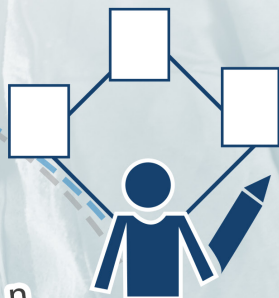




Inter-governmental International Organization  
**Colombo Plan Staff College**  
for Human Resources development in Asia and the Pacific Region



Training Manual on  
**RESULTS BASED  
PROJECT  
MANAGEMENT**





## Preface

This document is based on a collection of contemporary handbooks of training. It is intended to be a professional resource on training for TVET officers, faculty and trainers in the area of Project Management in the different TVET projects and programs implemented in the Institutions.

The purpose of this training manual is therefore to present the fundamentals as well as the modern concepts in a simplified and easily understood fashion how a training program be conducted in TVET on the abovementioned area that is becoming a popular endeavor in a growing economic society. However, so that creativity of the trainer or facilitator who will be using this manual will not be stifled, only specific topics and guidelines will be provided.

Project Development in the context of the TVET (Technical Vocational Education and Training) is a process initiated as a response to an identified need due to arising problems and needs in different programs and service delivery. To address these, the necessary interventions should be provided. TVET institutions indeed play a vital role in achieving the national targets and development goals. In order to write effective project proposals and formulate projects, understanding the phases of project development, methods of identifying projects, project development principles, concepts and procedures as well as developing the proposal using the project management standards must be taught to the planners, who are the managing and front liners of the different TVET Institutes.

Thus, the Project Development training manual intends to aid the delivery of an efficient training program for the trainers that will be the guide of the TVET Institutes in strengthening their planning capabilities, monitoring and evaluation and developing project proposals through project development. Lastly, this is to enliven the participants' interest and heighten their appreciation of the topic at hand, some attention is given to initiatives for activities that can be conducted during the program in the form of group discussions, tasks, ice-breakers and may include one-day forum or conference where successful Project Managers may be invited to share their journey in this respect.

Best of luck!

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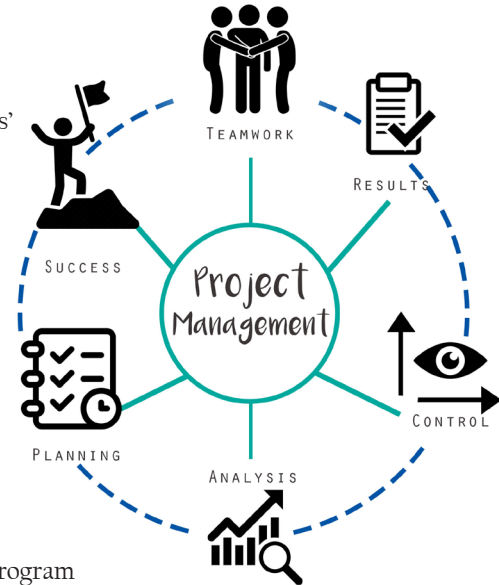
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# INTRODUCTION

Effective TVET Institutions or schools' project management is vital for the development of the TVET schools and the local community (Lanigan, 2015). This is because educational development itself is the result of consecutive successfully projects implementation. Hence, the TVET institution project management must be competently managed by a TVET Leader who has the knowledge and expertise in a Results Based Project Management.



This makes project management training program for the TVET leaders or administrators exceptionally important to enhance their skills and competencies in managing projects. It has been reported that many TVET Institutions' projects experience schedule slippages and cost overruns due to a variety of reasons. It is timely to respond to the different scenarios; a Results Based Project Management is designed. This is to train TVET Leaders/Project Managers to meticulously design and plan TVET Projects, effectively implement and professionally managed to achieve the objectives of time saving, cost effectiveness and functional performance.

The training program shows on how TVET institution projects has to be designed, planned, implemented, monitored and evaluated using appropriate project management tools and techniques. The training modules will also present some practical and relevant examples that can be benchmarked. Most of the discussions and topics focus on projects in TVET Institution settings, such as understanding stakeholders' interest in the project, developing a winning project proposal and effective strategies in planning, implementing, monitoring and evaluating of projects in the TVET Institutions. The program will also apply the different project management tools and techniques.

## OBJECTIVE OF TRAINING MANUAL

In general, this manual aims to provide information in planning and facilitating training workshop in the context of participatory processes towards developing skills in Results Based Project Management in TVET Institutions (Lanigan, 2015). Specifically, it provides:

- Learn the phases of project development, its principles, procedures, and concepts;
- Identify projects that address climate change and disaster risk problems;
- Identify methods applicable to the type of project; and
- Write a comprehensive project proposal/ concept note integrating the learning's from the other topics covered in the training.

## TRAINING PLAN

The training plan will outline who will deliver the training, and when and where the trainees need to go to receive the structured component of the training. A training plan must be devised prior to the delivery of any structured training (Kameenoui, et al, 2010).

Treat the training plan as a working document. It should be flexible enough to meet all your needs. Remember that you can talk about this with your colleagues or training organization you will be collaborating with at any stage during the training.

What to include in the training plan.

The training plan must specify the following:

- the competencies to be obtained
- the timeframe for achieving the competencies
- the training to be undertaken
- the delivery modes to be employed



- the details (when, how and how much) of the time allocated
- who is responsible for the delivery and/or assessment of each competency?
- assessment details and arrangements
- any other specific requirements to be met in accordance with the particular training if any.

The purpose of the design phase is to identify the learning objectives that together will achieve the overall goals identified. You will also identify the learning activities (or methods) you will need to conduct to achieve your learning objectives and overall goal/s.

The purpose of this manual is to guide trainers in designing a program on the topic of “Developing Skills in Results Based Project Management in TVET Institutions” . The benefit of learning this information is to create professional looking educational tools that will serve your trainees well. It is important to implement the information within this manual in order to move your trainees to optimal levels of performances.

## THE PROGRAM BOOK

The program book is a printed guide of meeting events, a plan of action aimed at accomplishing a clear training objective or objectives, with details on what work is to be done, by whom, when, and what means or resources will be used, and other pertinent information pertaining to the conduct of the training (Silberman, 1996). This guide is an adaptable resource to support trainers and trainees as they explore and engage with the topic at hand in Results Based Project Management in TVET Institutions that can be adapted to suit the learning needs and interest of the participants from teaching to supervisory in TVET. It is the responsibility of the trainer to prepare the program book from designing the cover page to appendices if any.

It is customary to produce the program book at least one week before the training commences and is reproduced for the participants after the approval of the Director General.

# COMPONENTS OF THE PROGRAM BOOK

## INTRODUCTION

The introduction leads the reader to a particular topic of discussion. It establishes the scope, context, and significance of the topic introduced by simply giving brief understanding and background information about the topic, stating the purpose of the program highlighting its potential outcomes.

A good introduction should identify your topic, provide essential context, and indicate your particular focus in the training session.



*Example:*

This theme paper will give further and important insights to all aspiring project officers or project managers to have clear understanding of what projects are. Comprehending the fundamental nature of projects leads to an understanding of the project management and project cycle.

## RATIONALE

The main purpose of this component is to rationalize why the topic is worthy of study. Introduce the topic with some indication of its inherent interest or importance, and a clear definition of the boundaries of the subject area.

In some instances, the **introduction** and **the rationale** may be merged depending upon the suitability of the trainer and can fall under one subtitle only.

## OBJECTIVES

A broad statement is usually needed about the long-term expectation of what should happen as a result of your program (the desired result). It serves as the foundation for developing your program objectives. Objectives are important as they provide

benchmarks and targets to aim for and performance indicators, which facilitate monitoring and measures for feedback and evaluation.

Objectives establish criteria and standards against which you can determine the program performance. You will need to identify objectives of the program to be able to evaluate it later at the end of the program. You usually need multiple objectives to address a single goal.

Criteria for writing the objectives: SMART attributes are used to develop a clearly-defined objective.

Attributes of SMART objectives:

- **Specific:** includes the “who”, “what”, and “where”. Use only one action verb to avoid issues with measuring success.
- **Measurable:** focuses on “how much” change is expected.
- **Achievable:** realistic given program resources and planned implementation.
- **Relevant:** relates directly to program/activity goals.
- **Time-bound:** focuses on “when” the objective will be achieved. Objectives can be process or outcome oriented.

*Example:*

### Objectives

This paper will identify the distinguishing characteristics and aspects to create a clear picture of the Results Based Project Management in TVET Institutions and capture his/her value to a firm or to a team.

Specifically, at the end of the training program you will be able to

- Learn the dynamics, definitions and processes in project management;
- Understand project concepts, project planning, project implementation and project evaluation as key phases in project management;
- Prepare project problem tree analysis, objective and solution;
- Design project proposal using the project log framework matrix; and
- Apply project management tools and methodologies for managing TVET programs and projects.

## TRAINING CONTENT

Our focus in this section will be on training sessions in which people are learning together. We'll deal with trainings of a 5-day nature. In general, this section will help you design the content of your training session -- a process done in the days and weeks and even months prior to your training session (Amersainghe, 2015).

A note of caution: Designing a training session is hard work, and if it's done well, it can be extremely rewarding. Before you get started, if you don't find the format provided herein that fits your needs exactly, consider adapting one in a way that will work for you. Our point is that organizing and running a first-class training session is enough work. You don't need to reinvent the wheel.

Because of the broadness of the coverage of the program, we encourage you to pick and choose from the ideas, instead of using every idea as is. That way, you'll be sure to design a training session that is ideal. The following topics are proposed:

Session Number	Topics Covered	Length of Session (hour/s)
1	Overview on Project Management in TVET	2
	Project and Project Management Cycle	3
	Stakeholder Analysis and Engagement	3
2	Problem Tree Analysis, Objective Tree and Alternative Analysis	4.5
3	The Project Logical Framework	4.5
4	The Project Budget and Scheduling	4.5
5	Overview of the Project Monitoring and Evaluation	4.5

## GROUP/INDIVIDUAL TASKS

As the training/workshop gets going, the trainer should be prepared to allow for any related discussion to flow. He or she may not need to intervene or contribute very much (Kameenoui, 2010). At some stage, however, there are several types of facilitation that could be required. Broadly speaking, the interventions that they will make will be directed either to the task of the group/ individual.

Ensure everyone is contributing and always keep the discussion or the lesson on track. When discussions are going on among the whole group (starting with the introductions at the beginning of each workshop or course), seat yourself and any co-facilitator, as part of the circle. When discussing a topic, especially when the facilitators wants the discussion to build among participants - with less direction from them- sitting as part of the larger group gives a non-verbal message that they are giving up their position of authority for a while to allow a more open discussion.

Small group work may be used within the workshop. There are three characteristics that need to be present for small group work to be effective:

### **There should be active participation from all the members of the group**

This should be established before small groups are asked to form. This is one very important way in which small group work differs from lectures or larger group discussions. Facilitators are able to oversee the process, across all groups, and provide a bit of a balancing influence: helping those who are reticent to contribute and helping others who are more voluble to leave some space for colleagues.

### **There needs to be a specific task**

Irrespective of the length of the small group task, this needs to be established and clear to all before the small group is formed. Everyone needs to be aiming to achieve the same thing from the group work – otherwise it is unlikely that the group will be able to work as a unit. The task may require someone to note discussions and to feed back to the larger group. Ensure that a person is nominated before the group starts its task.

### **There needs to be reflection**

This is crucial. The kind of learning that small groups can achieve goes deeper than just memorizing lists of facts or procedures. It arises from people's own experiences, and therefore tends to have greater meaning for people. Group members should be helped to think back over their own experiences, and

be prepared to share that with the rest of the group. This is the process of reflection. Allow sufficient time for participant to process their learning.

Note: Whether the task assigned to the participants is for an individual or group, just make sure that the task is to enhance the learning that took place, to strengthen the understanding of ideas and concepts or to clarify issues.

*Example:*

### GROUP TASK

#### List of Suggested Projects and Research for Results Based Project Management

##### Objectives

This task was designed for the participants to develop the project management tools for the effective project implementation.

Specifically, at the end of the training program, you will be able to

1. Recognize the concept of projects in the TVET Institutions
2. Develop project plan using different project management tools

##### Input

- Special lecture
- Theme papers 1-8
- Discussions and deliberations of issues and concerns

##### Task

1. Prepare Stakeholder Analysis/Assessment
2. Prepare Problem Tree and Objective Tree Analysis
3. Prepare and develop the Project Log Frame
4. Prepare Planning and Schedule Proposal for the Proposed Project
5. Prepare Evaluation Questions

##### Output

The draft Project Proposal and Plan

## SCHEDULE OF ACTIVITIES

A schedule is a plan that gives a list of events or tasks and the times at which each one should happen or be done.

You can use a schedule to refer to the time or way something is planned to be done. For example, if something is completed on schedule, it is completed at the time planned.

An example is shown below. You might like to design your own schedule of activities depending on your creativity. What is important are the activities, names of people responsible, time allocations, dates, etc.

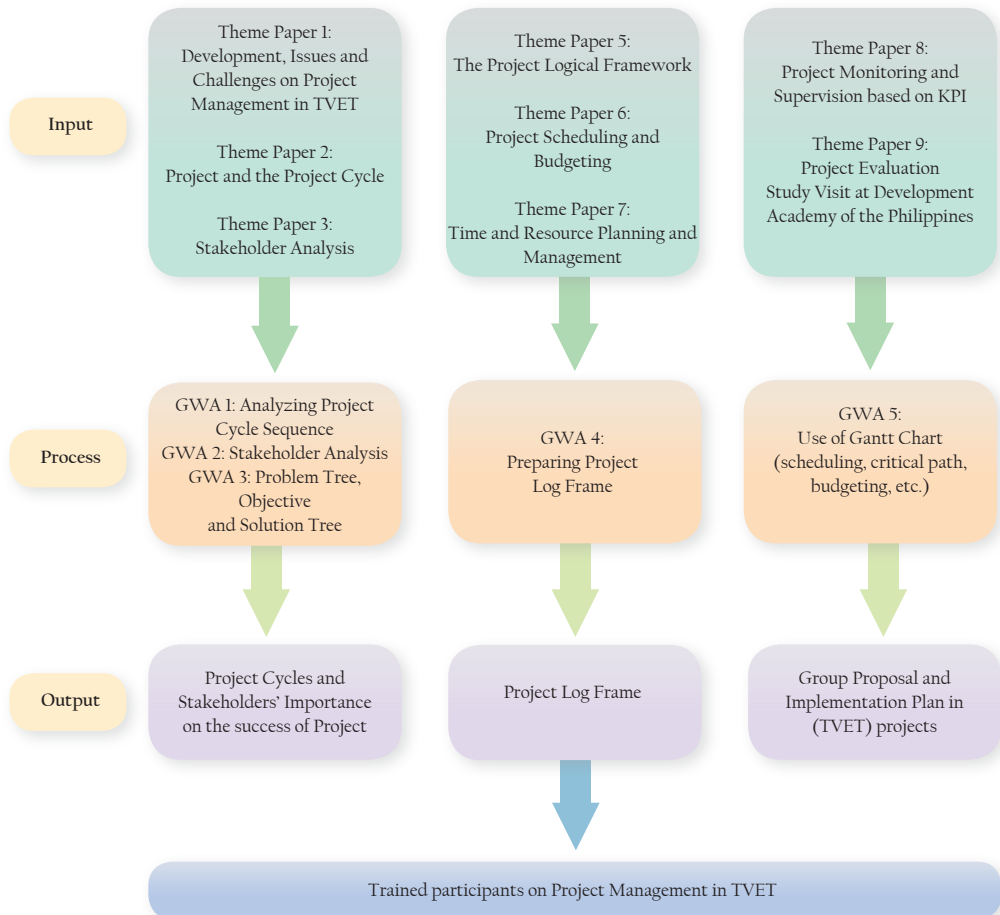
Day	9:00 – 10:00 A.M.		10:00 – 10:15 A.M.	10:15 – 11:00 A.M.	11:00 A.M. – 12:30 P.M.	12:30 – 1:30 P.M.	1:30 – 3:00 P.M.	3:00 – 3:15 P.M.	4:15 – 5:00 P.M.
Day 1	Opening Program	1.House Rules 2.Program Overview 3.CPSC Emergency Evacuation Plan 4.On Course Registration	A M S N A C K	Theme Paper 1: Development, Issues and Challenges on Project Management in TVET	L U N C H		Theme Paper 2: Project and Project Cycle	P M S N A C K	Theme Paper 3: Project Stakeholder Management  GWA: Stakeholder Analysis
Day 2	Theme Paper 4: Project Conceptualization and Project Problem Tree Analysis, Objective and Solution Tree Analysis			GWA : Problem Tree Objective Tree, and Solution Tree Analysis			Theme Paper 5: The Project Logical Framework  GWA : Preparing Project Log Frame		
Day 3	Theme Paper 6: Project Budgeting and Scheduling			GWA : Prepare schedule using Gantt Chart			Theme Paper 7: Overview of Project Monitoring and Evaluation		GWA : Prepare sample Monitoring Instrument
Day 4	Study Visit								
Day 5	Final Group Panel Presentation: Group Proposal and Implementation Plan in (TVET) Projects							Program Evaluation and Closing Program	

## TRAINING PROGRAM FRAMEWORK

Basically, a framework is a broad overview, outline, or skeleton of interlinked items which supports a particular approach to a specific objective/s, and serves as a guide that can be modified as required by adding or deleting items.

In general, a framework is a real or conceptual structure intended to serve as a support or guide for the building of something that expands the structure into something useful. Usually, the program framework is represented graphically using the Input-Process-Output model

### Input – Process – Output (IPO) Program Framework



## PROGRAM METHODOLOGY

Topics Covered	Learning Objective/s	Approach
Overview on Project Management in TVET	To develop understanding on Projects in TVET and how effectively managing them	Lecture/discussion in plenary using PowerPoint Presentations.
Project and Project Management Cycle	To develop understanding on Project and its management cycle	Lecture/discussion in plenary using PowerPoint Presentations.
Stakeholder Analysis and Engagement	To prepare stakeholder analysis matrix	Lecture/discussion in plenary using PowerPoint Presentations <b>Workshop:</b> Preparing Stakeholder Analysis Matrix
Problem Tree Analysis, Objective Tree and Alternative Analysis	To develop Problem Tree, Objective Tree and Alternative Analysis	Lecture/discussion in plenary using PowerPoint Presentations. <b>Workshop:</b> Preparing Problem Tree Matrix, Objective Tree and Alternative Analysis
The Project Logical Framework	To develop Project Logical Framework	Lecture/discussion in plenary using PowerPoint Presentations. <b>Workshop:</b> Preparing Project Log Frame
The Project Budget and Scheduling	To develop Gantt Chart	Lecture/discussion in plenary using PowerPoint Presentations. <b>Workshop:</b> Preparing Gantt Chart
Overview of the Project Monitoring and Evaluation	To develop Monitoring Instrument	Lecture/discussion in plenary using PowerPoint Presentations. <b>Workshop:</b> Preparing Sample Monitoring Instrument

## OUTCOME

### Training Program management

Training Management includes the personalities involved in the training program from planning to implementation. These are the program supervisors (CPSC and Local Supervisors, CPSC and Local Coordinators, CPSC and Local Resource Persons and Facilitators). Local Counterparts are included whenever training program is conducted outside of CPSC.



**Analysis of the training objectives for relevance, alignment, sequence and evaluation (Asian Institute of Management, 2017).**

This is an exercise which is not a component of the Program Book but is essential to be done to make sure your training program is well prepared. Here are questions that will aid you in the analysis.

1. What sequence should the objectives be achieved?

Usually, learning builds on learning. It may be useful to learn certain areas of knowledge and skills before learning new areas.

2. Will the objectives achieve the overall training goal(s)?
3. What are the best learning activities to achieve the objectives?

Do the methods match the participants' particular learning styles? Do the methods stretch their styles, too? Are the methods readily accessible? Do the methods take advantage of real-life learning opportunities?

4. Do the activities include ongoing reflections about learning?

The learners will benefit from regularly taking time to stand back and inquire about what is going on in the training, what are they learning and what, if anything, should be changed.

5. What results, or evidence of learning, will be produced?
6. Who will verify that each of the learning objectives was reached?

Ideally, the learning is evaluated by someone who has strong expertise in the areas of knowledge and skills required to achieve the training goals.

### 7. How will you evaluate the competencies of participants?

Think about facilities, technologies, personnel, special expertise, etc. You may want to update the “Budget”.

1. How will learners’ manage time and stress during the learning?
2. What costs will be associated with developing and implementing your plan?

## PROGRAM/COURSE EVALUATION

Training program evaluation is a continual and systematic process of assessing the value or potential value of a training program. Results of the evaluation are used to guide decision-making around various components of the training (e.g. instructional design, delivery, results) and its overall continuation, modification, or elimination. This phase of the training program in Results Based Project Management in TVET Institutions is usually done online. However, in the event that the internet connectivity is somehow poor, paper and pencil evaluation may be conducted.

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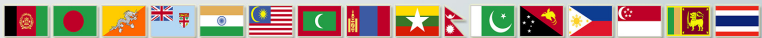


## *Shared Vision 2023*

*The Inter-governmental TVET Leader for Sustainable Development*

### *Mission*

*Transforming TVET towards Sustainable Societies through  
Outcome-Based Quality Training, Accreditation, Research  
and Image Building for stakeholders*



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