

# Project Management Business Digest March 2014



## **Project Management Competence Development for Professionals and Nations**

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### ***Editorial - Developing Competence in Project Management Professionals***

*There is a global demand for competent project managers. They are so important that they could be used for achieving competitive advantage in the management of corporate strategy. Project managers are major contributors to the realisation and implementation of economic development plans, whether short term or long term, as they manage the processes that convert national strategic plans into infrastructure, products and services.*

*Competence in project professionals does not just happen. It has to be acquired. Training breeds competence. Well-trained professionals are equipped to perform their job functions at the highest possible level of efficiency and less likely to make errors that negatively affect business performance. Planned and structured training, continuous professional development, and diligence are essential ingredients for the development of competence in professionals.*

*One of the methodologies for training and developing competence is the use of a competency development framework. The framework outlines specifically what professionals need to do to be effective in their roles. It also enables the quality of skills being acquired to be assessed, guided and certified as necessary.*

*Development of competence in a professional is an ongoing process and not a one-off event. The professional has a responsibility to develop their competence. Organisational managers need to develop systems and structures that will provide opportunities for continuous competence development in their professionals.*

*It is not sufficient to organise courses, it is important to determine how the skills acquired in the courses are being used. How do such skills impact on the performances at work of the professionals? Indeed, before any training, it is necessary that there is a clear description of the skills to be acquired and the measurable or discernible impact they should make on the job. It becomes questionable whether it is a wise business decision to invest on training if no efforts are made to monitor and evaluate how it has affected the on-the-job performance of the trained professional.*

*The glowing end-of-course assessment made on feedback forms by the trainees to the course instructor is not as important as the actual job performance report of the trained professional. With such a report, the customer should be able to determine the effectiveness of the training. Also, the instructor should be able to amend the contents of their courses to tailor them to meet the needs of the customer. Without such a feedback and the adjustments, the benefits of training remain undetermined. More importantly, the contribution of the training to the development of competence in the professional becomes nebulous.*

## **2. Project Management Competence Development for Professionals and Nations**

### **Introduction**

Twenty percent of the world's gross domestic product (GDP), or more than \$12 trillion is spent annually on projects. This is as reported by the Project Management Institute (PMI) in a write-up featured on their website in March 2014 entitled: "What are PMI Certifications?" The write-up introduces their various certifications. This figure of the annual costs underlines the importance of projects and project management in the global economy. In the same

article, they stress that there is a great demand for knowledgeable project managers. Such project managers are competent professionals.

In this write-up, we shall seek to answer the following questions:

2.1 Necessity for competence in project management

2.2 Importance of Project Management Competence Framework

2.3 Competence Development Framework in the project management profession

2.4 How can an individual develop competence?

2.5 How can organisations and nations develop competence in their project management professionals?

2.6 Concluding Summary

## **2.1 Necessity for Competence in Project Management**

### **I. A Tool for industrial competitiveness**

The temporary nature of projects gives the flexibility that makes them suitable strategic tools. In order to survive in a competitive market, many organizations use projects to achieve competitive advantages. One of such competitive advantages is having competent project managers.

### **II. Global demand for project managers**

Projects are tools for translating strategic decisions taken in corporate boardrooms and national government executive meetings into products and services to meet the economic, political and social needs of relevant communities. Besides, at the very rudimentary level, a project could be used by an individual to accomplish defined objectives. In effect, from the top echelons of national governments and businesses to the mundane personal level, projects prove to be an inevitable tool necessary for the cost-effective achievement of desired goals and objectives. In national, industrial and commercial projects, knowledgeable project managers are required to achieve these goals. There is therefore much demand for such managers. This is emphasised by the Society of Human Resources who observed that there is a great demand for knowledgeable project managers. This need is accentuated further by the fact that many skilled project managers are going on retirement. This reportedly affects 64% of organisations worldwide.

## **2.2 Importance of Project Management Competence Framework**

Its importance is discussed in the following sections.

### **I. Facilitates structured development of project managers**

There is the necessity for a competence framework for training and developing national project managers. The current situation in which individual professionals work hard, sit and pass various international project management certification examinations and then try to practise as project managers is commendable to the individuals but not good enough for the country. It is essential that a national framework for training and developing project managers be established and made operational. Such a framework should help to define and certify the quality and contents of their experience. As we briefly examine the frameworks in various countries, we shall appreciate the need for a structured programme for the development of competence in our project management professionals and practitioners.

## **II. Competence development structures in other professions in developing countries**

It is relevant to observe that in some developing countries, some professional organisations have procedures for building and ascertaining the competence of their practitioners. In Nigeria for example, there are a number of professional organisations which have instituted such arrangements. In the engineering profession, there is the Council of Registered Engineers (COREN) which examines and certifies engineers for competence, registers and authorises them to practise. Architects have their Nigerian Institute of Architects (NIA). Other organisations which help to train and certify the competence of their professionals, and register them include the following: The Nigerian Institute of Quantity Surveyors (NIQS), Nigerian Institute of Building (NIOB), Institute of Chartered Accountants of Nigeria (ICAN), Nigerian Medical Association (NMA) etc. Recently, a not-for-profit organisation, Nigeria Association for Project Management (NAPM), has been formed. It should be helpful if the Nigerian Federal Government will consider it necessary to empower the association to work for the benefit of project management just as it has empowered COREN, NIQS, etc., to work for the relevant professions.

## **III. Importance of project management framework in developed nations**

Using the UK as an example, the importance of the framework includes the following:

- According to the UK Engineering Construction Industry Training Board (ECITB), the competency framework outlines specifically what people need to do to be effective in their roles and it clearly establishes how those roles relate to organisational goals and success. The ECITB Competence Framework is essential for the development of the infrastructure of major economic sectors, through the design, project management, construction, installation, testing, commissioning, maintenance and decommissioning of plant across sectors, including: project orientation, project requirements and objectives, scope and deliverables, leadership, assertiveness, negotiation, control and reporting, risk management and ethics.

- The framework can benefit organisations as a “one-stop shop”. To achieve this, key requirements common to each industry were identified and addressed, providing a relevant representation of in-scope companies’ needs. The industries include: Oil and gas (on and offshore), power generation, nuclear waste reprocessing, steel and metal, processing and manufacturing, brewing and distillation, pharmaceuticals production, chemical, food, water, environmental, cement, glass, paper, petrochemical and others.
- Within such a diverse group, it should be expected that some competencies are considered unique to their own industries. However, efforts have been made to develop a model of a consistent, coherent structure for assessing the generic capabilities of current and prospective project managers. This model fits with, and supports other internal frameworks used by ECITB associated organisations.

### **2.3 Competence Development Framework in the project management profession**

We shall consider the framework in developed countries and organisations in developed countries.

#### **I. Competence Development Framework in developed nations**

Without being overly partisan in our assessment, we suggest that the demand for competent project managers in 64% of organisations, alluded to earlier in this article, has been identified mostly in developed nations than underdeveloped countries. For example, in the US, UK, Canada, Australia and other developed nations, the necessity for competent project managers is recognised so much that they have developed frameworks and/or structured programmes for training their project managers. We shall touch on two of the competence development frameworks in this article. However, this recognition and quantification of the demand for competent project managers cannot be said to be true for developing countries. The reason for such a definitive uncomplimentary statement is that the system and professional structures for development of such project managers and monitoring their performance and availability have not been developed and made operational in the underdeveloped economies of developing countries.

#### **II. Absence of Competence Development Framework in underdeveloped nations**

Oil and gas, gold, diamond, and other natural resources abound in various developing countries for which a beehive of project management activities are ongoing. Also, the development of major infrastructure such as roads, including essential industrial plants such as power generating stations including transmission and distribution systems, factories,

chemical plants, refineries, and others, is undertaken all the time in developing countries. For each of these activities, qualified and knowledgeable project managers are required. It is a bane of the underdevelopment of these countries that most of the major companies involved in such constructions and operations are foreign. Even when the subsidiaries are based locally in such countries, they remain subordinates. This observation is not supposed to be an indictment of the current practice in industrial management and governance but an observation of the situation as it exists. Further, it underlines the fact that for economic development of underdeveloped countries, there is a crying need for the structured training of indigenous project managers.

## **2.4 Development of competence by an individual professional**

Development of competence in a profession is not a one-off event; it should be continuous even after a level of proficiency is attained. It does not stop at this because it has to be ongoing. It is the responsibility of the professional to work on their continuous development because they need to improve their skillset in line with changing advancements of knowledge in their profession. Achieving competence requires a continuous professional development process. Through such a process, project managers not only would be ready for more challenging complex projects, but also they could widen and deepen their competencies.

**I. Entry into the competence development process:** The individual entry point into project management profession has been firstly to complete the education that will help launch them into their profession. The next step is to secure an appropriate job from where they can develop their career in project management. After some years of experience, they apply and prepare to sit for the certifying examination, provided their application for the examination is accepted. The individual is recognised as a certified professional following success in the examination. With this, continuous professional development activities should be embarked upon to maintain their certification and also enhance their competence.

Continuous professional development opportunities are often made available in professional organisations. In their regular periodic international conferences and congresses, project management organisations provide short courses that are used to teach and bring up to speed their professionals on technological advancements and best practises in the profession. It is essential that a professional interested in continuously developing their competence attends such conferences and seminars regularly.

## II. Online Project Management Training and e-Courses

For busy project managers and professionals who cannot attend classroom courses, consulting and training companies organise online courses to meet their training needs which include the following:

- To provide effective online and classroom courses for persons to prepare them for sitting and passing various PMI certification examinations as they require.
- To conduct training in various aspects of project management in order to enhance the skills of participants.

### 2.5 Development of Competence by Organisations and Nations

It may be necessary to review the competence framework in some organisations and developed nations with a view to taking away information on practices that we could embark on as developing countries for the development of our nationals as competent professional project managers.

#### I. The PMI Project Manager Competency Development (PMCD) Framework:

The framework was first released in 2002, to provide both individuals and organizations with guidance on how to assess, plan and manage the professional development of a project manager. It serves as a reference tool for project managers and their superiors, as well as for those responsible for the identification or development of project managers, such as educators, trainers, consultants and human resource professionals.

In keeping with their advertised intention of helping the profession remain current and competitive, PMI updates the framework periodically as part of the planned evolution of its standards documents. The framework serves the following purposes:

- It provides general context for the definition, assessment and development of a project manager's competence.
- It outlines the key dimensions of project management competence and identifies those competencies that are most likely to impact a project manager's performance.
- It defines a project manager's competence as consisting of three separate dimensions as follows:

**Knowledge** – what a project manager knows about the application of processes, tools and techniques in project activities

**Performance** – how a project manager applies project management knowledge to meet project requirements

**Personal** – how a project manager behaves when performing activities in a project environment

**Features of the framework include the following:**

- In order to be recognised as competent, a project manager must satisfy each of these three dimensions. PMI explains that an individual can demonstrate knowledge competence by success in a professional certification examination such as the Project Management Professional (PMP®) credential. Since the elements of knowledge competence are contained in the PMP® Examination Specification, the PMCD Framework focuses on the assessment of Performance and Personal competencies.
- The framework is designed to provide both individuals and organisations with guidance on how to assess, plan and manage the professional development of a project manager who has demonstrated the required knowledge, skills and experience by fulfilling the three dimensions defined in the project management competency framework.
- It is designed to cover a range of competencies needed by project managers and to apply generically, regardless of the nature, type, size or complexity of the projects being managed. The broad nature of the standard is necessary to ensure that project management competence in individuals is transferable across industries and that industries and organizations can use the PMCD Framework to develop industry and organization-specific competence models.
- The framework includes a section outlining the creation of an organizational Competence Development Process, which can be used for the continuous evaluation and development of project management competency for individuals within an organization. The section provides example illustrations and suggestions on ways to tailor a Competence Development Process to an organization's industry or technology-specific requirements.
- It is advisable to obtain a copy of the document for further reading and in-depth study.

## **II. IPMA, APM, and AIPM Competency Standards and Framework for Organisations**

From time to time, and from a project to the next, professionals should develop their competencies and enrich their experiences, skills and knowledge from one level to the next. Based on International Project Management Association (IPMA), Association for Project Management (APM), and Australian Institute of Project Management (AIPM) Standards,

candidates would have enough motivation to increase their competencies and grow to higher competency levels. Using continuous professional development program, candidates can upgrade their knowledge and skills and increase competencies from “project practitioner level” to project manager level or from project manager level to project director level. Continuous professional development program proposes a “best practice” for growing personnel to be at the highest level of management. Considering that “competency” varies with time and place, or in the other words, organisations and individuals in different times and different phases of a project require different competencies; through such a continuous professional development program they can fulfil this requirement.

In IPMA and APM standards, a competent manager is the one who has enough knowledge and experience in three categories of Technical, Behavioural, and Contextual Competencies. In AIPM Standard and PMCD Framework, a competent manager is a person with enough knowledge and experience in Project Management area. In AIPM Standard and PMCD Framework, assessing candidate’s knowledge in project management area is straightforward and can be measured by using some tools such as the PMP examination.

### **III. Development of Competence Framework in Advanced Countries**

We shall touch briefly on examples in the UK and Canada.

#### **In the UK**

The Project Management Competence Framework has been prepared by the Engineering Construction Industry Training Board and given the title: Engineering Construction Industry Project Management Competence Framework. Since the 1990s, performance based competence standards have been developed as part of national qualifications frameworks. The simultaneous use of project management (PM) related standards within the UK and growing levels of interest in development of PM competence provided an ideal opportunity for an industry-wide review and development process that would ensure compatibility between nationally endorsed standards. This would provide a basis for rationalisation of skill requirements and a rational framework for use in an increasingly global workplace. Given that the standards need to be relevant to, and used by industry, it is important that the needs of business be recognised and addressed.

PM professionals perform a vital role in helping to deliver essential organisational initiatives successfully to time, budget, quality and benefit. They are key to providing a solution to ongoing economic constraints that are likely to be faced by many sectors, and it is important

that every effort is made to ensure that there are the very best professionals managing or working on UK projects.

There is a chart tabulated below which details recommended training level requirements for the ECI based on a set of differing criteria. One or more category should normally apply to meet the need for training at that level. The chart was developed as a “guide” for industry and individuals to the skills levels used in the ECI Competence Framework, accepting the International Project Management Association (IPMA) levels as relevant representation of the ECI member body. The IPMA is the global standard to which many project based organisations align their competencies, and project management structure and terminology.

### The Engineering Construction Industry (ECI) Project Categorisation Chart Guide

Factors	IPMA Level A (Project Director)	IPMA Level B (Project Managers) complex projects	IPMA Level C (Project Managers) non complex projects	IPMA Level D (Project Engineers)
Experience	>10 Yrs (min 5yrs portfolio mgt, programme mgt or multi-project mgt; of which 3 yrs in responsible leadership function)	5 to 10 Yrs (min 3 yrs in responsible leadership functions of complex projects)	Up to 5 Yrs (min 3 yrs. Currently responsible for leadership functions of projects with limited complexity)	0 Yrs (advantage if candidate has applied project management knowledge to some extent already)
Team size	>100	20 to 100	<20	n/a
Project type	Multiple/ multi-centre /complex	EPIC	Day rate or Eng only	n/a
Project Timescale / Duration	3 years +	1 to 3 years	<1 year	n/a

Level A - Project Director

Level B - Project Manager (complex projects)

Level C - Project Manager (non-complex projects)/Senior Engineer

Level D - Project Engineer/Project Lead

**The Competence Framework:** It is not necessary to reproduce the whole framework. What has been done is to show some of its rows and columns as contained in the table below.

<b>Systems &amp; Processes (SP)</b>		<b>IPMA Framework</b>			
Units of Competence - 25		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
SP1	Project Programme and Portfolio Implementation	4	3	2	0
SP2	Legal: Competence to ensure appropriate project contractual arrangements	4	3	3	0
SP4	Project Appraisal: Feasibility study process, including the financial and other aspects associated with a development appraisal, etc.	4	3	3	0
SP6	Contract Procurement: Process where the buyer and seller review the contract and work results to ensure that the results match the contract	2	3	3	0
SP10	Scope & Deliverables: Competence to define project's defined scope; what constraints and assumptions exist and do not exist;	4	3	3	2
SP19	Cost & Financial Management: Project cost control activities that include the operation of project control systems, the collection of data and the preparation of specific cost reports.	4	3	3	2
	<b>Leadership</b>	<b>IPMA Framework</b>			
	Units of Competence 33	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
L11	Negotiation: Use a range of negotiation styles to	3	3	3	3

	ensure the successful conclusion of the project and satisfy the needs of the client.				
L25	Quality Management: Commitment to the use and control of quality management, at all stages of the project's implementation,	3	3	3	3

### **Features of the Competency Framework**

- The competency framework outlines specifically what people need to do to be effective in their roles and it clearly establishes how those roles relate to organisational goals and success.
- Using the competency tool allows employees to understand clearly the behaviours that organisations particularly value and require, in order to achieve both their business and personal objectives.
- In addition to individual use, the competence tool can also be utilised by an organisation as a training-needs analysis tool, offering an effective way to identify gaps between the skills business needs and those of employees. By gathering information, one can identify areas where employees could improve their performance. This is invaluable for ensuring that money is spent on training that will help the business to achieve its objectives, evaluate who to train and how best to reach them.
- The competence tool can benefit organisations by the means of a “one-stop shop”. Key requirements common to framework were identified and represented, providing a relevant representation of in-scope companies’ needs.

### **In Canada**

This section touches on the core competencies, or basic skills, required by a person managing an information technology (IT) project in the Canadian federal government. The framework states that managing an IT project unites three basic knowledge areas: general management, project management and IT management. This is because their framework posits that project management requires the three areas of knowledge for the following reasons:

**General Management:** To ensure proper management practices.

**Project Management:** To ensure quality project process and results.

**IT Management:** To create or acquire quality IT product.

It explains the necessity of knowledge in the three areas as follows:

- The PM must have skills in **general management**. Skills such as leading, negotiating, communicating, team building and so forth are necessary in any management position.
- The PM must understand generally accepted **project management** skills, such as managing project scope, time, cost, quality, etc.
- The PM of an IT project must have the **IT management** skills, such as lifecycle phasing, estimating, constructing software, etc.

### **The Roles**

The Treasury Board of Canada Secretariat defines three roles in the management of IT projects: project sponsor, project leader and project manager.

For small projects, these roles could be assumed by two people or even one person. These responsibilities are summarized below.

#### **1. The project sponsor:**

- Ensures that the department understands the value and importance of the project.
- The sponsor is typically a senior official in the organization responsible for the business function that the project will support.
- Ensures the release of funds.

#### **2. The project leader:**

- Has overall responsibility for the project
- Accountable for all external and internal aspects of it.
- Typically a senior departmental official.

#### **3 The project manager:**

- Responsible for achieving project objectives within time and budget.
- Performs the day-to-day management of the project.

These roles are the basis of the following five target groups for whom training must be developed: project sponsor, the project leader, project manager master (PM master), project manager professional (PM professional) and project manager intern (PM intern).

### **Proficiency levels**

The skills required are summarised for each position:

The **PM master** requires a high level of project management knowledge and experience, attained after managing many projects for a number of years.

The **PM professional** requires a moderate level of project management knowledge and experience, attained after managing a few projects for a few years.

The **PM intern** requires a basic level of project management knowledge and experience, attained through training; no previous project management experience may be required.

**Competency levels**

We highlight some examples:

<b>General Management</b>					
<b>PM Levels</b>	<b>Project Sponsor</b>	<b>Project Leader</b>	<b>PM Master</b>	<b>PM Professional</b>	<b>PM Intern</b>
<b>Judgement:</b> Use appropriate strategies to achieve objectives and make sound decisions irrespective of situation, issues and persons involved.	5	5	5	4	3
<b>Initiative:</b> Actively attempt to influence events. Seek opportunities to originate action. Take action beyond explicit requests and approach work in an optimistic manner. Be a self-starter.	5	5	5	4	3
<b>Project Integration Management</b>					
<b>PM Levels</b>	<b>Project</b>	<b>Project</b>	<b>PM</b>	<b>PM</b>	<b>PM</b>

<b>Core Competencies</b>	<b>Sponsor</b>	<b>Leader</b>	<b>Master</b>	<b>Profes- sional</b>	<b>Intern</b>
Select the appropriate mix of projects for the time period to fit in with business and organizational needs.	4	4	5	3	0
Create a coherent, consistent project plan that takes into account all aspects of the project.	2	2	5	5	2

For details of the framework, interested person should obtain the full document discussing the framework.

## **2.6 Concluding Summary**

Projects are essential in industry and other areas of the global economy as they are tools for translating strategic decisions into products and services to meet various economic, political and social needs. There is a global demand for competent project managers. They are so important that they could be used for achieving competitive advantage in the management of corporate strategy in business. Project managers are major contributors to the realisation and implementation of economic development plans, whether short term or long term, as they convert national strategic plans into infrastructure, products and services.

It is therefore a national responsibility to facilitate the development of competent project management professionals. One of the approaches for training and developing competence in the professional is through the use of a competency framework. The framework outlines specifically what people need to do to be effective in their roles and it clearly establishes how those roles relate to organisational goals and success. Among other benefits, it enables the ascertainment and the quantification of the quality of skills being acquired by the developing project managers.

Given the necessity for competent project managers, it is important that individuals, organisations, and governments, especially in developing countries, should invest in a structured approach for the development of project management. Developing competent project managers should help facilitate our economic development because it makes business

sense to invest in professionals who will work diligently and competently to facilitate our national economic development.

### **3. Cultivating Competence in Organisational Professionals through Training**

#### **3.1. Training breeds competence**

Well-trained employees are equipped to perform their job functions at the highest possible satisfactory level and less likely to make errors that negatively affect business performance. Not surprisingly, many of America's most profitable and highly regarded businesses (Verizon, Microsoft, Best Buy Co., Intel Corp., etc.) also ranked highly in the training poll, meaning they boasted the best training infrastructure, the highest training budgets (both as a figure and a percentage of payroll), and the most trainers. *Training Magazine's* 2011 report on the Training Top 125 revealed a median training budget of 2.9 per cent of payroll among all applicants. The top performers in the report, however, typically contributed closer to 7 per cent.

#### **3.2. Regular Quizzes**

One way to ensure employee competence is to build regular customized quizzes that could be modified on the fly, and improved on the basis of current, relevant feedback. This ensures that questions are always relevant and applicable, and because questions are randomized and pulled from a larger database, employees always face a new subset of skill- and competence-building scenarios. Analytics can then be assessed, analysed and rolled into revised training programs to achieve continual improvement.

#### **3.3. Continuously Improving Training Programmes**

There should be facilities for adjusting training programmes to eliminate weaknesses as well as account for opportunities for improvement. Interested employees should be encouraged to submit 'change requests' and suggestions to help improve the integrity of training programs. Implementing such changes could ensure continuously improving integrity and performance of their training programs, from the bottom to the top.

#### **3.4 Training – Not an Optional Extra**

In many organisations, training is considered as an optional extra or as an afterthought or simply something to be fulfilled to meet corporate, regulatory or standards-driven requirements. However, streamlined training management represents the greatest opportunity for companywide continuous improvement, across all processes and through all departments.

Though investments in training tend to slip in the face of economic uncertainty, best-in-class companies know that training spells success. Managers should seek to employ training methodologies which present greatest opportunities for continuously improved business performance, boost employee morale, and achieve actual, measurable employee competence. As project managers, our overriding objective should be to produce our project deliverables to the satisfaction of our customers within budget and on time. To achieve this, among other requirements, we need a competent workforce consisting of committed and knowledgeable project teams and project managers. Irrespective of the enthusiasm or zeal of the project team and the project manager, if they are not knowledgeable on the project, they will not succeed. This is why training is essential. Notwithstanding the sophistication and cost of the technology in use, no project team can deliver success if they are not well trained on the technicalities and technology of the project software and processes. Sadly, many organisations consider training as an optional extra, yet everyone looks up to a project team to succeed. This is just as good as eating our cake and expecting to have it. Briefly put, we need to invest in training in order to reap the dividends of project success.

**Necessity of after-training performance evaluation:** After training, on-the-job evaluation is essential for successful training investments. The whole objective of training and courses is to equip trainees with skills to enable them to do what they could not do before the training, and improve on what they normally do. Training is considered successful if the trainees are able to apply successfully the behaviour, knowledge, and skills acquired in the training to their job, with a resulting improvement in job performance.

In the real world of corporate operations, trainers have little or no control over the learning process once the employee leaves the classroom and it is impossible for them to measure the outcomes. While the training might be top-notch and the feedback could also be great in the classroom, if people cannot apply what they learn on the job, then the training has failed.

**In effect, the problem is not just the training; it is what comes afterward.** The biggest challenge for most organizations is what happens *after* the training. With training still seen as an isolated event, supervisors and even learners are slow to accept responsibility for creating an ideal environment for learning transfer. In today's competitive world, businesses want employees back on the job after training. If the full benefits of the training are to be reaped, managers of organisations that purchase training have to ensure that they have clearly worked out how the knowledge and skills acquired in training can be applied. This will help evaluate the impact of the training on their operations. Training for the sake of it, without clearly spelt

out method for evaluating the impact of the training, will not guarantee the benefits of the training, and that the investment of funds and resources has been efficiently utilised.

### **Acknowledgement**

This article has been adapted from articles by Intelx Technologies Inc and by Carol Leaman is the CEO of Axonify Inc., a next-generation e-learning company that combines game mechanics with brain.

## **4 Hybrid Online and Classroom PMI Certification and Project Management Courses**

**Training breeds Competence:** Well-trained professionals are equipped to perform their job functions at the highest possible level and less likely to make errors that negatively impact on business success.

### **Objectives**

- To provide effective online and classroom training for persons in the UK, Nigeria and overseas and prepare them for sitting and passing the PMI certificate examinations.
- To develop an ongoing effective training program that will continually build skills and competence in project management.

### **Methodology**

With our partners, we conduct online training which enables a professional to work at their pace.

We conduct classroom training and also boot camps to prepare professionals for examinations after we have certified them ready for such examinations.

### **Contact:**

**Email:** [info@totaltechnologyconsultants.com](mailto:info@totaltechnologyconsultants.com)

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**Phone:** +441432851899. +2348037100284.

## **5. Total Technology Consultants Limited (TTC) - A project management**

**consulting company.** We are a project management training and software solutions provider. We provide project management training and software solutions at our offices or at your facilities if and when requested. We provide both generic solutions and some from large vendors.

In addition, we represent a number of international companies. For example, we are the foremost Oracle Primavera solution provider in West Africa and also practise from our head office in the UK.

**Who we are:** Since 2003, we have been working with Primavera, with the takeover of Primavera by Oracle, we have become a Gold Level Reseller of Oracle University for Primavera courses and a partner of Oracle Primavera Global Business Unit.

Our services: Some of the services include:

- Training on generic project management
- Training on Oracle Primavera project and risk management products
- Preparation of proposals
- Preparation of specifications
- Conducting feasibility studies
- Conducting research and project planning
- Procurement of project and risk management solutions including Oracle Primavera solutions.
- Installation and Implementation of project and risk management solutions.
- Comprehensive support to local customers

#### **Our offices**

**In Africa:** Our training facilities are located at our office in Port Harcourt at 4 God's Grace Estate, 5 Waterworks Road, Rumuola.

**Contact phone no.: +2348037100284**

**In the UK:** Our office is at Fair View, Duke Street, Withington, Hereford. From this office, we are able to guarantee timely delivery of Primavera solutions and products because we not only propose and order but we also follow up on your requirements to ensure that we deliver on our promises.

**Contact phone numbers: +441432851899, +447802718845**

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