

Pathways to Management and Leadership

Level 3: Principles of Management and
Leadership

Unit 311

Contributing to the Delivery of a Project

Pathways to Management and Leadership

Unit 311: Contributing to the Delivery of a Project

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Contributing to the Delivery of a Project

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About this workbook

The unit

The main purpose of this workbook is to support you as you study for the Chartered Management Institute Level 3 qualification — Principles of Management and Leadership, so it specifically focuses on the content of the syllabus for Unit 311 Contributing to the Delivery of a Project. This is about the delivery of a successful project.

This workbook provides underpinning knowledge and develops understanding to improve your skills as well as to prepare for future assessment. If you are studying towards the Level 3 qualification, then you will be assessed by your approved centre on 'your knowledge and understanding of' the following learning outcomes:

1. Understand the role and purpose of projects in an organisation
2. Understand how projects are developed
3. Know how to deliver a project
4. Know how to monitor progress to ensure successful project delivery

The aims of this workbook

This workbook aims to help you learn about:

- The role and purpose of projects in an organisation
- How projects are developed
- How to deliver a project
- How to monitor progress to ensure successful project delivery.

Syllabus coverage

The table below shows which sections of the workbook address the assessment criteria of the qualification syllabus.

Unit 311 Contributing to the Delivery of a Project		Addressed within section
Syllabus coverage		
1.1	Identify the differences between projects and everyday activities	1
1.2	Explain the reasons organisations use projects	1
1.3	Discuss types of projects in an organisation	1
2.1	Explain stages of the project life cycle	2
2.2	Explain the information required in the development of a project	2
2.3	Identify the reasons for engaging stakeholders in project development	2
2.4	Produce a project plan	2
3.1	Identify roles involved in the development of a project	3
3.2	Discuss factors affecting the allocation of project activities to individuals	3
3.3	Compare methods for communicating project activities to individuals	3
3.4	Outline how to manage risks to the successful delivery of a project	3
4.1	Outline how to monitor progress against a project plan	4
4.2	Discuss tools that can be used for monitoring progress of a project	4
4.3	Determine how to take corrective actions to ensure successful project delivery	4
4.4	Assess how completed projects can be evaluated	4

Getting started

Whilst the scale, significance and complexity of a project will vary, the principles of carrying out a project will ultimately be the same.

To begin with a manager should be able to understand the role and purpose of a project in an organisation. The manager should be able to identify the differences between projects and everyday activities and explain the reasons organisations use projects. The manager should be able to discuss the different types of project in an organisation.

Understanding how projects are developed is key for a manager, all projects have life cycles and characteristics and the manager should be able to explain these. The manager should be able to identify the reasons for engaging stakeholders in project development and know how to develop a project plan.

Knowing how to deliver a project will involve identifying roles involved in the development of a project and discuss the factors affecting the allocation of project activities to individuals. The manager should be able to compare methods for communicating project activities and be able to outline how risks to the successful delivery of a project should be managed.

Finally, an effective manager should know how to monitor progress of a project to ensure successful project delivery. This will involve developing knowledge and skills of monitoring tools and knowing how to take corrective actions, including change to the project plan if required. An effective manager should be able to assess how completed projects should be evaluated.

This workbook sets out to equip managers with the knowledge, tools and techniques for managing and monitoring projects. To be able to do this will help in contributing to the delivery of a project.

How to use the workbook

The workbooks provide ideas from writers and thinkers in the management and leadership field. They offer opportunities for you to investigate and apply these ideas within your working environment and job-role.

Structure

Each workbook is divided into sections that together cover the knowledge and understanding required for that unit of the Level 3 Principles of Management and Leadership. Each section starts with a clear set of objectives that identify the background knowledge to be covered, and the management skills in the workplace that enable you to demonstrate this knowledge. You do not have to complete the sections in the order they appear in the workbook, but you should try to cover them all to make sure that your work on the unit is complete. There are self-assessment questions at the end of each section that allow you to check your progress. You may want to discuss your answers to the self-assessment questions with your line manager or a colleague.

Activities

Throughout the workbooks there are activities for you to complete. These activities are designed to help you to develop yourself as a manager. Space is provided within the activities for you to enter your own thoughts or findings. Feedback is then provided to confirm your input or to offer more ideas for you to consider.

To get the best from the workbooks, you should try to complete each activity fully before moving on. However, if the answer is obvious to you because the issue is one you have encountered previously, then you might just note some bullet points that you can then compare quickly against the feedback. You may sometimes find it difficult to write your complete response to an activity in the space provided. Don't worry about this — just keep a separate notebook handy, which you can use and refer to as needed.

Try not to look at the feedback section before completing an activity. You might like to try covering up the feedback with a postcard or piece of paper while you are working through an activity.

Timings

Timings are suggested for each section and activity, although it is important that **you** decide how much time to spend on an activity. Some activities may occupy only a few moments' thought, while others may be of particular interest and so you might decide to spend half an hour or more exploring the issues. This is fine — the purpose of the activities is to help you reflect on what you are doing, and to help you identify ways of enhancing your effectiveness. It is always worth writing something though, even if it's brief — the act of writing will reinforce your learning much more effectively than just referring to the feedback.

Scenarios

There are scenarios and examples throughout each workbook to illustrate key points in real workplace settings. The scenarios cover a wide range of employment sectors. As you work through, you might like to think of similar examples from your own experience.

Planning your work

The reading and reflection, scenarios and activities in each section of the workbooks are designed to take around two hours to complete (although some may take longer). This is a useful indicator of the minimum length of time that you should aim to set aside for a study session. Try to find a quiet place where you will not be interrupted and where you can keep your workbooks, notes and papers reasonably tidy. You may also like to think about the time of day when you work best — are you a 'morning person' who likes to get things done at the start of the day, or do you work better in the evening when there may be fewer disturbances?

Preparing for assessment

Further information on assessment is available in the Qualification Support section of ManagementDirect, CMI's online resource portal. If you have any further questions about assessment procedures, it is important that you resolve these with your tutor or centre co-ordinator as soon as possible.

Further reading

Suggestions for further reading and links to management information are available via ManagementDirect. You will also find titles for Supporting Resources at the end of each section and Further Reading at the end of the workbook.

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Section 1 The role and purpose of projects in an organisation

Learning outcomes and assessment criteria (about 3 hours)

By the end of this section you will understand the role and purpose of projects in an organisation and by completing this section you will be able to:

1.1	Identify the differences between projects and everyday activities
1.2	Explain the reasons organisations use projects
1.3	Discuss types of projects in an organisation

In this section, you will start by considering the differences between projects and everyday activities, this will look at definitions of projects and everyday activities and what is required in managing a project. You will also explore the components of a successful project delivery. The section then moves on to exploring the reasons organisations use projects and in particular looking at feasibility studies and new product development as examples. Finally, the section examines the different types of organisational project. It considers both complexity and time frames and considers how project context will shape how the project needs to be managed.

The differences between projects and everyday activities

Projects

We will start this section by looking at definitions of projects. The CMI Checklist 197 Participating in Projects (May 2014), available on ManagementDirect, defines a project as:

a carefully selected set of activities chosen to use resources (time, money, energy, space, provisions, etc.) to meet pre-defined objectives and to support business goals, usually with agreed start and end dates.

In contrast to 'business as usual,' projects are unique, one-off activities.

Projects are a common feature of the modern workplace and in many organisations a number of several projects will be in progress at the same time.

Multiple projects may be grouped together in a portfolio or programme designed to deliver strategic benefits to an organisation.

The Association for Project Management (APM) define a project as:

'A project is a unique, transient endeavour, undertaken to achieve planned objectives, which could be defined in terms of outputs, outcomes or benefits. A project is usually deemed to be a success if it achieves the objectives according to their acceptance criteria, within an agreed timescale and budget'

Source: <https://www.apm.org.uk/body-of-knowledge/context/governance/project-management/>

Activity

Activity 1.1 Definitions of projects

(about 20 minutes)

Having looked at two different definitions of projects what features would you say were common to both?

Feedback

You may have identified some of the following:

- *Inter-related tasks/activities*
- *Specific purpose, goals or objectives*
- *A fixed time frame or duration*
- *Involvement of people*
- *Use of resources/budget*
- *They are unique*
- *Can be grouped into programmes/portfolios*

As well as the above common features of projects from the CMI and APM definitions there are some others

- Projects are often concerned with change - this may be internal change or delivering change for a client
- Projects often involve doing something 'new' - there may not be any previous activities undertaken
- Projects require managing if they are to be successful. The degree of management depends on resources, time scales and the people involved.

Everyday activities

Having explored some definitions of a project, we can now start to consider the differences between projects and everyday activities. Everyday activities can also be called:

- Business as usual
- Day to day tasks or activities
- Operations.

Wikipedia offers the following useful definition of business as usual in particular:

The normal execution of standard functional operations within an organisation, particularly in contrast to a project or programme which would introduce change (although that change may itself become business as usual).

Source: https://en.wiktionary.org/wiki/business_as_usual

Activity

Activity 1.2 Differences between everyday activities and projects

(about 20 minutes)

How would you define the differences between everyday activities and a project?

Feedback

You may have identified the following:

- *Projects are done once (though they may be repeated for a different situation)*
- *Everyday activities are ongoing or repetitive - managing one time jobs (projects) is different from managing ongoing ones*
- *People working on a project may be reassigned to other jobs once the project is completed - the project team is often temporary*
- *Project team members do not report to the project manager on regular basis - the project manager may not have direct authority over them*
- *You may have identified some other differences - these may be specific to your organisation, role or context.*

A key difference between projects and everyday activities is that projects require 'project management'. Project management is a combination of both management and planning.

A project manager has to manage. They will consider a number of the typical things a manager managing day-to-day activities has to consider such as:

- Motivation
- Team building and development
- Financial control.

But projects require a higher degree of planning than everyday activities; often the people working on a project are following a new path or direction. They must think ahead and consider decisions about the route ahead. They must plan for events in the future.

There are also differences between the project environment compared with the business as usual or operational environment. In projects, the project teams are often pulled together at short notice and need to get down to work and deliver, more quickly than in a normal operational environment.

Most managers plan ahead but for project management, planning is a driving force.

CMI Checklist 035 Managing Projects, available on ManagementDirect, provides some helpful guidance around the management of a project, it highlights:

- The management of a project is recognised as distinct from steady-state management or business as usual.
- Traditionally, the focus of project management has been the completion of defined tasks or activities within given time constraints and cost limits with a defined resource, and

delivering final outputs to the customer at the required standard of quality.

- In the 21st century organisations of all kinds are increasingly relying on projects to implement business strategy and deliver desired outcomes.
- Managers are being asked to take on the management of specific projects and deliver project outcomes alongside their ongoing job responsibilities and the ability to manage projects effectively has come to be seen as a key capability for managers.
- Managers responsible for projects need to draw on a wide range of skills including planning, budgeting, team leading, delegation and people management.
- They must also be able to manage relationships with project team members and stakeholders.

The checklist defines Project Management as involving:

the co-ordination of resources to complete a project within planned time and resource constraints and to meet required standards of quality.

It includes planning and allocation of resources and may make use of specialised management techniques for the planning and control of projects.

Projects are usually considered successful if they meet pre-determined targets, complete the intended task, or solve an identified problem without exceeding time, cost and quality constraints.

Finally, Elbeik and Thomas identify ten success factors for successful projects.

RANK	SUCCESS FACTORS
1	Clearly defined objectives
2	Good planning and control methods
3	Good quality of project managers
4	Good management support
5	Enough time and resources
6	Commitment by all
7	High user involvement
8	Good communication
9	Good project organisation and structure
10	Being able to stop a project

Source: CMI Models: Elbeik and Thomas's Successful Project Requirements.

Many different tools and techniques are used for project management and it can be difficult to be clear about which are appropriate and when they should be used.

The approach recommended by Elbeik and Thomas simplifies matters by identifying the critical issues that must be addressed.

The ten factors provide a straightforward checklist of factors that should be taken into account when planning and carrying out a project.

These factors provide a good platform to identify the differences between projects and everyday activities.

Scenario

You might like to read the following Professional Manager article available on ManagementDirect. This provides a helpful example of project based working.

Working around projects

Project-based working, it is suggested, is being adopted by an increasing number of organisations. Project management has become a key skill for all managers. The process of effective project management is examined, drawing on the advice of a number of experienced trainers and managers.

Source: Professional Manager, vol 11, No 6, November 2002