

# Insight

FOR ENVIRONMENTAL TRAINING PROFESSIONALS IN CENTRAL AND EASTERN EUROPE • SUMMER 1996 • VOLUME 1 • NUMBER 1



MIROSLAV CHODAK

**ENVIRONMENTAL TRAINING, like sustaining a helicopter in the air, requires dedication, quality and teamwork.**

## Environmental training: Built for lasting success?

ENVIRONMENTAL TRAINING in Central and Eastern Europe needs to be reorganized. Why? Because it operates on sandy foundations. In most cases, it has been operating on shaky assumptions, using inappropriate methodology, relying on untested theories, following fads, ignoring evaluation research, and not defining the changes we seek. How can we prevent environmental training from extinction, or better, how can we make it sustainable?

### What is it?

First, let us agree on definitions. By environmental training we will understand: "any out-of-school, interactive and intensive learning process that develops the practical skills of adults, mostly environmental professionals, through hands-on practice, applying skills, concepts, and sharing problems, knowledge and experience in order to carry out environment-related projects more effectively and efficiently."

It is obvious that environmental training actually refers to the

continuing education of environmental professionals. This should come as no surprise, since continuing professional education is commonly understood to incorporate the education provided to practitioners after their entry-level preparation and throughout the remainder of their career. This education can be for the purpose of updating practitioners on new developments in their profession, maintaining practitioner competence, or preparing practitioners for new career paths (e.g., a move from direct professional practice to management, or to focus on a specialty or subspecialty within the profession).

### Looking back

A look back over the past 70 years of training in Western countries brings present-day problems of environmental training in Central and Eastern Europe into perspective. The following summary, adopted from the January 1996 issue of "Training & Development," published by the American Society for Training and Develop-

ment, illustrates the development of training and different historical understandings of its role.

**1930s.** This decade saw the foundation and growth of many business schools. Training in universities and companies was modeled on the little red schoolhouse paradigm. Managers were brought into a room and put in chairs while an expert imparted knowledge. The assumption was: "If you know better, you will do better."

**1940s.** The methodology of these years was influenced by World War II, which pushed thousands of people who needed training into the workforce. To meet that need, supervisors were taught how to deliver job-instruction training and on-the-job training. Both relied on concrete, relevant content with little or no theory.

**1950s.** The human relations era began after research by Roethlisberger and his colleagues created a demand for training profession-

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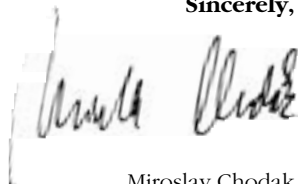
## Everything for our profession

Welcome to Insight, the first quarterly newsletter for environmental training professionals in Central and Eastern Europe. The main focus of this initial issue is the sustainability of environmental training. Our cover story looks at the problems and opportunities of environmental training in Central and Eastern Europe by examining the way environmental training has developed in both the West and East. We hope this article will provide some guidance to those striving to reach the shining goals of self-sufficiency and sustainability. Also in this issue we introduce you to the EMTC Network and the ways in which it can assist you in your professional development. We invite you to discover our regular columns, including new books, Internet training resources, a list of environmental training courses, and a few brief stories about the exciting ongoing projects of the EMTC Network.

Insight is here, but it has a long way to go to become what it is meant to be - a flagship of the profession; a publication that gives environmental training professionals real insight into what's happening in environmental training in Central and Eastern Europe. We at the EMTC Network would like Insight to be both a microscope and telescope for the profession by examining some issues with great precision and detail while at the same time looking into the future to help its readers see what's on the horizon. Insight should provide the knowledge and confidence environmental trainers need to do their work, and also to reach out and step up. In short, Insight aims to lead our profession into the future while leaning on and learning from the past.

Finally, all this cannot be done without one important element - you! We look to you to become readers, users and authors, and together with your colleagues build this newsletter into a professional magazine. We believe this newsletter provides a golden opportunity to tap into what people in our profession are thinking and seeking and to share the aspirations, joys, and also frustrations that occur for those of us practicing this craft in countless organizations throughout the entire region. So, please welcome the first issue of Insight and help us make it the publication you need.

Sincerely,



Miroslav Chodak  
Project Manager, EMTC Network

# Insight

SUMMER 1996 • VOLUME 1 • ISSUE 1

**Insight** is the quarterly newsletter of the Environmental Management Training Center (EMTC) Network. **Insight** assists the EMTC Network in fulfilling its mission, through linking, supporting and strengthening the leading environmental training institutions and individuals in Central and Eastern Europe in order to achieve sustainable environmental training.

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## Quo vadis EMTC Network?

Where are we? What are we doing? Where are we going? As environmental training in Central and Eastern Europe and the EMTC Network move beyond their infancy to face new challenges, it is time to stop and consider these questions. This article presents the past, present and the future of the EMTC Network project, and tries to look behind the curtain into the uncertain future of the environmental training profession by drafting some bottom-line assumptions and the way the EMTC Network would like to respond to them.

### The chicken or the egg?

The Environmental Management Training Center (EMTC) Network began in March 1994 as a special project of the Regional Environmental Center. The United States Environmental Protection Agency made funding available to the REC for two years, to establish and support the Hungarian EMTC and the EMTC Network. The initiative was agreed in the Terms of Reference signed on November 30, 1993 by the five project founders - the USEPA, the Institute for Sustainable Communities, the Hungarian Ministry of Environment, the University of Horticulture and Food Industry, and the REC.

The REC opened the Hungarian

EMTC in October 1994, and established the EMTC Network which, at its beginning, assembled five environmental training institutions (one each in Bulgaria, Hungary, Latvia, Poland and Ukraine) to improve the efficiency and effectiveness of these institutions, work for their sustainability, expand their curricula, provide information, and expand the network members' base.

To date, the EMTC Network has successfully provided its members with training, management and funding information on a regular basis, organized two networking workshops on building sustainability, established an electronic bulletin board to exchange experience and expertise, and initiated a number of international training projects to expand the training curricula of members and increase their income. Further, the EMTC Network has secured funding for continuation of the project for another year doubled its budget, and increased the number of members from the initial 5 to 13 to include additional environmental training institutions in the Czech Republic, Romania, Russia, Slovakia, and Slovenia.

### When dreams become reality

The basic assumption driving the vision of the EMTC Network project is that environmental train-

PRESENT SITUATION	ASSUMPTION	THE EMTC NETWORK'S ROLE
All CEE governments recognize the need for and importance of environmental training	Environmental training will rank higher on CEE government agendas	The EMTC Network will help this process by identifying needs and trends and communicating them to CEE governments
Basic support schemes for environmental training exist in all CEE countries	CEE governments will increase the amount of available funding for environmental training	The EMTC Network will help prioritize areas where training is needed and offer the most appropriate environmental training resources to implement training programs
A number of international government programs exist to support environmental training in CEE	Less funding will be available from international sources	The EMTC Network will give international donors access to the best environmental training resources in CEE
Most environmental training activities in CEE are donor-driven and, therefore, often cannot effectively address the needs of environmental professionals in CEE	Funding for environmental training will become more demand-driven and donors will increasingly focus on addressing changing needs in CEE countries	The EMTC Network will help this process by identifying environmental training needs and lobbying donor agencies to work towards meeting these needs
Existing environmental training programs in CEE are either too expensive or participants are reluctant to pay the full costs of training delivery	The cost-effectiveness of environmental training programs will increase along with the willingness of participants to pay the full costs of program development and delivery	The EMTC Network will help increase the cost-effectiveness of training programs by providing leadership to environmental training activists and facilitating the exchange of experience and expertise

ing is a necessary and integral part of the transformation processes in Central and Eastern Europe and that such training grows in importance as the region achieves higher levels of economic development and political stability.

The EMTC Network aims at supporting leading environmental training institutions in the region which are committed to the process of suspending donor-driven initiatives in favor of demand-driven ones that address the immediate environmental needs of the society. Focusing on immediate environmental training needs will lead to improved prospects of training cost-recovery for these institutions and, at the same time, to enhanced operations and product quality.

### Bringing leaders together

The formally stated mission of the EMTC Network project is to link, support and strengthen the leading environmental training institutions and individuals in Central and Eastern Europe in order to achieve sustainable environmental training in the region.

In our understanding, sustainable environmental training refers to the ability of training institutions to meet the environmental training needs of the society at a cost-recovery ratio that allows for both replication of the training and effective responses to changing needs. This means that our main efforts are in institutional strengthening, but we regard working with individuals, and especially connecting individual experts with strong institutions, as an important part of our job. Therefore, besides having the leading environmental training institutions as members, we recently established an individual membership. Already, more than 100 environmental training professionals in Central and Eastern Europe enjoy EMTC Network membership.

To fulfill our mission we have been working in four key project areas. These are: providing information, increasing visibility, facilitating exchange of experience and expertise, and initiating international projects. (More information about the EMTC Network's products and services in each of these areas can be found on the last page of this newsletter.)

### Making the future

The saying goes "The Lord helps those who help themselves." We took this saying to heart and tried to see what we could do to help the environmental training profession as a whole. We looked at the development trends of the field then drafted some key underlying assumptions. Once we were able to analyze the present situation and predict the likely changes, we tried to position the EMTC Network and identify its role in the future. The results are shown in the table opposite. We do not insist that all the assumptions and assessments are perfectly correct. We might have missed an important factor, or unexpected changes may occur in the future. However, we believe that it is important to spell out our assumptions and discuss them openly. Because who else should provide us with constructive criticism and comments than those who ultimately benefit from our products and services? ■

### Developing local capacities

■ The EMTC Network has begun implementation of a one-year project to train a group of up to 20 Albanian trainers in selected environmental management training modules, including Environmental Policy, Solid Waste Management, and Public Participation. The \$100,000+ project is funded by the U.S. Environmental Protection Agency and in addition to the local partner - the Committee of Environmental Protection - the project will involve at least two EMTC Network members and their trainers.

### New partner - new project

■ The EMTC Network has developed a successful collaboration with the Irish company Environmental Development Consultants Ltd. The two partners are currently working jointly on a EU Phare funded project called "Training on European Union Environmental Policy, Regulations and Standards for Municipal Authorities in the Danube River Basin". The project will design the course and train trainers in six EMTC Network member countries.

### How to spur communication

■ A communications research survey has been completed recently of Network members' needs for effective exchange of experience and expertise. The research revealed that two most preferred strategies for exchange of information and experience among the EMTC Network members are (1) Exchanging Training Modules, and (2) Exchanging Contacts. The two strategies scored 11 and 10 points, respectively. The next most preferred strategy - Improved Internet Resources - scored only 4 points followed by others such as Conducting Joint Trainings (4 points), and Exchanging staff (4 points).

### Recovering costs effectively

■ In Poland, environmental experts are queuing to enroll in the course "New Environmental Impact Assessment Act and Procedures in Poland," designed and delivered by the Polish EMTC and the for-profit environmental firm Ekologus. The two-day course, which has been delivered numerous times already since its first delivery in December 1995, brings a significant financial contribution to the Polish EMTC. The major attraction of the course is the fact that it is actually being conducted by the father of the EIA Act in Poland - Mr. Deja of the Polish Ministry of the Environment.

### Busy Bulgarian trainers

■ The Bulgarian EMTC has been extremely busy with their training courses this year. From December through January, the EMTC delivered a seven-week training course on the "Ecology of Industrial Processes and Environmental Impact Assessment" for the Department of Labor. The course was funded by the United Nations and implemented in cooperation with the Knowledge Foundation. Unlike most courses, this one provided certification for participants to upgrade their qualifications.

In the beginning of February, the Bulgarian EMTC delivered a five-day course funded by EC Phare on "Development of Project Preparation and Appraisal Capabilities in Ministries of Environment in CEE". A Dutch group, Haskoning, together with France's BCOEM, designed the course to help Ministries of Environment gain World Bank and EBRD support for investment in environmental projects. Representatives of these institutions were present at the course.

During March and April, the Bulgarian EMTC delivered an extensive set of training courses, including Occupational Health (four-week training in March), River Basin Management, Chemical Emergency Preparedness and Prevention, Environmental Auditing, Pollution Prevention, and Project Planning and Implementation.

### Expertise grows through training

■ The EMTC Network has recently joined the REC's Public Participation Program and other environmental organizations in CEE to implement the Public Participation Training Project. The Training Project, developed in response to the huge demand for increased awareness and skills of public participation techniques and methods, will initially be developed as a pilot project in Bulgaria and Romania. The project will develop a training manual and a companion set of training guidelines and materials for trainers and facilitators. It will also provide the resources to organize the first training-of-trainers in both countries.

### Network members met in April

■ All but one of the EMTC Network's 13 member institutions from 10 countries in Central and Eastern Europe attended the 3rd EMTC Network Workshop in Gozd Martuljek, Slovenia, on April 17-21, 1996. Besides welcoming the new Network member - ETP-Slovakia Foundation, the participants discussed such critical issues as training evaluation, needs assessment, budgeting, measuring organizational performance, EMTC Network strategy, products and services in 1996, and internal and external cooperation. The workshop, hosted by Slovenian member DREVO - Institute for Environmental Management, has significantly strengthened cooperation within the Network and boosted the effective exchange of experience and expertise among its members. The next workshop will be held in Bulgaria on September 4-7, 1996 and will be hosted by the Bulgarian Environmental Management Training Center in Sofia.

### For e-mail fans

■ The EMTC Network has launched the EMTCNET Digest, an electronic newsletter providing information about the ongoing developments of the EMTC Network and its members. EMTCNET Digest is being distributed via an unmoderated mailing list. To subscribe and receive your first issue, send an e-mail message with an empty subject heading and a message that reads "subscribe emtcnet-digest" (without the quotation marks) to listserv@rec.hu

# Built for lasting success?

continued from cover

als who could improve managers' people skills and teach them about their impact on people. Teaching managers about human behavior provided much of the impetus for the case study method and early utilization of role playing. Magnifying the human dimensions of management through these methods was a substantial improvements over the lectures, films, and tapes of earlier eras. As the study of operations, research, and decision-making flourished in these years, much management training began to focus on quantitative approaches. This re-established managers as the elite who did the thinking and planning for less knowledgeable workers. However, the fifties on the whole saw the training field develop from a concern with teaching managers how to teach employees (and how to better manage tasks) to a concern for how managers' human relations could be improved.

**1960s.** This decade was characterized by developments in methodology. New teaching methods were required to enable managers to become more skilled in human relations and other management practices. Case method and role play were used extensively, and there was an interest in the work of behaviorists such as B.F. Skinner. Considerable effort was spent on teaching machines and programmed instruction, though primarily for technical training. Sensitivity training, begun in the fifties, came into prominence in these years. Games and simulations also gained favor. Group were increasingly viewed as an important building block in any organization. As a result, group dynamics, group problem-solving, and grid training gained popularity.

**1970s.** The excitement of new technology for training carried into the seventies, which became the era of personal growth. Encounter groups went beyond the bounds of earlier sensitivity and T-Group training. Experiential learning abounded, allowing learners a greater degree of involvement, and elevating individual needs above the organization's needs.

**1980s.** In this decade the elements of effective management training became clearer. The framework for this foundation included the philosophy and policies of successful training, appropriate content in management training, methodology for changing behavior, approaches to multiple objectives, and assurance that the training remains on a solid foundation.

## What's so special about CEE?

Training in Central and Eastern Europe, on the other hand, did not undergo the evolution of the discipline experienced in the West. At the beginning of the nineties, training in Central and Eastern Europe was at the same level as it was in the West during World War II, fifty years before.

Most of us have recent memories of "training sessions" on such matters as health, safety and civil defense, in which participants listened passively to monotonous lectures, often declaimed from a script, in a room with poor ventilation and row after row of seats. Everyone agrees that this type of training is highly ineffective and, moreover, gives participants a negative impression of training.

The big turnabout happened shortly after the political changes in 1989, when borders opened and we found ourselves flooded with new concepts, methodologies and training approaches. This has undoubtedly been very



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useful, but has also created the biggest challenge facing us right now. And that is: How to overcome the handicap of several decades and recreate effective environmental training in a short period of time? Or, in other words: How to make environmental training sustainable?

## Adding the word "sustainable"

Sustainable environmental training refers to the ability of training institutions to meet the environmental training needs of society at a cost-recovery ratio that allows for both replication of the training and effective responses to changing needs. If we accept this definition, it becomes obvious that one can make training sustainable - and sustainable means in the long run - only with the support of strong training institutions which continually expand their capacity, institutions that harness the power of strategic learning and build strategic readiness as a prerequisite for ongoing learning. These institutions should have one purpose: to change more quickly and successfully than their competitors.

**TOP:** Participants debate the sustainability of environmental training at the 2nd EMTC Network workshop held last August in Hungary.

**ABOVE:** How big is the problem really? Teddy Lessidrenska, of the Institute for Sustainable Communities, raises the question.

## Problem and opportunities

Progress has been made. But we are still a long way from where we need to be. Note that we are not speaking about profit at all. The key word is cost-recovery. There are very few areas of environmental training that currently pay for themselves or generate profit. This despite the tremendous need, which goes far beyond two or three course topics. Many of the problems are not new, and have been noted also in the United States (see, for instance, John H. Zenger's "The Painful Turnabout in Training" in "Training & Development," January 1996). The problems just need to be understood and fought, and the opportunities explored.

## YOUR ROLE

Below is a list of areas in which environmental training institutions must play an increasingly active role in the future in order to achieve sustainable environmental training in Central and Eastern Europe.

### ■ Professionals' preparation as lifelong learners

Graduates of universities and colleges generally have little or no preparation that would enable them to develop plans for their continued education and learning - areas where environmental training plays an important role. The concept of continuing professional education must be elaborated and, in collaboration with schools and universities, introduced as the logical follow-up of out-of-school learning.

### ■ Needs assessment

If environmental training is truly to improve practice, it must be based on identified needs. Environmental training institutions must establish a continuous process of assessing environmental training needs in different sectors and interest groups in order to effectively respond with high-quality training programs.

### ■ Value added by environmental training

As funds for training are becoming tighter, the value of training activities must be clearly demonstrated. Evaluation of the impact of environmental training programs must be performed by every environmental training institution.

### ■ Relevance to practice

Environmental training institutions must provide training material in a manner that allows participants to apply it in practice.

### ■ Role of technology:

Technology has the potential to change the ways of designing and delivering environmental training programs. Environmental training institutions must optimize technological applications to deliver quality training.

### ■ Credentials

Whether as a form of motivation for individual practitioners, a means of adding prestige to a profession, or truly to recognize higher levels of accomplishment within a profession, environmental training institutions must award credentials.

### ■ Self-learning

To survive all technological, political, competitive, and marketplace changes and to maintain the ability to respond effectively to these changes with high-quality training programs, environmental training institutions must develop systems that incorporate their collective capacity to learn—not just as individuals, but as entire organizations—and become learning organizations.

**Don't learn - unlearn!** We talk about the need to have people learn. But we haven't focused on the need for people to "unlearn". Less than ten years ago, people in Central and Eastern European countries - including environmental professionals - were punished for speaking up and seeking new ways of doing things. For such audacity, a person could have lost his or her job and career. Now, we want the same people to take the initiative. That requires a massive unlearning of old behaviors and a thorough deconditioning of old feelings and emotions.

**Performance = productivity + quality** We also speak of performance. But much of our training provides opportunities for people to practice only in the most artificial and tranquil conditions. Insufficient attention has been paid to performance under adverse conditions. Performance consists of both productivity and quality, but for the past few decades we have exclusively emphasized productivity and ignored quality. This is one of the most significant issues we face because it directly affects every organization's success, employees' values, and living standards.

**Training and the real world** Training is still divorced from real working conditions. Rather than harmonized with core work experience, training is often peripheral, detached from life experience. Training efforts are not integrated into an overall development plan for participants and their organizations. Further, such organizational rewards as compensation, promotion, and recognition are not sufficiently linked to the content of developmental training. The payoffs for people who respond well to training are seldom clearly spelled out.

**Importance of research** Despite our efforts, much of our training content is not grounded in good research. Most of what was taught only few years ago is now considered erroneous. How certain are we about the content of current programs? We adopt foreign concepts, even whole training programs, but without considering whether they are relevant to conditions in Central and Eastern Europe. We also present new ideas and best practices, but we don't help people learn systematically from their own experience. Nor have we created methods for them to document what they do or reflect on the results of their behavior. Many of us have been slow to change the content of training programs to reflect the realities of the new situation with its emphasis on self-directed work teams and greater personal autonomy.

**Interactive delivery** We have learned that high involvement tends to triple an individual's recall and the likelihood of high performance. Yet our training is still a long way from the ideal "flight simulator" experience. People still sit listening passively to lectures. Considerable time is spent on elaborate cases when research shows that most people are more likely to remember a short story.

**Responsibility for learning** Having participants sign a contract for what they will do after the training can make a difference, but few of our training activities take that step. Far too much responsibility for learning is placed on the trainers, and far too little responsibility is transferred to participants,

even in courses that are supposed to teach empowerment and participation.

**Appropriate timing** We have failed to take full advantage of the most opportune times to deliver training. In particular, we haven't devoted enough attention to the process of new-employee orientation, when people are extremely receptive. Typically, they are willing to read and study on their own at such a time, they are thirsty to learn. The same opportunity exists to some extent shortly after a promotion or transfer. But the window is open for only a brief time.

**Learning methods** New technology provides opportunities to tailor learning methods to individual learners. Until now, classroom-based delivery methods have made it impossible to adapt these methods for each individual. Most of our participants are mature and have rich life experiences, but our learning methods are still based on concepts more appropriate to juvenile learners. We have not found enough ways to tap into our learners' experience or incorporate it into the training process.

**Evaluation** We haven't done a good job of providing the kind of evaluation of training that our clients seek. Evaluation of training's effect on an organization is not impossible. Unfortunately, having ignored evaluation research, we haven't sought assessment studies or real measurements of behavior change. Instead, we have relied on participant reactions, and failed to define post-training behavior requirements.

It is obvious by this lengthy list of problems and opportunities that we have a long way to go. Still, there is no reason to be disappointed with the accomplishments to date. Environmental training in Central and Eastern Europe has made enormous progress from virtually nothing to present offerings that include a large number of training programs for multiple audiences. If this progress has been possible in less than one decade, I feel extremely confident that it will not take us longer than one more decade to overcome the present challenges and achieve the desired sustainability.

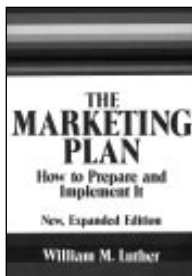
## What is your role?

The most critical question of all which comes to the mind is: Who will take the leadership necessary to guide environmental training in Central and Eastern Europe through the coming years? Or: what is your role? The box highlights some suggestions that should be thoroughly discussed on the various environmental training forums (see left). Following that, implementation plans should be drafted and put into practice. The role of environmental training professionals and their institutions must be reconsidered in the view of the new circumstances. ■

*It would have been unfair to state that all the ideas in the above article are my own. Rather, the article is a reflection of my own experiences and thoughts on various articles, books and discussions with environmental training professionals in Central and Eastern Europe and elsewhere. Of those many printed resources used to prepare this article, I would especially like to acknowledge the publications of the American Society for Training and Development, particularly its monthly magazine "Training & Development."*

*This article is intended to spur discussion among environmental training professionals about the sustainability of environmental training in Central and Eastern Europe. The author is receptive to relevant critiques and comments. Please address your contributions to Miroslav Chodak, EMTC Network, Regional Environmental Center for Central and Eastern Europe, Miklos tér 1, 1035 Budapest, Hungary. Tel: (36-1) 250-3401. Fax: (36-1) 250-3403. E-mail: miroslav@fs2.bp.rec.hu*

# Planning for the future



Should a training institution have a marketing plan? Who is qualified to write it? You are...with the help of "The Marketing Plan. How to Prepare and Implement It" written by William M. Luther, published in its second edition

in 1992 by AMACOM, a division of American Management Association. The author has been a consultant, lecturer, and writer on management and marketing for more than twenty years. He has conducted hundreds of seminars and has helped companies of all sizes to develop business and marketing plans.

The purpose of the book is to take you through the development of a marketing plan. Not the type of marketing plan that numbers 250 pages. Not one that you write once a year and then put on your shelf for the rest of the year. (Does that sound familiar?) No, this marketing plan, when completed, has fewer than ten pages and is read and approved by management before a penny is spent on marketing. It contains measurable objectives so you know whether you are achieving your goals.

You will learn that the completed plan is operational rather than an exercise. It provides specific direction for the five components of marketing: product/service, marketing communications (advertising, sales promotion, and public relations), market research, customer service, and sales management. If you don't include all five areas of marketing, Bill Luther says, you have an incomplete plan. If personnel from each of the above areas don't write the plan in unity, poor coordination and improper selection and use of available marketing tools will be the likely result.

As you implement the plan, you may realize that some of your objectives are too high or too low or that one or more strategies and plans are ineffective. If so, you don't wait until the end of the planning year to change your plan; otherwise you lose both time and money.

This book will not solve all your problems, but it will give you direction on how to set your objectives and develop your strategies and plans. As Mr. Luther explains, most people spend most of their time trying to determine what to do and the few remaining hours on how to do it. The problem here is that execution is actually the most difficult and time-consuming ingredient. The answer is the development of a tight plan that takes fewer than thirty days to complete, leaving at least 335 days for execution.

The book is divided into seven sections. Section I begins with a chapter on strategic planning, which sets the direction for all subsequent plans, including the marketing plan. A marketing plan simply cannot be drawn up until the

strategic plan has been articulated. Not only will you probably be out of business in ten years if your organization doesn't have a strategic plan, but in the interim, you could be allocating your resources to the wrong products or services. The next two chapters of Section I deal with marketing personnel, their tasks and relationship to other departments within an organization, and with advertising agencies: how to select, work with, and compensate the right one. Chapter four covers the fact book, the document that determines the soundness of your marketing plan. If you have an extensive and accurate fact book, you should end up with a meaningful plan. If your fact book is incomplete and contains a bunch of guesses, you will end up with a lousy plan.

Section II recommends what information should be part of the product/service plan, including pricing strategy; packaging; number of sizes, shapes, and colors; estimated awareness and preference levels; and distribution.

Section III contains five chapters devoted to the development of your marketing communications plan, which includes the advertising plan, public relations plan, and sales promotion plan. Here the book sets out ways to determine what information should be in your basic selling line, which advertising vehicles you should use to get the story out, and how to prepare the message. Following chapters discuss one of the most underused marketing tools - public relations - underlining the many opportunities in this area, and the sales promotion plan, with an enlightening explanation of advantages and disadvantages of ten different types of sales promotion.

Section IV talks about the research: market research and communications research. Market research will answer five critical questions: Who are your customers; what do they want; what does the competition offer; what can you offer; and what do customers think you offer? Communications research will tell you whether your communications are working.

Section V focuses on customer relations. The value of customer relations is that it costs less than half to keep a customer than it does to acquire a new one. Examples of well-known companies are included.

Section VI offers practical recommendations on how to manage your sales force, and discusses the requirements of an effective sales presentation.

Section VII ties together the five marketing components of marketing by including a recommended marketing plan format, with examples of objectives, strategies, and plans for each area.

In short, it's a great book! ■

**The Marketing Plan: How to Prepare and Implement it/William M. Luther. - New, expanded ed.** To order or for information, please contact: Special Sales Department, AMACOM, a division of American Management Association, 135 West 50th Street, New York, NY 10020, USA.

# Surfing the Net

The Internet (the Net) and the World Wide Web (WWW) have become a part of everyday business for the EMTC Network and are quickly becoming vital tools for all environmental training professionals to stay on top of the information curve. This column of Insight will bring you information about new Internet sites all around the world which contain invaluable information on various aspects of training, and environmental training in particular.

The Net was established more than 30 years ago to serve a community of scientific and technical researchers. The World Wide Web has its origins in the European Particle Physics Laboratory (also known as CERN), Geneva, Switzerland, where in 1989 two physics researchers, Tim Berners-Lee and Robert Cailliau, were developing a system to distribute research information across CERN's global computer network. They created a single-user Internet interface which led to the Web. The development of the Web is no less momentous for publishing networked information than Gutenberg's printing press was for publishing books.

The Web is one of the fastest growing regions in the Internet because it is revolutionizing how people publish and retrieve information. The Web can provide images, film or video clips, sound clips, or text to a vast array of users in a consistent and understandable manner. The Web is a multimedia (i.e., text and graphics) information system that distributes different types of data to different types of computers in a unified format. Widespread growth did not start until browser applications (such as Mosaic, in early 1993, and more recently, Netscape) became available to the general public. In the span of five years, the Web has emerged as the largest single networked information system ever to span the globe. What began internally at CERN in 1990 has grown from some 500 different web servers or "home pages" in late 1993 to 6,642,000 Web sites as of July 1995. The number of home pages has been doubling every three to five months.

## The Sites

Check out the new EMTC Network home page at <http://www.rec.hu/rec/emtc>. Using the resources of the Regional Environmental Center, this site provides the most complete information on the EMTC Network's mission, goals and objectives, products and services, individual member institutions, including contact addresses, and a catalogue of environmental training courses. From here, one can also download the full versions of monthly Training, Management, and Funding, EMTCNET Digests, and other products. The home page, operational since late April, is still under heavy construction and will be regularly updated.

Environmental Management Training and Education Network - <http://www.em.doe.gov/emtrain/index.html> - provides you with short articles about specific programs or special upcoming events; dates, course descriptions, locations, and costs for featured courses; and other technical training courses available to you in the coming months. Course listings include U.S. Department of Energy and EM-sponsored programs, as well as courses offered by other U.S. Federal agencies and commercial vendors. ■

# A glance at Bulgaria's EMTC

The EMTC in Sofia, Bulgaria is a non-profit, non-governmental organization that was established to provide high quality environmental management training and technical assistance to government officials, NGOs, industry representatives, and interested citizens. Cooperating organizations include the Bulgarian Ministry of the Environment, the Bulgarian Ministry of Health, the U.S.-based Institute for Sustainable Communities, and the U.S. Environmental Protection Agency. The EMTC is designed to provide Bulgaria with the institutional capacity to offer environmental management training.

The main objective of the EMTC is to assist the harmonization of economic development and environmental protection through development and coordination of environmental management programs. The EMTC seeks to promote sustainable development, environmental protection, and participatory democracy in Bulgaria.

EMTC activities are aimed at:

- Promoting various activities that provide incentives and support for useful ideas in the area of environmental management;
- Assisting current environmental management techniques by making the best available expertise and consultancy services available to state authorities, professionals in the area of environmental protection, NGOs and private businesses;
- Developing and providing teaching materials and other information and acting as an information center that collects, stores and disseminates information provided by foreign agencies, international organizations and institutions dealing with environmental management;
- Providing opportunities to train citizens, government officers and representatives of NGOs and private businesses;
- Promoting the establishment of a network

linking professors and environmental consultants to improve the efficiency of environmental management activities.

Major Activities:

- Supporting the delivery of training courses offered by foreign institutions and developing local capacity to continue the delivery of training courses as the need arises;
- Needs assessment, design and delivery of customized training programs;
- Development of database of environmental training materials, technical information materials, and training courses;
- Forming a network of experts, consultants and facilitators;
- Consultancy and expert assistance;
- Training of trainers and facilitators.

In the past four years the EMTC has delivered more than 40 courses on a variety of environmental subjects (see list below). Several courses have been either developed or extensively adapted by the EMTC to maximize their relevance for Bulgarian conditions.

Over 800 participants have been trained by the EMTC and over 70 people have been trained to be trainers themselves. The model used by the EMTC to adapt and deliver courses in Bulgaria that have been developed by international organizations is that the first delivery of each course is done by a foreign institution, with Bulgarian facilitators being trained in the process. The second delivery of the course uses the Bulgarian facilitators as co-trainers, so that by the third time the course is delivered, they are doing it on their own.

The EMTC has also been a partner of the World Bank in workshops delivery and the European Bank for Reconstruction and Development in carrying out several environmental audits of industries applying for loans, including two in Kiev, Ukraine.

## address BOOK

### BULGARIA

#### Environmental Management Training Center

Vesselina Stoyanova, Executive Director  
2, Sveta Sofia Street, Sofia 1000, Bulgaria  
Tel/Fax: (359-2) 802-428  
/G=Dora/S=Iordanova/O=EMTC/bulmail.sprint.com

### CZECH REPUBLIC

#### Information Centre of the Project Silesia

Hana Santariusova, Director  
Partyzanske nam. 7, 728 92 Ostrava, Czech Republic  
Tel: (42-69) 621-4252/182, Fax: (42-69) 622-5165  
E-mail: khs.ostrava@vsb.cz

#### Czech Cleaner Production Center

Vladimir Dobes, Director  
Politických veznu 13, 110 00 Prague 1, Czech Republic  
Tel: (42-2) 260-620, Fax: (42-2) 260-639

#### Center for Environmental Analyses

Marie Ticha, Director  
Krizova 25, 405 01, Decin I, Czech Republic  
Tel/Fax: (42-412) 22084  
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Jiri Hladis, EMT Network Coordinator  
Za parkem 696, 252 29 Dobrichovice, Czech Republic  
Tel: (42-2) 991-1701  
E-mail: jiri.hladis@ecn.gn.apc.org

### HUNGARY

#### Hungarian Environmental Management Training Center

Gergely Szabo, Acting Director  
Villanyi ut 35-43, 1118 Budapest, Hungary  
Tel: (36-1) 185-0666 ext. 698/697/695, Fax: (36-1) 165-3374  
E-mail: gszabo@hemtc.zpok.hu

### LATVIA

#### Centre for Environmental Science and Management Studies

##### UNIVERSITY OF LATVIA

Raimonds Ernsteins, Director  
Raina blvd 19, LV-1586, Riga, Latvia  
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### POLAND

#### Environmental Management Training Center

Zbigniew Naklicki, Executive Director  
ul. Krzywickiego 9, 02-078 Warsaw, Poland  
Tel/Fax: (48-22) 253-852

### ROMANIA

#### Training, Information and Mediation Center for Eco-development

Adrian Georgescu, Director  
P.O.Box 13-40, 2000 Ploiesti, Romania  
Tel/Fax: (40-44) 116-549, Tel: (40-44) 118-457  
E-mail: timced@csd.univ.ploiesti.ro

### RUSSIA

#### Center for Environmental Training and Information

Dr. Larisa Strukova, Acting Director  
9 Pushkina Str., rm. 402, Ekaterinburg, 620219, Russia  
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#### Center for Environmental Training

Volgograd Branch, Russian Ecological Academy  
Tatiana S. Ananskikh, Director  
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### SLOVAKIA

#### ETP-Slovakia Foundation

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### SLOVENIA

#### The Institute for Environmental Management DREVO

Polona Blagus Smonig, Executive Manager  
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### UKRAINE

#### Environmental Education and Information Center

Vladimir Tikhii, Director  
P.O.Box 136, 254070 Kiev, Ukraine  
Tel: (380-44) 274-2417 or 2906563  
Fax: (380-44) 212-3597  
E-mail: eeic@gluk.apc.org

## PROFILE



Name: Environmental Management Training Center (EMTC)

Established: 1992

Type of organization: Non-profit, non-governmental

Staff: 3 full time persons: Executive Director, Training

Coordinator, Logistics Coordinator;

1 part-time accountant;  
5 interpreters on a contract basis, two of them with extensive expertise in health and environment related topics, experienced in written translation, consecutive and simultaneous interpretation.

Languages: English

Computer skills: Word for Windows, Excel

Number of trainers: Over 70

Contact address: 2, Sveta Sofia Street, 1000 Sofia, Bulgaria

Tel/Fax: (359-2) 802-428

E-mail: Dora.Iordanova@bulmail.sprint.com

Contact person: Vesselina Stoyanova, Acting Director

List of training courses and workshops delivered to date:

- Advanced Environmental Auditing
- Assessing Trends in Lead Exposure
- Chemical Emergency Preparedness and Prevention

- Community Environmental Action Program
- Developing a Community Integrated Waste Management Strategy
- Development of Project Preparation and Appraisal Capabilities
- Ecology of the Industrial Processing and Impact Assessment
- Environmental Auditing
- Environmental Economics
- Environmental Enforcement
- Environmental Impact Assessment
- Environmental Management and Economic Development
- Environmental Policy
- Grants Management
- Hazardous Waste Site Ranking
- How to Write Grants and Get Funding
- Instructors Training Course
- Integrated Solid Waste Management
- Introduction to Environmental Auditing
- Municipal and Utility Financing of Environmental Projects
- Occupational Health
- Public Outreach and Communication
- Raising Revenues to Fund Environmental Investments
- Risk Assessment
- River Basin Council
- River Basin Management
- Setting Priorities for Environmental Investments
- Waste Disposal Management

# What does it do for you?

Two groups of beneficiaries in Central and Eastern Europe can directly benefit from products and services of the EMTC Network.

The first group is formed by the leading environmental training institutions. This is a limited number of training institutions who play the key role in delivering environmental training in their countries. These institutions receive all project products and services free of charge. At present, there are 13 institutions in 10 CEE countries and their list is published on the previous page.

The second group consists of individual trainers, facilitators, course designers, training experts, and other interested individuals regardless of their institutional affiliation. Currently, up to 100 individuals from all around Central and Eastern Europe enjoy the benefits of membership in the EMTC Network which will be available to them free of charge until August 1996. After that, a fee will be introduced to recover the costs.

To fulfill its mission, the EMTC Network is working in the following four key project areas:

- Providing information
- Increasing visibility
- Facilitating exchange of experience and expertise
- Initiating international projects

## List of current products and services

In 1996, the current list of EMTC Network products and services expanded to include the following:

### A. Providing Information

1. Training, Management, Funding - as a continuation of the electronic Friday News, this service is an improved and expanded tool to transfer relevant training, management, and funding information to both groups of beneficiaries. The leading environmental training institutions receive all information immediately through the existing electronic Bulletin Board or fax, individuals are being mailed regularly on a monthly basis.
2. Insight - this quarterly newsletter will provide features, interviews, and columns on environmental training, trends, institutions, techniques and new developments in Central and Eastern Europe. First 8 page will expand to a professional publication for environmental trainers.

### B. Increasing Visibility

1. Internet services - this expanded version of a service already available in 1995 provides the most pertinent information on the EMTC Network and each member institution.
2. EMTCNET Digest - this is a monthly 2-4 page electronic e-mail newsletter distributed to a large number of EMTC Network partners and donors, informing about the news and exciting developments within the EMTC Network and reporting on the activities of the member institutions.

### C. Exchanging Experience and Expertise

1. EMTC Network Workshops - special meetings organized every six months for the leading environmental training institutions in Central and Eastern Europe to discuss priority issues.
2. Environmental Training Conference - an annual environmental training feast to exchange experience and expertise among environmental training professionals in Central and Eastern Europe, is tentatively scheduled for the end of 1996.
3. The Forum - this service provides the necessary platform for effective exchange of experience and expertise among the members. As the main vehicle, the existing electronic Bulletin Board is being used for the member institution, and a hard copy version is distributed to the individual members on a monthly basis.
4. Who's Who in Environmental Training in CEE - will be a directory of the EMTC Network members and will be published annually. The very first one is scheduled to appear in December 1996.

### D. Initiating International Projects

1. Partners - this service includes assisting member institutions in identifying suitable partners and facilitating international contacts which could result in new projects.
2. Projects - this special service will focus on identifying needs, securing funding, initiating and coordinating the implementation of training research and development projects involving member institutions as subcontractors or subgrantees, and individual members as experts. ■

## what & WHERE

### COURSE LIST

June–September 1996

#### ■ BULGARIA

##### Hazardous Waste Management

3-7 June  
EMTC

##### River Basin Management

18-20 June  
EMTC

##### Project Planning and Implementation

26-28 June  
EMTC

##### Risk Assessment

July\*  
EMTC

##### Air Quality Management

16-20 September  
EMTC

##### Hazardous Waste Site Ranking

23-27 September  
EMTC

#### ■ CZECH REPUBLIC

##### Toxic Release Inventory

17-19 June  
CEA

##### Pollution Prevention

4-7 June  
CPC/ICPS

##### Economics for Environmental Decisionmaking

18-21 June  
ICPS

##### European Union Environmental Policy, Regulations and Standards

September\*  
CEA

##### Communication and Public Outreach

10-12 September  
ICPS

##### Advanced Conflict Resolution

17-23 September  
CEA

#### ■ HUNGARY

##### Environmental Impact Assessment

3-6 June  
HEMTC

##### Environmental Risk Assessment

10-14 June  
HEMTC

##### Solid Waste Management

16-20 September  
HEMTC

##### Hazardous Waste Site Ranking

22-27 September  
HEMTC

#### ■ LATVIA

##### High Performance Teams for Sustainable Development

6-8 June  
ULEC/CESAMS

##### Environmental Systems and Sustainable Development

22-27 September  
CESAMS

#### ■ POLAND

##### Environmental Impact Assessment

11-14 June  
PEMTC

##### Chemical Emergency Preparedness

17-21 June  
PEMTC

##### Financing Environmental Improvements

September\*  
PEMTC

##### How to Write Grants and Get Funding

September\*  
PEMTC

##### Solid Waste Management

23-27 September  
PEMTC

#### ■ ROMANIA

##### Use of Computers in NGO Management and of the Internet for Communication and Information

end of June  
TIMCED

##### European Union Environmental Policy, Regulations and Standards

1-5 July  
TIMCED

##### European Union Environmental Policy, Regulations and Standards

September\*  
TIMCED

#### ■ RUSSIA

##### Water Quality Management

23-25 July  
CET

##### Environmental Monitoring

27-30 August  
CET

##### Soil Quality Management

17-20 September  
CET

##### Environmental Impact Assessment

23-29 September  
CETI

#### ■ SLOVAKIA

##### Public Relations for NGOs

September  
ETP-SK

##### NGO Strengthening in Legal Issues

September  
ETP-SK

##### Effective Communication, Negotiation and Conflict Resolution

September  
ETP-SK

##### European Union Environmental Policy, Regulations and Standards

September  
ETP-SK

##### Post-Diploma Study in Environmentally Friendly Restructuring of Industry

September  
ETP-SK

#### ■ SLOVENIA

##### European Union Environmental Policy, Regulations and Standards

September\*  
DREVO

\* date not yet announced