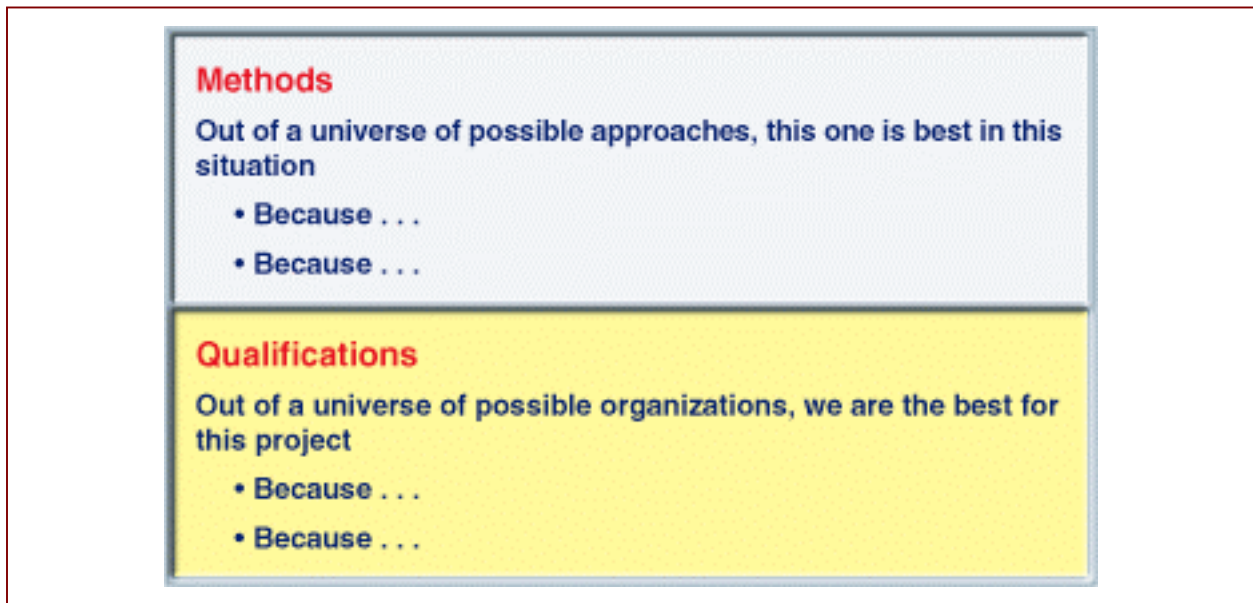
The Budget Slot and the Budget Narrative
To incorporate this important information into your first draft, you should generate reports in Excel from the *Expenses Worksheet* and the *Revenues Worksheet*. Again, proposals often present this content in tabular form, so you will want to copy the information from Excel and paste it into tables in Word. Before doing so, however, you will want to use the Excel spreadsheets as you continue to refine your budget.

The Benefits Slot
Of course funders select projects for many reasons. One of the most important reasons, however, is this: Your project will achieve its desired result, expressed by the project's objective(s), thereby solving or at least ameliorating the overriding problem that existed before your efforts began. By definition, the desired result (S_2) is better than the current situation (S_1)—that is, significant benefits will accrue because of the transition from the latter to the former. You must not only identify those benefits, but communicate them effectively. To help you do so, your first draft categorizes all the benefits you have identified in various worksheets:

Evaluation Criteria Benefits. The information imported here are those items you classified as "Outcome" on the Evaluation Criteria Worksheet. If appropriate, you should strongly consider

rephrasing these criteria as benefits and incorporating them into your proposal. The rhetorical strategy should be obvious: The funder will be evaluating your proposal based upon criteria that specify or suggest desired outcomes that you propose to deliver. Of course you shouldn't promise what you can't deliver, and the benefits identified in your proposal are promises you must keep. So be careful here.

Baseline Logic Benefits. These items come from the *Benefits Worksheet*, and if they are not red flagged, they should be aligned with your deliverables, objectives, and the converse of the overriding problem's effects.

Stakeholder Benefits. Subcategorized by "Sponsors" and "Beneficiaries," these are the benefits that you believe will accrue to specific individuals or groups that you identified on the *Sponsors Worksheet* and the *Beneficiaries Worksheet*. The former are usually not benefits that you can write into your proposal, since they are very often associated with your sponsors' individual desires. You should review these benefits, however, every time you are communicating with your sponsors—for example, by phone or in meetings.

All these benefits can be used to create a powerfully persuasive benefits section. Because the benefits *slot* exists throughout your proposal, they also can be used elsewhere. You have already incorporated benefits into your value proposition, the Closing/S_2 component of the situation slot, and in the closing P–Slot of methods, and you should always be alert for opportunities to place them elsewhere. Funding is won not just because projects will produce benefits but also because writers like you can identify and passionately communicate them.

<div align="center">*   *   *</div>

Thank you very much for enrolling in WWGP_Online! We at WinningProposal.com wish you the very best as you seek funding for your organization.

Richard C. Freed
Chief Executive Officer
WinningProposal.com