

**Achievement of Market-Friendly Initiatives and Results Program  
(AMIR 2.0 Program)**

**Funded By U.S. Agency for International Development**

**Jordan e-Government Project Management Training**

Final Report

**Deliverable for ICTI Component, Task No. 431.3.2  
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*This report was prepared by Kendall Lott, in collaboration with Chemonics International Inc., prime contractor to the U.S. Agency for International Development for the AMIR Program in Jordan*

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## 0 Document Control

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## 0.1 Document History

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0.1	Draft	13 June 2002
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## 0.2 Changes From Last Issue

Version	Status	Reviewer	Date
0.1	Draft	Tariq Mamood (EDS) Beth Rohde (EDS)	18 June 2002

## 0.3 Acknowledgements

N/A

## 0.4 Distribution List

Allan Gormley	EDS
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Reginald Miller	AMIR
Mahmoud Ali Khasawneh	MoICT

## 0.5 Referenced Documents

Number	Title	Reference	Note
	GOJ PM Training Materials	GOJ-PMO-RFRN-043-1.0	Appendix

## 0.6 Abbreviations

AMIR Program	Achievement of Market Friendly Initiatives and Results Program
BPR	Business Process Reengineering
GOJ	Government of Jordan
IT	Information Technology
LAN	Local Area Network
LOE	Level of Effort
MoICT	Ministry of Information and Communications Technology
PM	Project Management
PMO	Programme Management Office
RFP	Request for Proposal
SME	Subject Matter Expert

## 0.7 Glossary


## 1 Introduction

EDS presented the Project Management Training to participants nominated by Ministries and organisations of the Government of Jordan from Sunday, 9 June through Wednesday, 12 June. This report is to close the activities of the SOW issued by the AMIR 2.0 Program to EDS, and to report the successful meeting of the requirements stated.

It is the opinion of the EDS training team that the PM Training was successful in meeting course objectives, the objectives of the PMO, and that some knowledge and practical skills were transferred to the participants. All of the designed coursework was covered during the training, and participants provided feedback in three manners: orally during the training (with respect to the PMO, documented in this report), in the form of a personal skills inventory given prior to the initiation of training and at the end of training, and through a course evaluation which was collected by AMIR Program Personnel. The Course Evaluation responses have not been reviewed by EDS.

It is the perception of the EDS trainers that the training was smoothly executed, participation levels were very high, and that the facilities provided by AMIR were exceptional. No substantive Lessons Learned can be documented, in terms of requirements for corrective action, although minor corrections have been made to the training materials. However, additional themes were identified during the course of the training, and are documented below.

## 2 Requirements

For activity 431.3.2, “Establish PMO Processes,” an SOW for “Training Course Preparation and Delivery” was executed on 9 May, 2002. Per this SOW, EDS was to provide Project Management Training using a lifecycle approach, and covering the internationally recognised 9 Knowledge Areas of Project Management. Specific deliverables were to design and meet the objectives, provide a Course Manual, present the standard tools and methodologies of Project Management, teach using a relevant scenario to reinforce the training materials, and to provide and execute a course evaluation. Additionally, one day was assigned to “train the trainer” for the purpose of enabling PMO personnel to be able to execute the training in the future. All of these requirements were met.

### 2.1 Objectives

The goals and objectives of the training, as stated in the training pre-read and again presented during the course were:

#### **Goal**

Participants gain the knowledge and tools sufficient to help you monitor project managers, and participate in project management with confidence and skill

#### **Objectives**

- Gain a basic understanding of internationally recognised PM principles
- Gain knowledge of tools and approaches used by professional Project Managers
- Receive exposure to project management software
- Establish a working knowledge of PMO templates used for supporting project management

## 3 Content Delivery

### 3.1 Subject Matter

The delivery content of the training was organized into 7 sections:

1. Introduction to Project Management
2. Initiation Phase
3. Planning Phase
4. Execution Phase
5. Control Phase
6. Close Out Phase
7. Training Wrap Up

Each section introduced and explained the relevant and related processes of the 9 Knowledge Areas. The course was furthermore tailored to this participant group by the use of PMO templates where applicable and available, and by course design to cover the role that these participants will play as GOJ officials on e-Government projects.

### 3.2 Themes

The participants generated additional themes as the training progressed. These themes are documented here:

- Nothing is FREE! (Don't expect or ask for "free" things from the vendor—they always have a price)
- Don't Goldplate.
- Be involved in planning with the private sector PM.
- Worry about planning over control!
- Manage your stakeholders (given that there are ministries, delivery agents, and third party donors).
- E-Government is NOT about IT!
- There is no escape from government oversight (the requirements have to be addressed, now or later, but they must be addressed)

### 3.3 Train the Trainer

This activity was completed on Thursday, 13 June. The full set of training materials was delivered in both soft and hard copies to Ms. Amna Al-Kilani of the PMO. Additionally, a discussion of the method of training design (with the exposition of the control documentation developed), Lessons Learned, and "hints" with respect to documenting learning that is achieved during a training exercise) was held on the same day.

## 4 Feedback

### 4.1 Analysis

The feedback the instructors received personally from the participants was in all cases positive, with participants indicating variously, that they had learned specific things, were glad to have a context for the work they already performed, and appreciated the style and approach from the instructors. The Skills Inventory that was taken before and after class provides data that indicates participants perceive that they had improved their knowledge of project management. Ms. Al-Kilani reports satisfaction in the transition of the information for instruction. Specifically, she indicates comfort in her ability to execute the Project Management training in the future.

The Skills Inventory was a tool for self-reporting of Project Management Knowledge. Sixteen characteristics were self-reported—28 participants took the pre-training inventory, and 23 took the post-training inventory. Scores were based on a scale of 1-10 with “1” meaning little or no knowledge, and “10” meaning expert level knowledge. The pre-and post-training mean scores are given below:

Topic	Pre-Training Mean Scores	Post-Training Mean Scores
Integration Management	5.10	7.47
Scope Management	5.96	8.47
Schedule Management	6.82	8.47
Cost Management	5.14	8.08
Quality Management	6.39	8.08
Human Resource Management	6.49	8.69
Communications Management	6.53	8.60
Risk Management	6.60	8.08
Procurement Management	5.5	7.39
PM Tools, Formula, Methodologies	5.10	7.91
Project Initiation Processes	5.71	8.47
Project Planning Processes	7.00	8.43
Project Execution Processes	6.39	8.52
Project Controlling Processes	6.25	8.43
Project Close Down Processes	5.78	8.73
Project Management Software	5.92	8.60
<b>Total Mean</b>	<b>6.04</b>	<b>8.27</b>

### 4.2 Requests from Participants

The Training Participants raised a number of requests during the training:

- Provide the materials on CD-ROM to all participants
- Provide additional regular meetings of the participants
- Provide additional training specifically on the interaction of the project management activities and the PMO
- Allow private sector Project Managers to attend with their GOJ counterparts any additional training on the templates or processes with the PMO
- The PMO Charter specifically needs more explanation, and should be discussed in a group setting
- The PMO needs to establish that in e-Government RFPs, vendors should provide planning as part of their deliverables (The GOJ Project Managers feel that they cannot be part of the planning, as it is considered complete at the point of contract signing)

## 5 Lessons Learned

No substantive Lessons Learned can be documented with respect to the delivery of training, in terms of requirements for corrective action, although minor corrections have been made to the training materials. However, two lessons learned are worth noting:

1. Gap in the expectation and reality of the participant skills and knowledge.  
The training was designed as an introduction to novices in the area of Project Management. Additionally, it was expected that many of the participants would effectively have no real idea as to why they were selected for the training, would know little about e-Government projects, and would have insufficient, or minimally sufficient English skills. The reality of selection of participants proved, happily, completely incorrect. Most were mid to senior level civil servants, well aware of e-Government projects, with sufficient skills or full proficiency in English, and with experience or knowledge of Project Management. In some cases, participants had very specific and specialized knowledge of the project management tools and software. One participant is himself an instructor of Project Management training. The impact of this was that the course design may have been too simplistic for some of the needs of some of the participants. In the future, to the extent possible, this disconnect between targeted and actual audience skills should be anticipated during the training Scoping Phase.
2. Level of Effort for Course Design.  
EDS estimates for the design and deliver of this style of training were initially: 7 days for Master Instructor course design and preparation, 3 days each for Master Instructor and SME to complete the coursework preparation. As indicated by the approved SOW, AMIR program estimates were similar, varying only by one day (6 days for Master Instructor effort). Actual LOE were 8.5 days for Master Trainer design efforts, and 3.5 days each for the joint development with the SME. For tailored coursework design, underestimation of effort can pose a problem, and should be considered thoroughly in the future.

## 6 Next Steps

- EDS recommends that MoICT provide the following, consistent with the feedback provided by the participants:
- Provide the training materials on CD-ROM as part of outreach
- Hold additional meetings with the participants (perhaps sponsored on a rotational basis by each Ministry) to discuss current progress and status of e-Government
- Hold a training with these same participants once the process linking the Project Management activities and the PMO in its support and oversight role are documented
- Hold additional PM training courses with new PMs as additional Ministries identified for e-Government projects
- Hold specific education sessions on the use of templates and the linking processes to the PMO that include both GOJ PMs and their private sector PM counterparts
- Hold BPR, CM and Performance Management Training/Education sessions with these same participants as these processes are developed and incorporated into the e-Government PMO's processes

## 7 Appendix

Softcopy of all Coursework Materials, including, presentation slides, pre-reads, and handouts. These were placed on the AMIR Program's LAN on Monday 17 June, 2002.