

UCD School of Computer Science and
Informatics

COMP 20140 Intro to Project Management and
Leadership



LEARNING JOURNAL

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Declaration:

I declare that the work described in this report was done by the person named above, and that the description and comments in this report are my own work, except where otherwise acknowledged. I have read and understand the consequences of plagiarism as discussed in the EECE School Policy on Plagiarism, the UCD Plagiarism Policy and the UCD Briefing Document on Academic Integrity and Plagiarism. I also understand the definition of plagiarism.

Signed: _____

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WEEK 1 & 2

1: Goal Entry

My goal for this module is to get a flavour of what it is like to be a Project Manager (PM) and to grasp an understanding of the qualities needed to become a good PM. I have realised from the first two lectures that it is important to listen and have already found myself making a conscious effort “not to steal anyone’s soup”.

Other insights i.e. the time management and lists are also key takeaways I’ve had from the module to date so hopefully things like this will continue. I am also hoping to find out how to plan ahead for projects in the future and how to best ensure that things go smoothly. Budgeting a project that you have never seen or worked on anything similar to before will also be a major challenge but I think I’ll enjoy the challenge that poses.

One of the main reasons I joined the module was to find out how to cope when things don’t go to plan. How do you rescue a sinking ship and how do you pre-empt that something is about to fail before it does? These will be valuable skills to have in the future. I also think this is a great opportunity to learn about myself and how I cope in group situations as even though I have immersed myself in groups from a young age I have never taken the time out to think critically about what I am doing.

I have always worked well in groups and have found myself in numerous leadership roles be it academically or through sports so I am hoping to do well in this module and will be striving for an A+ grade. I feel that the course is set up for you to achieve a high grade once you engage with the module and its’ coursework. I’m also happy that you have the ability to do well individually but would like to see our group doing well in our assignment. Everyone seems to bring a different aspect to the group and I hope to learn from them all.

2: What are the other entries for your Learning Journal?

The other entries for your learning journal include weekly journals, covering the topics covered and the skills and ideas you have learned over the past week, a “Book Review Entry”, where you discuss the reading material you have reviewed and compare it with another member of your groups reading material, in order to determine which book you would recommend between the two of you to a third party, and finally a “Module Review Entry”, where you review what you have learned and will take away from the module. You also state the grade you expect to achieve in the module and give an explanation as to why you believe you deserve this grade.

3: How should the Learning Journal be structured?

On the cover of your learning journal you should have your student number and name clearly printed and attached. The very first page should include your “Goal Entry” which covers your learning goals and aspirations for the module, the final page should include your “Module Review Entry” which covers the skills and lessons you have learned in the module and the grade you expect to receive in the module. Then throughout the remainder of your journal you should include the answers to the weekly questions posted on moodle as well as any additional lessons or skills you have learned which you want to add in as an entry.

4: How are the marks for this course allocated? What are the compulsory elements?

The marks for the course are allocated as follows:

Item	Percentage Mark
End Of Semester Exam	40%
Group Project	20%
Book Review	10%
Learning Journal	30%

You must attend all lectures, and if you are unable to make them you must still write a learning journal entry for that lecture. You must also complete a Microsoft Project test and prove your proficiency in the program. (surely everything is compulsory?)

5: Your time and your important “things”.

I’ve realised that the things I spend the most time doing, are not in line with the things that are most important to me. I do understand how everything I

do attributes toward one or more of the things which are most important to me however I also realise that I need to re-evaluate where I spend my time and ask the question “Am I getting the most out of myself and being as productive as I can be?”

6: Excel weekly timesheet

Weekly Time Management Calculator										
Hours per Day			10	10	10	10	10	10	10	70
Task #	Priority	Activity	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Total
1	1	Lectures/Practicals/Tutorials	3	7	6	4	2	0	0	22
2	1	Assignments	1	1	1	1	1	1	0	6
3	1	STUDY	4.0	2.0	2.0	4.0	1.0	3.0	0.0	16.0
4	2	Email/Web for uni	1.0	1.0	1.0	1.0	1.0	0.5	0.5	5.5
5	2	Gym / Gaelic	1.0	0.0	1.0	0.0	2.0	0.0	2.0	4.0
6	1	Travel	1.5	1.5	1.5	1.5	3.0	0.0	1.5	9.0
7	2	Internet / on phone	1.5	1.5	1.5	1.5	1.5	3.0	3.0	13.5
8	2	Other (breaks)	1.0	1.0	1.0	1.0	1.0	0.0	0.0	5.0
Total			14.0	15.0	15.0	14.0	12.5	7.5	7.0	78.0
Overload			40%	50%	50%	40%	25%	-25%	-30%	11%

○ What do you notice about where you spend your time?

I've realised that I spend a considerable amount of time travelling each week, be it to and from college or to and from Monaghan. My estimates for my study were probably exaggerated however my assignment estimates were a bit low so I'd believe that the figure of 22 hours between them is probably close to correct. I'm happy I do as much autonomous study as in class study too, it shows me I am taking my degree seriously and pushing for good results. I've also noticed I spend a large majority of time on my phone and on the internet for non-academic related stuff (ie Facebook, Snapchat, etc.) This could probably be lessened slightly but I think I'm still within a healthy limit as it is still considerably less than the time I spend on my academics. I've also noticed that I don't do as much physical exercise as I should and intend to increase this.

○ Does this surprise you?

Some parts did surprise me like the percentage of my time spent travelling as well as the percentage of time I spend exercising. I thought I was more active than this but judging by the time-chart I've started to become quite lazy. Also I am pleasantly surprised by the amount of time I am spending on academics. I came into

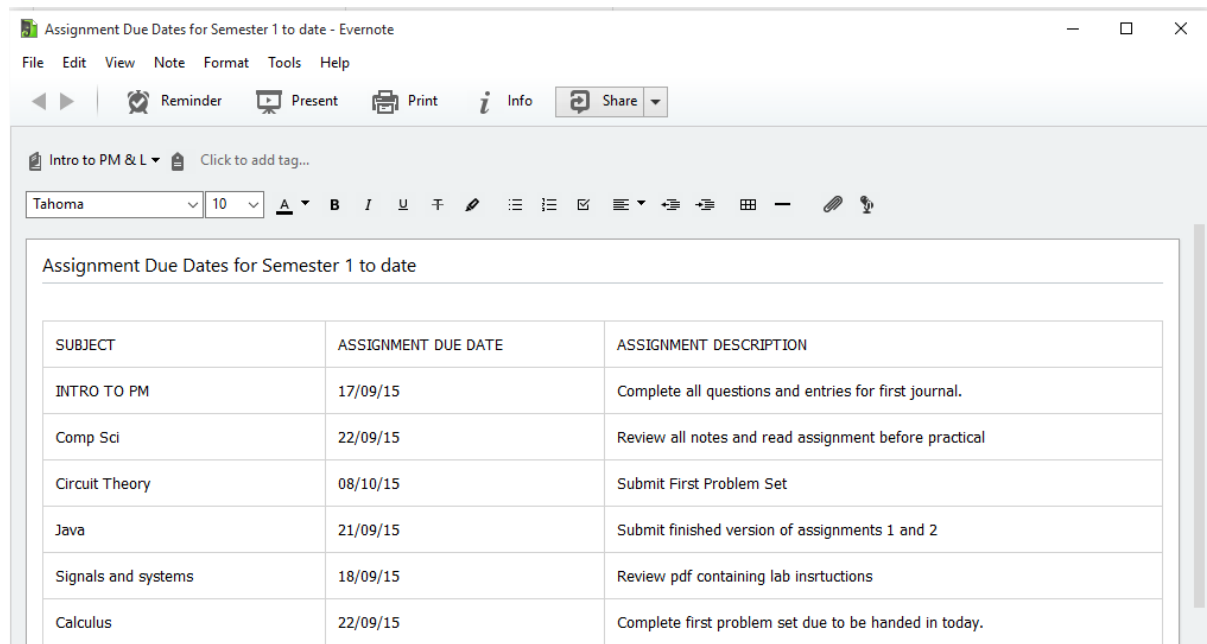
this semester with a plan of keeping on top of everything and to date that has worked so I intend to do well this year.

○ Are there obvious changes you might consider making?

Yes I would like to increase the amount of time I spend exercising quite considerably. I would also consider reducing the amount of time I spend on my phone etc.

7: Download and install Evernote on your PC or smartphone or tablet

1. Create a list and store it in Evernote.
2. Print and paste this list into your journal.



3. Why is a cloud-based system useful?

A cloud based system is useful as it provides you with a useful way to back up your work and guarantees you the ability to access your projects or other material should your machine breakdown. It also allows for the option for online collaboration so that people can assist in real-time should you be working on a project simultaneously.

8: When dealing with lists, what is a context and why is it useful to note the context for a task.

A context, in regards to lists, gives greater detail on the task or by telling you where it will be completed. You state where the action needs to be completed

in order to complete all tasks efficiently. I.e., using an example used in the notes, having “cake” down on a list for someone organising a party. This simply tells the reader that there is something to do with a cake for the party. They do not know if they need to buy/bake the cake, if the cake is being delivered or what type of cake to get, where to get it, or even if it is there job to get the cake. A more suitable entry would be “Mary buying Chocolate Cake in Tesco” as it clearly describes all the aspects of the task needed to get the cake. Mary will buy a chocolate cake and take it to the party. It is not ambiguous like the first entry.

9: Which computer-based list system do you think might be useful for you?

I like Evernote. The fact that it is cross-platform and I can link it to my tablet and phone as well as my PC is really helpful so going forward I will mostly use this program for my list management. I also like google drive as I am used to this from college so far and it is so easy to collaborate with other members by sharing the document.

10: Explain the idea of filing your “stuff” using the 43-folders methodology.

The idea for filing your “stuff” in 43-folders comes from the thought process that there are max 31 days in a month and 12 months in the year. This way once you know the date any project was due for you just save it in the folder corresponding to that date. Every time you enter a new month you transfer the folder from one month folder to the next month. This way it takes away the need to know exactly what kind of project, or group of people the project was related to. One must simply know the date they had the meeting or the date the project was due for and you will find all the information relevant to the project this way.

WEEK 3

1: What do think of Covey's notion of P/PC balance – can you give a personal example of where it might apply to you?

I agree with Covey's notion of Production/ Production Capability. It is ok running a machine at full tilt, but if you are going to run it into the ground, to the extent that you need to spend a year to repair the machine, or possibly buy a new machine altogether, then the money you have made by utilising your machine or people at full capacity is useless. First of all you will miss out on all of the capital you would have made during the time the machine is down. You will also gain a bad reputation in professional circles from both competitors and customers as your production comes to a halt and others capitalise.

This was something we talked about often during my leaving cert. I was playing a lot of sports at the time as well as trying to balance my study, and my parents were afraid I was spreading myself too thin. Luckily it all worked out but if you over work the body to the point where it breaks down before an important exam or a big game well then all the previous work counts for nought.

2: Give 2 or 3 examples of where Covey's 1st habit might apply to you.

Covey's first habit revolves around choosing with your logical brain and not your emotional one. For example I can believe that Intro to PM & L is too difficult for me to do well in and as a result I will not review the lectures or do the learning journal and in turn will receive a poor grade. On the other hand I can be proactive and believe that I can achieve a good grade in this module and review the lectures each week and the learning journals and I will get a good mark.

Another example might be if you are watching the football match on the television and your sister comes in and changes the channel to 'Home and Away'. Now you can choose to be angry ad pull the remote off your sister and change it back, or, you could take a step back and strike a deal with your sister that if she lets you watch the last 15 minutes of the match she can use your laptop to stream 'Home and Away' from the player.

3: Covey argues that you choose to become angry and it is your responsibility if you do, as opposed to being the fault of the person who "made" you angry. Do you agree with this proposition?

Yes I do as you often find that after you have settled down and reflect on situations where you have gotten angry with someone you laugh and question why you got angry in the first place. You often laugh at it in retrospect. This proves that should you take a step back and assess the situation with a clear head that you could easily calm yourself down and come to a rational and logical solution and not the passionate decision you would have made had you reacted spontaneously.

4: Name 3 things that might be in a typical student's circle of concern and 3 things in their circle of influence.

CIRCLE OF CONCERN	CIRCLE OF INFLUENCE
Their GPA and final degree.	To study so they do well in their next test.
Health of a family member.	To sleep/eat well to look after their own health.
Result of their favourite sports team.	Get up early and go to every lecture.

WEEK 4

Give 2 reasons explaining why setting goals can be important and useful



To use a common metaphors as illustrated by the image above, goals can be extremely important and useful as they drive you forward in the hope of finally achieving the goal or grasping the proverbial carrot. They push us on to achieve things we sometimes don't fully believe we are capable of doing and can inspire us to do some extraordinary things. For example a goal for me this semester is to achieve a first. I believe that I can reach this goal. As a stretch target I have set myself the task of trying to obtain a 4.2. This goal is probably unlikely and should I receive any type of first I will be delighted with my semesters work but the carrot dangling in front of me is forcing me to urge myself forward in search of the prize.

Goals also give us milestones and a sense of achievement which would otherwise leave us feeling unfulfilled and quite useless. I personally enjoy things like seeing submitted beside an assignment or crossing something off a list because it gives me that little sense of achievement to push on and do more.

Give 2 reasons explaining goals can be dangerous



However, once again using my metaphor, goals can prove dangerous for two reasons. Firstly goals can lead us down dark and dangerous paths where we forget where we are going in order to achieve them. We come so wholly obsessed with the goals that we lose track of everything around us.

Goals can also be dangerous as sometimes when you reach them you do not know what to do next. It's kind of like the dog that chases the car, they never know what to do when they actually chase it. Sports personalities speak of this often where they were so driven to achieve a goal that once they did they didn't achieve the high they thought they would.

Do you set yourself goals? Do you write them down if you do?

Personally I make mental goals every day, from little things like getting to my first lecture on time to big things like my semester GPA. Depending on the scale of the goal I will decide whether I will write it down or not. For example I have a small plan for how I will achieve my grades in each module as I feel they're big goals. Also I have a plan for how I will obtain my driver's license before Christmas and for my club to return to senior football. These goals I stick on post-it notes around my room, just as little reminders to keep up the good work.

Why is visualising the goal so important in O'Connell's view?

O'Connell believes that visualising the goal helps you clarify the definition of the project, and in doing so, helps you plan a clear process for the project to

take. The goal gives you something to aim for and an idea of what the successful completion of the project will look like. This will inspire yourself and the team and motivate you to strive forward to obtain your goal.

What is a BHAG? Is it useful for a leader to set BHAGs?

BHAG is an acronym for Big Hairy Audacious Goal. It is similar to creating a stretch target. It is something that makes you question as a team or personally what is regarded as possible. This forces people to push themselves to their limits. The point of a BHAG is that even though you may not achieve it you will more than likely smash your original goal by going in pursuit of something much more lucrative. For example, a student who wishes to get a first creates a BHAG of getting a 4.2. then even if he falls slightly short of achieving the 4.2, i.e. gets a 4.0, he is still well within the first range.

Do you think O'Connell is fair to Scott in his description of Scott and Amundsen and their expeditions?

Even though the story is obviously extremely tragic, when looking at the expedition analytically I believe that O'Connell was probably fair in chastising Scott. Amundsen had a well laid out plan, complete with contingency and a series of flags to point him in the direction of food, and as a result his expedition was entirely successful and his crew returned safe. Scott however never really thought out a plan for how he would reach the South Pole, he just knew he wanted to reach it. It is like the donkey who is so desperate to eat the carrot it walks right off the side of the cliff. Scott believed everything would go perfectly and as a result was wholly unprepared and ultimately endangered both himself and his crew. By not properly defining his goal and the plan to which he would achieve it he sacrificed both his own life, and the life of his crew.

What do you think about Covey's Habit 2? Is it sensible? Does it apply to you and if so where?

"Begin with the end in mind" is Covey's second Habit. It means to plan your goals and make your decision with the entire picture in mind, not just the here and now. I definitely believe it is sensible. Growing up the son of an architect in a small town I realise that sometimes you need to explain to people the end product to really get a sense of why we are doing things in the present. For example, we can put in the cheaper insulation but in four years' time when the house is well below standards and you are spending a fortune

on heating bills you will wonder why you didn't just spend the extra money in the beginning.

Personally it applies to me in regards to study. Let's say I have an exam in three days' time, I can either study tonight or watch a film. If I study then I will not be as stressed about the exam come the night before and this calmness will probably help me to do well. However if I watch a film, and all of a sudden we get an assignment which is due for the same day as the test, well then either the assignment or test or both will suffer as a result of me choosing not to study. Watching the film brought me happiness for 3 hours however when compared with how annoyed I would be if a test or submission didn't go well there it seems wiser for me to choose to do a little study.

Where does Covey 3rd habit apply in your life? What is the most important point from the The Empty Pickle Jar YouTube video (<https://www.youtube.com/watch?v=uoxup9cy07M>)

Covey's Third Habit is "Put First Things First", it is similar to our discussion on time alignment in week two. It basically states that you put the most important things high on your priority list and everything else below that. Then when having to make a decision between doing one thing or the other you go with the more pressing matter of the one highest on your priorities list. This might mean that you have a test in two weeks and an assignment due in two days. The test may be worth more than the assignment but the assignment needs to be done within the next two days or you will lose all the marks for that submission. However if they are both due tomorrow and you can't complete both, it is probably wiser that you study for the test as the most marks go for it.

The same applies with the social/school life balance.

The most important part of 'The Empty Pickle Jar' Video for me, was that you always have more time than you think. That if you really sit down and look at your day that you can always find a little time. Also I liked the ending note that there is always time for a 'chocolate milk' at the end of the day.

Everyone needs to relax and unwind too. You can't work on full capacity all the time. It is like the P/PC principle.

What is the first Law of Project Management? Does it always apply in your opinion?

The first law of project management states that each project is a function of four key variables, Functionality, Quality, Effort (time) and Delivery Date, which is equal to a constant. This means that for every project each variable

is dependent on the other. I.e. you can't improve the quality of a project without increasing the time spent on it or extending the due date. Similarly you can move up the due date but the quality will suffer.

I believe it does always apply but I also believe that you work to a deadline. And that effort doesn't necessarily increase to fit the deadline but that you procrastinate a bit until the deadline come into sight. As a result I personally would swap Effort (Time) with money. Because you can make certain projects move a lot quicker with money and some projects get postponed due to Capital issues.

WEEK 5

Construct a RASIC and a Role Responsibility Chart for your group project either as it is or as you think it should be.

RASIC stands for Responsible, Approve, Support, Inform, Consult.

Project Task	Clíodhna Connolly	Jack Flynn	Michael Kirwan	Eoin Lambe	Fergal Lonergan	Simon Lowry
Media Relations	A	I	I	I	R	C
Funding	A	R	C	S	I	I
Similar Organisations	A	C	R	I	I	S
Public Profile	A	S	I	R	C	I
Events	A	I	I	I	S	R
Social Media Strategy	R	I	C	I	I	C

Project Role	Responsibility	Assigned Team Member
Project Manager	Assign jobs to members of team, Set group goals and ensure we meet them, also in charge of researching social media strategy	Clíodhna Connolly
Public Relations	Research how public profile can be increased both using social and physical media platforms	Eoin Lambe
Media Liaison	Contact media outlets in order to research interest in future CyberSafe events, liaise with CyberSafeIreland on behalf of the group	Fergal Lonergan
Budget Controller	Research large organisations funding policies for charities.	Jack Flynn
Head of Research	Research similar organisations for ideas on funding PR strategy	Michael Kirwan
Event Planning	Investigate possible talks and events for Cybersafe to speak at like WebSummit or BT Young Scientist	Simon Lowry

What is the Milestone Schedule for your project as it is or as it should be?

A milestone schedule is a record of the dates the milestones are set to be completed. It should then update as the project goes on to ensure that the milestones are kept up to date. This will then give you the variance from plan and give you a good indication on how your project is fairing.

Project Milestone	Original Estimated Completion Date	Revised Estimated Completion Date	Variance
Preliminary Research	27 th September	30 th September	3 days
Further research	27 th October	29 th October	2 days
Week 3 PowerPoint	6 th October	6 th October	0 days
Final Presentation	10 th November	10 th November	0 days
Video	10 th November	10 th November	0 days
Final Report	10 th November	10 th November	0 days

What SWAG are you using in your project or can you think of one?

SWAG stands for Scientific Wild Ass Guess. As our project was mainly built around research it was extremely difficult to define what this should be. In the end we agreed that we would create a link between CyberSafeIreland and the media, Explain to them the different social media outlets available to them, help organise a few possible events for them to use as springboards to launch their service and also to put them in contact with funders.

Give at least one example of the idea of opportunity cost in terms of time that applies in your project or life.

In terms of time one of the opportunity costs I will have to weigh up in the coming year is whether or not I continue on to do a Master's or leave after four years with a Bachelor's degree. If I continue on to Master's I should have more of a chance of receiving a higher paid job and I will be able to apply to be a chartered engineer. However if I choose to leave after four years I can take up a position and find the area within engineering that I wish to work in and then come back and complete further study in a specific field.

Give one example of where the Pareto principle applies in your life

The Pareto principle is the relationship between 80% and 20%. For example 80% of the world's wealth is owned by 20% of its people.

WEEK 6

What does Covey mean by the “abundance versus scarcity” mentalities and use a personal or business example to explain them?

An abundance mentality versus a scarcity mentality describes the approach to life where some people think positively and some negatively on an outlook of the world. For example someone with an abundance mentality will share the credit on a project as they believe that there is enough praise for everyone to go around. A scarcity mentality wishes to retain all the praise for himself. This results in a bad team dynamic as people do not like to work with someone who takes all the credit.

Can you describe a situation where using a win-win strategy would be useful in your personal/working life?

Using win-win strategies are important everywhere in life both personal and professional, as both parties come out happy. For me a win-win would be when I help my dad out on site with his job. He gets the work done quicker and I usually get some money for helping him out.

Can you give some examples of where you have adopted a *leader* or a *bystander* role. Did you consider the role you were adopting at that time? Would it be useful to ask yourself the question “Am I leader or a bystander in this situation?” in the examples you have described above?

In most situations I like to adopt leader positions because I like to be in the know about what is going on, however as I am a young member of our senior GAA team at home, I have consciously taken a bystander role. This is because I do not yet know the full team dynamic and I do not wish to come across like the young ‘Know-it-all’ kid.

I am a leader of a study group this year where we gather notes from our different modules and help each other with assignments etc. This role requires me to update our Facebook page regularly and to organise times which suit everyone.

I believe asking myself the question “Am I leader or a bystander in this situation?” isn’t necessary in these situations. You assume the role you are given. However, it can be a good practise to re-evaluate your position regularly to see where you stand within the group.

What is a Gantt chart and why is it useful in project management?

A Gantt chart is a chart that illustrates the timeline for a specific project. It gives a clear illustration of the start and end time for projects and a graphical representation to allow you to see how your project is developing on a time scale. It is extremely helpful for planning a project, or collaborations, or deadlines of tasks for a major project.

Using MS Project (or another PM tool such as Smartsheet), create a Gantt chart for the following Building Project. You should paste the chart into your Learning Journal.

The project starts on May 2nd 2016

Task 1 – Site preparation taking 5 weeks

Task 2 – Complete foundations and base, taking 4 weeks after Task 1 completed

Task 3 – Build walls and finish floors – taking 8 weeks after Task 2 completed

Task 4 – Roof work – taking 5 weeks after Task 3 completed

Task 5 – Choose kitchen and bathroom fittings – starting in week 4 for 6 weeks

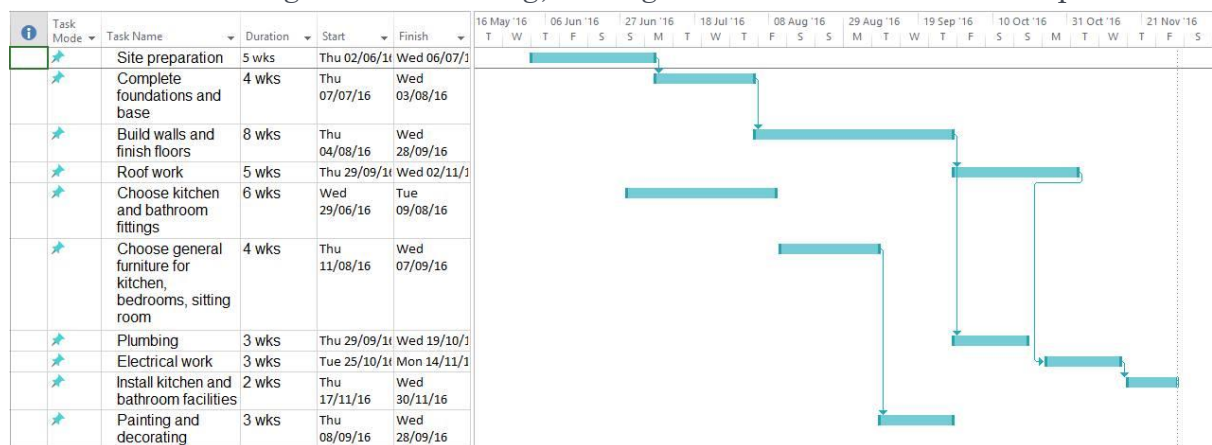
Task 6 – Choose general furniture for kitchen, bedrooms, sitting room – starting week 10 for 4 weeks

Task 7 Plumbing – taking 3 weeks starting at same time as Task 4

Task 8 Electrical work taking 3 weeks starting in 4th week of Task 4

Task 9 – Install kitchen and bathroom facilities taking 2 weeks after Task 8 completed

Task 10 – Painting and decorating, taking 3 weeks after Task 6 completed



WEEK 7

Give a personal/professional example of Covey's 5th habit and of a deposit/withdrawal in your EBA.

An example of Covey's 5th habit 'Seek to understand then to be understood' can be seen in every episode of CSI or criminal minds. The detectives first attempt to understand the assailant's motives and then try to take them in and explain why they can't continue with their crimes. They need to understand the criminal before attempting to reason with them.

The EBA is your emotional bank account. Someone deposits into the EBA when they do a favour for you like print off your assignment. Someone withdraws from your EBA when asking you to do something for them like clean their car.

What does it mean to "advise someone from your own autobiography"? Has this ever happened to you, for example, in terms of the phrase "I know how you feel, I had the same experience ..."? Can you ever really understand how someone else feels?

This is when you attempt to explain someone else's problems in terms of problems you have faced in your life. You believe that you understand what their feelings are etc. purely because you have went through a similar experience. Yet you never truly know someone else's feelings. We are all different people with different mindsets and opinions. You can have a good idea but to know exactly is an impossible task. It has happened me before. The advice in fairness has usually been good advice. However you really only use it to come up with your own opinion and plan of action.

Where could you apply the idea of "bright spot" (positive deviant) in a UCD context?

Positive Deviance is based on the observation that in every community there are certain individuals or groups whose uncommon behaviours and strategies enable them to find better solutions to problems than their peers, while having access to the same resources and facing similar or worse challenges. The Positive Deviance approach is an asset-based, problem-solving, and community-driven approach that enables the community to discover these successful behaviours and strategies and develop a plan of action to promote their adoption by all concerned.

In a UCD context for our Circuits notes we are required to buy booklet from the program office. There are then appropriately sized spaces within the

notes to fill in blanks and examples. This has improved the attendance in our classes significantly as you need to be present to obtain the notes. It also ensures that you engage during lectures as you are forced to think about the problem you are writing down. This I feel is a much more engaging way to lecture other than someone standing looking into their laptop rattling off slides. When the teacher engages the class they learn more.

Have you applied O'Connell's Step 3 in your project group? If not, should you, if yes, was it difficult?

Yes, we had a vote and Clíodhna was selected as our leader early on. We felt that with a leader we would have a singular purpose and someone to make the final decisions, set deadlines and delegate the work for the project.

I didn't find it difficult at all. By taking a bystander role I was able to spend time focusing only on the projects I had in front of me including my other schoolwork. Clíodhna also showed excellent time management skills so we were always on time with deadlines and everyone appeared to rally behind her to push the project to completion.

Have you applied O'Connell's Step 4 in your project group? If not, should you, if yes, was it difficult?

Yes as you can see from our RASIC chart a few weeks previous we assigned roles to everyone early on. This made it easy to keep track of the specific job you had to do and also to collaborate with people if they ran into difficulty. We attempted to assign roles based on strengths.

I am in charge of the video, contacting physical media outlets and liaising with CyberSafeIreland. For me having set roles was much easier as I had a singular focus and knew the deliverables expected from me for the project.

As PM, how do you manage categories 3, 4 and 5 of people that O'Connell identifies in Step 4? Have you some of these categories in your group?

Cat 3 – These people are probably the most difficult to have in a project as they can do something but refuse to. You have to try manage them to return them to Cat 2 but if they refuse to contribute sometimes they belong outside the project.

Cat 4 – This category can be trained to do a job. You need to create the proper time and environment for them to learn the skills necessary to complete it.

Cat 5 – These people are very difficult to deal with as they just can't do the job need of them. Sometimes they belong outside the project or if you can find a different job suitable for them you should give them that.

We are quite lucky in our project as people want to achieve high grades, have many different abilities and are prepared to work hard and contribute to do well. This is a rare occurrence and we are well aware of how lucky we are.

How many hours in a standard working week, how many weeks in a month and how many days in a standard working year for PM planning purposes? How much time would a PM spend managing a large 24 person month project?

For PM planning purposes there are 40 hours in a standard working week, 4 weeks in a month and about 250 days in a year.

Assuming that each person completes 200 hours in the month. Then 24×200 is 4800 hours worked on the project in total. So the PM spends 8% of this time, 384 hours managing this project.

What is reciprocation in terms of influencing people and why is it important? Can you give a personal example of where it has been “used on you” or where you have applied it?

This is when you do a favour for someone and subconsciously they feel they somehow owe you for it. It is important as it is an extremely useful tool in your professional life. You are basically depositing in someone's EBA on the premise that when you go to make a withdrawal you have a good balance. I use this all the time with my family members where you do something small like make a cup of tea for them or clean the house, so that when I want them to assist me with something they subconsciously feel they have to.

WEEK 8

How did Scott and Amundsen deal with managing expectations and providing contingency?

Scott moved one ton of supplies onto the path of his journey. He had just enough food and supplies for the intended size of his team – 4 men. However, at the last minute the number was raised to 5 so his calculations were too low. He had not allowed contingency for an extra person. Also, he left Britain with huge public interest and nothing but success was expected. Scott must have felt huge pressure and that he could not turn around when things were going wrong and return to England having failed.

Amundsen put 4 tons of supplies on his path. He made depots marked by sets of flags. Each marker had a note with distance to and direction of the next depot. Amundsen's men put weight on and left 2 tons of food behind, whereas Scott and his men died. Amundsen left Britain quietly so there was no expectation or pressure on him. He could turn around halfway and return to save his men's lives.

Give an example of where you did allow for contingency or where you might do so in the future

I have a computer test in our engineering labs soon. The labs will be full with people all trying to utilise the same resources from the system and internet. As a result I have downloaded the software and notes I need to my own computer and also put them on a USB drive so if the system crashes or is slow it should not affect me.

What does O'Connell mean by not signing up for “mission impossible” in Step 5?

By this O'Connell means you don't sign up for a task you believe is doomed to fail. It is a lose-lose situation for you and you deserve better than to discredit yourself by its failure.

What does O'Connell say about committing in Step 5?

He states that you have to commit to a project sooner or later but that you should let it run as long as possible and see if any problems arise or work themselves out in the meantime. If you commit too early you may take on more than you can handle or promise more than is achievable.

How does O'Connell's suggest dealing row 5 of Table 6.1 (page 76)? What categories would you use for the individuals in your group – you may use numbers instead of names e.g. Team member 1 is a row 1 category A.

Row 5 is the group who are unable to do the job. As a result we have a serious lack of trust as we know they are unable to complete the task. If we give them this job they will not be able to complete it and it may put the rest of the project in jeopardy. As a result we must find a job they can do, cat 2, or remove them from project, cat 5.

The majority if not all of our team seem to be category 1 and 2. We realise that the jobs need to be done and are willing to do them and some people seem genuinely excited about some parts of the project.

Explain Figure 6.4 (page 80)

This graph explains where a manager usually spends most of their time and where they should spend the least of their time. The x axis lists the categories A-E and the numbers in each category. The y axis is the amount of managerial time should be spent. The solid line indicates how the trend of the managerial time to category should be and the dotted line shows how a normal project manager would like to spend their time managing. The shaded region shows where a project manager should spend their time. This means that you allow the A's and B's to do their jobs and you encourage the D's and E's to improve and help with the project, even though this is the most annoying place to be.

Can you identify what might be a keystone habit in your life? Why was O'Neill's Alcoa habit so important?

Personally I know I go to bed too late at night and as a result wake up late in the day. If I were to turn this around I would be much more productive. I also spend too much time 'just checking' Facebook and the likes.

Alcoa turned its profits around by becoming the safest company in the America with an incident rate of 1/20 US average. Saving money in claims and reducing interruptions in production, as well as gaining the respect of the workers the new CEO turned the company around

What is a thinking environment – See Kline's handout on Moodle?

A Thinking Environment is a set of ten behaviours which have been found to help the most to improve their thinking. The “Ten Components” include Attention, Equality, Ease, Appreciation, Encouragement, Feelings, Information, Diversity, Incisive Questions and Place. If the idea applied to groups, the quality of people’s thinking is improved as it was found that the quality of people’s thinking is limited by how they are being treated by other while they are thinking. By employing these techniques people feel that their time and opinions are respected. Also by using a round table you give no one importance over anyone else.

Give an example of where you would use the “time to think” methodology in dealing with a work or personal encounter.

Someone comes to you asking you if they should break up with their girlfriend. Instead of advising them, ask them what they think they should do and allow them to speak their mind. By doing this they may figure out the answer for themselves. By asking them an incisive question, for example, what will you miss if you do break up? they may realise that they will miss her a lot and decide against it. The important thing is to allow them to think the solution out themselves if possible as the brain with the problem often has the solution.

What limiting assumption might be holding you back at the moment? What incisive question might help clarify your thinking?

Some limiting assumptions impinging me from reaching my full potential are thoughts that I am not intelligent enough to grasp certain concepts in my modules that will push me into the A+ range. I have found it difficult since coming to university to grasp certain concepts and coming from a small rural school I was used to being at the top of the class. The fact that I am not in UCD set me back slightly and made me wonder am I capable of returning to the top end of my classes. My incisive question might be "how did I reach the top of the class in my old school?" To this I would have to reply that I always felt I put a little extra in where other students had not in order to ensure I understood things clearly. Since coming to university I realize I do not spend the same quantity of time I used to reviewing class notes and tackling problems. Within this I believe I have found the key to my problem is effort and that if I increased my level of effort in my modules on par with the

amount of work I used to do in secondary school I can begin to grasp the final, more difficult concepts in classes that will push me into the A grades.

WEEK 9

What is Step 6 and explain O'Connell's Table 6.1

Step 6 is where you pick an appropriate leadership style. Your style may vary from group to group, project to project and even person to person. Each situation is different and as a PM you need to be able to manage it to get the best out of that person or team. O'Connell states that depending on the person/teams capabilities and whether you trust them will greatly influence your leadership style.

Table 6.1 lists the different "cases" of people you have reporting to you and advises on how you should manage them given their level of trustworthiness. He explains 5 ways (A-E) which can be used to manage certain people. Someone in cat 1 for example you use style A and just let them go complete the project. By interfering with them you are holding them back.

Explain the importance of Steps 7, 8, 9 and 10.

Steps 7-10 are the kernel of the project. After the planning and preparation is done here is where you finally go and complete the project. You continually monitor your progress and inform everyone of how things are going. Eventually when the project is done you review what went well and what went badly for reference for future projects. You also reward yourself and team for its completion.

Write a note on dealing with difficult people. What was the most useful point you found from this material.

Sutton believes the best way to deal with difficult people is to block them out. Remove them from your working environment and you will be more successful.

To an extent this is correct but sometimes it is impossible to do this so appealing to that person's nature may be more beneficial. You need to know your audience and react according to what is in front of you.

What are the economic costs of an AH to an organisation?

AH's cost many problems in organisations as not only may their work be poor, but they may also affect those around them. AH's also create a breeding ground for more AH's and can cause toxic for your organisation. To replace someone from an organisation costs on average €20000. However after legal suits etc. this can prove to be even more costly.

John Prine's song "The other side of town" suggests a way of dealing with some AH behaviour – what is your opinion of this approach?

In his song John Prine suggests you go to a happy place and basically refuse to acknowledge the AH. By letting them get under your skin you are hurting yourself so by blocking them out you create a peaceful environment for yourself. I think this works in some extents but sometimes you have to stand up for yourself and explain your situation. Backing down is not always the right option.

What is the difference between a fixed and a growth mindset?

Why is a PM's mindset important?

The growth mindset is the opinions that our intelligence and abilities can develop and as a result we can do anything. The fixed believes that our intelligence and abilities can't be changed. A PM must have a growth mindset or else if they ever meet a problem they will believe it impossible to overcome. You need to be positive and work out solutions.

How would you classify your own mindset? Do you think your team members all have the same mindset?

I would believe I am a positive person for the most part but I know my limitations. In the past I have come across situations where I expected too much off some people. In this group however I believe we are all fairly similar to one another.

What is positional bargaining?

Positional bargaining involves each party picking a side or an opinion and fighting tooth and nail to protect it. It is not a healthy means of negotiation and as a result very few fruitful negotiations come from this methodology. People usually focus on personal issues and not the problem at hand.

What is principled negotiation?

Principled negotiation targets the issues and not the people. A fair independent standard is chosen and issues are decided on merit. As a result people's emotions do not come into play and they decide rationally.

BOOK COMPARISON ENTRY

For this Book Comparison Report, I discussed my book “Getting things done” by David Allen with Michael Kirwan after he had spoken with some other members in the group about theirs. Michael read “Emotional Intelligence - Why it can matter more than IQ” by D. Goleman. We found that the books were different and similar in some ways. Getting things done was all about time management and yourself whereas Emotional Intelligence was based on how your environment and emotions affect you.

Michael explained that in his book it explained that time after time we appeal to people’s emotional responses to get what we want. That striking this response is commonly used in the world around us be it advertising etc. to manipulate us.

Allen’s book is obviously more about self-management than external influences.

As a result it really depends on what you are hoping to discover about yourself. I really enjoyed “Getting things done” and as a result I will recommend this book but I do believe that “Emotional intelligence” would also be an interesting read.

WEEK 10

What are the 4 villains according to the Heath brothers when it comes to making decision

Narrow framing: You see only a limited number of the options available to you.

Confirmation bias: You only gather information that supports your point of view.

Short term emotion: You make a decision based off your emotions at the time and not your opinion generally (apply 10/10/10 rule)

Overconfidence: You can be wrong about the future and fail to build in contingency.

Write notes on each step of the WRAP process

Widen Your Options: This step requires you to try and look at the problem with a new set of eyes. You need to ask yourself “have you really thought about the options available to you?” “Have you talked your problem through with someone else to get their opinions?” Once you know all the options you have you can then make a more informed decision.

Reality-Test Your Assumptions: In this step you try gather some information and conduct a little research. You ask for a myriad of opinions and pick out the common themes. You can then evaluate what you have found and see if is the decision you plan to make a wise one.

Attain Distance Before Deciding: You don’t make a decision on impulse. Give yourself time and space to think over your decision.

Prepare To Be Wrong: If you are wrong admit it and make sure you have built in contingency where you can go back on your decision. It takes a strong person to admit they were wrong. It is not a weakness.

What is meant by “ooching”, “vanishing options”, “setting a tripwire”

Ooching refers to setting up a small test in order to see if a decision will work or not. For example if you decide to try taking dance lessons. You start by saying that you will dance for a period of 5 lessons and after that time you set a tripwire. Your tripwire will be where you decide whether or not you will

continue the lessons. You set it for a particular time in the future so that you can review the situation with your new gained perspective. Finally vanishing options are where you remove your first option from the list and then think which option you would choose.

WEEK 11/12

Identify what you think are the **three** most important ideas or tips you learned from this module

I believe there are many important aspects to this module and I believe that depending on the day and humour I am in whilst writing the answer to this question you would get a different answer. I definitely believe that picking a leadership style is important as well as time management and the thought of asking others for their opinions.

For your leadership style no two people are the same so why would you treat them that way? You must adapt to the person not them to you. By doing this you will get the most out of people and have successful projects.

Time management is key to any successful project manager. Before this module my time management was a bit non-existent but now it see that it is easy to stay on top of things with a simple system.

Finally you can't do everything on your own. If someone knows more than you ask them. They will probably be delighted to help. We are not meant to know everything so share the burden and ask around.

Is there any **ONE** thing that you will do differently as a result of taking this module?

I found it hard to pick just one thing to do differently but I decided on time management.

I realise how beneficial managing your time efficiently can be and since starting this module and adapting it in my own life I now realise how easy staying on top of uni work has been. I also have a day planner/schedule where I attempt to complete certain tasks in certain times every day and it has been extremely beneficial to me.

MODULE REVIEW

I have found this module very interesting and beneficial. I did not expect to learn as much as I did in the short space of time. It was one of those modules where you were picking up things unbeknown to yourself. I also found my time-management and even my decision making in difficult situations has improved throughout the course of the semester.

Probably the most important thing in this module was planning and contingency as they were the aspects that were repeated the most. I believe that by implementing them in my life from now on it will prove extremely beneficial in both my personal and professional lives. Previous to this module I thought I planned my day quite well, however I realise now that that was not the case. During the course of the summer last year I was wiping my laptop in order to delete some of the clutter and deleted a file of notes for one of my 2nd year modules. This folder would have proved useful to me this year and after realising I hadn't a back-up copy I was thought a hard lesson about contingencies and as a result vow to never make the same mistake again.

In my goal entry I outlined the different things I hoped to learn in the coming semester and I believe I have achieved all of these learning outcomes. I have become a more productive, efficient and ultimately successful individual in the past few months due to this module. Simple things like contexts etc. on lists to Gantt charts, to improving my filing systems have all proven to be extremely beneficial and intend to continue using these well into the future.

I found that the lectures were delivered well, both from Prof. Carthy and Meadhbh, but if I had one criticism it would be that navigating the modules Moodle page can prove difficult as it seems to be quite cluttered. Also grouping things like Covey's habit's together and O'Connell's Silver Bullet from a notes perspective would be beneficial going forward. I also enjoyed how this module was kind of a release from the mundane everyday module in which we got to express ourselves and interact with others whilst learning.

Unfortunately after the final exam I am not sure if I can still attain my A+ in the module. Some silly errors like forgetting the numbering of habits and what some of the acronyms stand for may prove costly however I do believe that I still deserve an A or A- grade overall as I most definitely engaged with the course and also believe that my contribution to our group project and my

learning journal were of an extremely high standard. To be honest personally I am a bit disappointed with how our group video panned out. I took on with doing this myself and should probably have sought out more help. However I will learn from this going forward.