

**RESULTS BASED MANAGEMENT I (RBM) - WHAT IS RBM**

Date: 3/07

(1 HOUR)

- OBJECTIVES:**
1. Participants understand what RBM is all about
  2. Participants understand and use the terminology of RBM

**OVERVIEW FOR TRAINERS:** This is the 1<sup>st</sup> lesson in a series on Results Based Management. The content is taken from teaching done by Rudy Gonzales of CRWRC. He took his teaching from PLAN: NET LIMITED, Calgary, Alberta CANADA T2N 3P8, [www.plannet.ca](http://www.plannet.ca). Handouts are from PLAN.

| METHOD   | TIME | KNOWLEDGE  |
|--|------|--|
| <b>Role Play:</b>  | 10   |  |
| 1 <sup>st</sup> I hear we are going to learn about something called Results Based Management. Do you have any idea what that is all about? |      |  |
| 2 <sup>nd</sup> No idea at all. Who knows, it might have something to do with how we manage, but so what!                                  |      |  |
| 1 <sup>st</sup> Who really cares, all I am interested in is seeing changes in the community.   |      |  |
| 2 <sup>nd</sup> Me too, I hope it has something to do with seeing change.  |      |  |
| 1 <sup>st</sup> Me too!  |      |  |
| <b>----SHOWD questions----</b>   |      |  |
| S = What do you See?<br>H = What is Happening?   |      |  |
| I. Exploring Results Based Management (RBM)  |      | I. <u>Exploring Results Based Management (RBM)</u>   |
| A. What is RBM?<br>Discuss in large group.   | 10   | A. RBM is:<br>1. A tool to convert activities within the community into a set of resources.<br>2. A way of thinking that:<br>a. Tracks progress against a plan.<br>b. Helps make management decisions.<br>c. Maintains accountable relationships.<br>3. It enhances stakeholder participation.<br>4. It causes us to describe what is different as a result of carrying out an activity. |
| B. What is RBM Designed to Do? Do in small groups  | 20"  | B. What RBM is Designed to Do:<br>1. Obtain stakeholder participation.<br>2. Gives a logical sequence of inputs, activities, etc.<br>3. Helps us consider external factors that could hinder a   |



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| C. Output  |      | <p>C. Output: the splash</p> <ol style="list-style-type: none"> <li>1. The first and most immediate result of the project.</li> <li>2. You have substantial control over how this turns out.</li> <li>3. Most outputs relate directly to one activity, so you should have as many outputs as activities.</li> <li>4. Outputs can be stated by using numbers, but they should also describe some qualitative change.</li> <li>5. They normally affect a defined group of people who directly participate in the activity.</li> <li>6. There should be one statement for each output set.</li> </ol> |
| D. Outcome |      | <p>D. Outcomes: first ripple</p> <ol style="list-style-type: none"> <li>1. Flow from a collection of outputs and describe the unleashing of that potential.</li> <li>2. Outcomes usually take place in families, organizations, and communities that are close to you.</li> <li>3. The outcomes should be able to bring changes in the life of the project.</li> <li>4. You have direct influence over changes, but not control. They are concrete changes.</li> <li>5. For manageability, normally aim for three to five outcome statements.</li> </ol>   |
| E. Impact  |      | <p>E. Impact: second ripple</p> <ol style="list-style-type: none"> <li>1. This shows the big picture. The society change the project is working toward, but you cannot bring it about alone.</li> <li>2. It should inspire people toward a certain future.</li> <li>3. At some point in the future your project should demonstrate some contribution towards its accomplishment.</li> <li>4. This is equivalent to a vision statement.</li> <li>5. Here you only have indirect influence.</li> </ol>   |

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|-----------------------------|------|--|
| F. Enablers and Constraints |      | F. Enablers and Constraints <ol style="list-style-type: none"> <li>1. This is the context of the project.</li> <li>2. These are the positive and negative influence on a project.</li> <li>3. The more you know about them, the better prepared you are to manage them.</li> <li>4. These can be found inside as well as outside your organization.</li> <li>5. They can be found at a family, community, national, and even international level.</li> </ol>           |
| G. Risks and Assumptions    |      | G. Risks and Assumptions <ol style="list-style-type: none"> <li>1. Assumptions are those conditions that need to be in place for the project to make planned progress towards the intended results.</li> <li>2. Risks are constraints that are likely to influence the project.</li> <li>3. Risk speaks to the chance that these conditions will not be in place.</li> <li>4. Where risk is high some plan should be in place in how to mitigate that risk.</li> </ol> |
| H. Indicators               |      | H. Indicators <ol style="list-style-type: none"> <li>1. Signs, evidence, or proof of progress towards your outputs and outcomes.</li> <li>2. They give guidance how the project is doing in its progress.</li> <li>3. Indicators need to give accurate, reliable information.</li> <li>4. They need to be easy to gather and useful to those making management decisions.</li> <li>5. They can be either quantitative or qualitative.</li> </ol>                       |

**ATTITUDE:** Facilitator has heart of compassion and desire to help those they are working with to become like Christ in all areas of life.  
 Participants will be able to teach the content of this lesson and share it individually.

**SKILL:**

Facilitator will know that participant has learned the content of this lesson when they see them practice the content of this lesson in their lives.

**EVALUATION:**

- MATERIALS:**
- Newsprint, Marker, Tape
  - *Language of RBM* handout

## THE LANGUAGE OF RESULTS BASED MANAGEMENT HANDOUT

There are some key terms that go with Results Based Management (RBM) and related schemas.

**INPUT:** The human and physical “ingredients,” the raw materials, you need to bring about the changes (results) you seek. This is where you identify expertise, equipment, and supplies. Having a good understanding of your *input* requirements allows you to draft a budget.

**ACTIVITIES:** What you do with those ingredients—how you combine them. Typically projects involve tens or hundreds of definable activities. You should group them into between five and eight activity sets. Common headings for these sets include: promotion, group formation, research, networking, advocacy, training, procurement, and construction. Under headings like these, write short paragraphs describing what it is the project is doing.

**OUTPUT:** The first and most immediate results of your project. You have a lot of control over how these turn out. Most outputs relate directly to one activity, so you should have roughly as many outputs as activities. Again, you should aim for one output statement for each activity set. Outputs can be stated using numbers, but they should also describe some qualitative change (see notes below). Outputs capture “potential” you create through activities. Often this potential is created among a defined group of people—those who directly participate in the activity, such as participants of a training program. In a training scenario, the potential might come in the form of applied knowledge, more confidence, new contacts, or an implementation plan. Sometimes this potential comes in the form of a product that emerges from a set of activities such as tested training curricula for a particular group of professionals.

**OUTCOMES:** Flow from a collection of outputs and describe the unleashing of that potential. Outcomes usually take place in families, organizations, and communities that surround the individual (or are influenced by the product—see above). You should be able to bring these changes about in the life of the project. You don’t have full control over these changes because they are least one step removed from the activity, and with this kind of distance outside influences can so easily get in the way. Yet, it is very important to manage toward these outcomes because these represent the concrete changes you are trying to bring about through your work. For the sake of manageability, aim for between three and five outcome statements. A project’s purpose statement is usually equivalent to outcomes. The major difference between the two is described in the notes below.

**IMPACTS:** These usually describe “big picture” changes your project is working towards, but you alone cannot bring about. Aim for one statement that paints a picture of this preferred future. Impacts illustrate the underlying goal of your work; they answer why the work is important. The ideal impact is one that: a) inspires people toward a certain future, and b) to which your project can, at some point in the future, demonstrate a contribution. Think of a ship or lighthouse on the horizon. If the object is too far away it sinks below the horizon and gives no direction. Goals and/or vision statements are roughly equivalent to an impact statement.

**ENABLERS AND CONSTRAINTS:** The context of the project. This context has positive and negative influences in it. The more you know about these influences, the better prepared you can be to manage for them (e.g. doing your activities differently). Constraints and enablers can be found inside your organization as well as at a family, community, national, and even an international scale. They can be generated by humans, or by other forces of nature.

**RISKS AND ASSUMPTIONS:** Ultimately, project designs need to be based on a set of assumptions and a calculation of risk. Assumptions refer to the conditions that need to be in place for the project to make planned progress towards intended results. Risk speaks to the chance these conditions will not be in place. Calculating risk can be an involved assessment, or for small projects, more of an intuitive exercise. It should be done with a good understanding of the constraints and enablers likely to influence the project (see above). When calculating risk, those designing the project might simply note whether the risk of a necessary condition not being in place is low, medium, or high. Where the risk is high, there should be some plan to avoid or at least mitigate risk. Where the risk is medium, project managers should have some way of monitoring the situation.

**INDICATORS:** The evidence or proof needed to show progress towards your output and outcomes. Imagine the dials and displays inside the cockpit of an airplane. These provide important information to the pilots about the performance status of the plane and its position in relation to the destination. Without these indicators, the pilots would have very little to guide them on their journey. Drafting indicators—determining which dials and displays are going to give the project just the right kind of information—is a particularly challenging task that usually involves trial and error. Indicators need to give accurate and reliable evidence; the information has to be easy to gather and useful to those making management decisions. Indicators can be quantitative or qualitative.

## RESULTS BASED MANAGEMENT 2 - DOING A RBM

Date: 3/07

(3 Hours)

**OBJECTIVES:** 1. Participants learn how to do a RBM for their program.

**OVERVIEW FOR TRAINERS:** This is the second lesson in the series Results Based Management. This lesson is the application and practice in order to do RBM. The content is taken from teaching done by Rudy Gonzales of CRWRC. He took his teaching from PLAN: NET LIMITED, Calgary, Alberta CANADA T2N 3P8, [www.plannet.ca](http://www.plannet.ca). Handouts are from PLAN.

| METHOD  | TIME                                   | KNOWLEDGE  |
|---|--|--|
| <p><b>Role Play:</b></p> <p>1<sup>st</sup> That was an interesting class on RBM but it looks a little complicated to me.</p> <p>2<sup>nd</sup> I know! I wonder how it is really done?</p> <p>1<sup>st</sup> I wish I knew, all of those confusing terms. They use some old terms in different ways and gave us new terms.</p> <p>2<sup>nd</sup> I hope this class is practical.</p> <p>1<sup>st</sup> Me too.</p> <p>----<b>SHOWD questions</b>----</p> <p>S = What do you <u>See</u>?<br/>H = What is <u>Happening</u>?</p> | 5                                      |  |
| <p>I. Review of RBM Concepts</p> <p>A. Ask for and answer questions from the last class on RBM.</p> <p>B. Give out <i>RBM at a Glance</i> handout and review it.</p> <p>C. Go over <i>Use Active Language</i> handout</p>   | 10<br><br>15                           | <p>I. <u>Review of RBM Concepts</u></p> <p>A. Answer questions</p> <p>B. <i>RBM at a Glance</i></p> <p>C. <i>Use Active Language</i></p>   |
| <p>II. Application and Practice for RBM</p> <p>Break participants up by project if possible so they are developing the elements for an RBM based on their project.</p>  | 15<br>15<br>15<br>15<br>15<br>15<br>15 | <p>II. <u>Application and Practice for RBM</u></p> <p>We will do this in reverse order first, see below.</p> <p>A. Impact</p> <p>B. Outcome</p> <p>C. Outputs</p> <p>D. Activities</p> <p>E. Inputs</p> <p>F. Enablers and Constraints</p> <p>G. Risk and Assumptions</p> <p>H. Indicators</p> |
| <p>III. Use of RBM and Form</p> <p>A. Handout out the <i>RBM Form</i> and briefly explain it.</p> <p>B. Participants fill out their own RBM form.</p> <p>C. Explanation how to use the form in real life.</p>   | 10<br><br>15<br><br>10                 | <p>III. <u>Use of RBM Form</u></p> <p>A. Explanation of <i>RBM Form</i></p> <p>B. Filling out their RBM form.</p> <p>C. How to use the form in real life</p> <p>1. First AC's need to train the training team how to use it.</p>   |

## RESULTS BASED MANAGEMENT 2 – DOING A RBM

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| METHOD                    | TIME   | KNOWLEDGE   |
|---------------------------|--|---|
|                           |  | <ol style="list-style-type: none"><li>2. Training team then trains their committees to fill out.</li><li>3. Individual committees then do RBM for their community.</li><li>4. Training teams creates their own RBM based on the committee's RBM forms in their area.</li><li>5. AC prepares their RBM based on the training teams RBM forms from their area.</li><li>6. RC prepares their RBM based on the ACs RBM in their region.</li></ol> |
| <hr/>                     |  |   |
| <b><u>ATTITUDE:</u></b>   | Facilitator has heart of compassion and desire to help those they are working with to become like Christ in all areas of life.   |   |
| <b><u>SKILL:</u></b>      | Participants will be able to teach the content of this lesson and share it individually.   |   |
| <b><u>EVALUATION:</u></b> | Facilitator will know that participant has learned the content of this lesson when they see them practice the content of this lesson in their lives and see them teach others. |   |
| <b><u>MATERIALS:</u></b>  | <ul style="list-style-type: none"><li>- Newsprint</li><li>- Marker</li><li>- Tape</li><li>- Handout RBM at a Glance, RBM Sample Form</li></ul>                                 |   |

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## APPENDIX VI: RBM at a Glance

|                      | <b>Defining Characteristic</b>  | <b>Who is Affected</b>  | <b>When Observable</b>   | <b>Degree of Management Control</b>   | <b>Splash and Ripple Analogy</b>       |
|----------------------|---|---|--|---|--|
| <b>Input...</b>      | <p>...are the human and physical resources that make the initiative possible—the people, equipment, supplies, and other ingredients.</p> <p>...give you the essential information for budgeting.</p>  |   |  |   | ...are like THE ROCK                   |
| <b>Activities...</b> | <p>...describe the essential work of the initiative—how the inputs are to be combined.</p> <p>...are to be summarized in between 5 to 8 statements.</p>   | ...are written from the vantage point of those instigating the work (e.g. managers, staff facilitators, volunteers).  |  |   | ...are like DROPPING THE ROCK          |
| <b>Output...</b>     | <p>...are the most direct and immediate results. Each output relates to one activity.</p> <p>...create the potential for outcomes to occur.</p>   | ...may simply refer to a product (e.g. a functioning well), though often refers to an immediate benefit among those people directly participating in an activity (e.g. trainees).   | ...are observable as you complete the activity.                        | ...allow you substantial control—not total though; there are often surprises during implementation.   | ...are like CREATING THE SPLASH        |
| <b>Outcomes...</b>   | <p>...are more than one step removed from activities.</p> <p>...describe the key changes you want to make through the initiative.</p> <p>...are fewer in number; each flows naturally from several of the outputs.</p>  | <p>...expand into wider settings—includes those who are directly involved in activities, but goes beyond those direct participants to include the families, organizations, or neighborhoods surrounding them.</p> <p>...may also include those people or workplaces that use or are influenced by products created in the initiative.</p> | ...are observable at or shortly after the completion of the initiative | <p>...allow you direct influence—you must keep your sights set on the outcomes, then manage activities for the best chance of success. Learn by doing, adapt as you go.</p> <p><i>Caution:</i> you should be reasonably confident in your claims, since you may be responsible for bringing them about.</p> | ...are like THE MOST IMMEDIATE RIPPLES |
| <b>Impact...</b>     | <p>...is the picture of a preferred future; the reason why it is important to do the initiative.</p> <p>...describes a scenario that is close enough to show a real contribution to the desired change, yet big enough and far enough out on the horizon to be visionary.</p> | ...may expand into wider settings to include societies, districts, communities, professions, whole organizations, etc.  | ...are observable well after the initiative has been completed.        | ...allow you only indirect influence—the initiative will not achieve the vision, only contribute toward it.   | ...are like the OUTER RIPPLES          |



# Use Active Language

## Avoid Tentative

- Able to
- Seek to
- Exercise their rights to
- These are hard to measure

## Use Active

- More, fewer
- Increased, reduced
- Stronger
- Enhanced
- Applied
- Improved, better
- Completed

## Appendix II: SAMPLE RESULTS FRAMEWORK

|   |                   |                      |                          |                                      |
|---|-------------------|----------------------|--------------------------|--------------------------------------|
| <b>SITUATION, GOAL, PURPOSE:</b>                            |                   | <b>ORGANIZATION:</b> |                          |                                      |
|   |                   | <b>PROJECT NAME:</b> | <b>PROJECT TIMEFRAME</b> |                                      |
| <b>HOW?</b>   |                   | <b>WHAT WE WANT?</b> |                          | <b>WHY?</b>                          |
| <b>INPUTS</b>   | <b>ACTIVITIES</b> | <b>OUTPUTS</b>       | <b>OUTCOMES</b>          | <b>LONG TERM OUTCOMES OR IMPACTS</b> |
|   |                   |                      |                          |                                      |
|   |                   |                      |                          |                                      |
|   |                   |                      |                          |                                      |
|   |                   |                      |                          |                                      |
|   |                   |                      |                          |                                      |
| <b>INDICATORS</b>   |                   |                      |                          |                                      |
|   |                   | <b>Outputs</b>       | <b>Outcomes</b>          | <b>Long Term Outcomes (Impact)</b>   |
| <b>“Reach” - PEOPLE/GROUPS/COMMUNITIES/SECTORS/INVOLVED</b> |                   |                      |                          |                                      |
|   |                   |                      |                          |                                      |
| <b>ASSUMPTIONS AND RISKS</b>                                |                   |                      |                          |                                      |
|   |                   |                      |                          |                                      |

## Appendix III: SAMPLE PERFORMANCE MEASUREMENT FRAMEWORK

| RESULTS   | INDICATORS                                    | INFORMATION SOURCES  | COLLECTION METHODS AND FREQUENCY  | PERSON(S)/ GROUP TO DO THE WORK  |
|---|---|--|---|--|
| <<write Outputs, Outcomes and Impact statements here >> | <<write Indicators for each set of Results >> | <for each indicator, note from <u>Who</u> or <u>Where</u> you will get the information>> | <<for each indicator, write <u>How</u> you will gather the information>><br>(e.g. questionnaire, focus group), and <u>How Often</u> ) | <<for each indicator, write <u>Who</u> will be in charge of collecting the information>> |