



Te Wānanga  
o Aotearoa



### KŌNAE AKO 1

Te Tohu Whakahaere Kaupapa  
– Certificate in Project Management

# Lesson and Activity Workbook

Project Initiation

Level

4



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# *Lesson and Activity Workbook*

**TE TOHU WHAKAHARE KAUPAPA**  
*Certificate in Project Management*

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**KŌNAE AKO 1:**  
Project Initiation

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# Introduction

## How to use this book

This workbook contains instructions that tell you what you need to do to complete this kōnae ako of the programme. It also contains activities for you to complete at home.

The book is made up of 5 lesson plans – one for each of the 5 weeks of the kōnae ako. Each week, refer to the relevant lesson plan so you know what you need to do that week. For example, in week 1 of the programme, it is recommended that you complete everything shown in Lesson plan 1; then in week 2, it is recommended you complete everything shown in Lesson plan 2, and so on.

Note that you will not hand in this book to your kaiako to be marked, and you will not be assessed on how well you complete all of the activities. Only your assessments need to be handed in to be marked. However, in order to get the most out of this programme and develop your project management skills, you are encouraged to do your best to complete all activities suggested.

There are two parts to each lesson plan:

- The ‘core lesson content’, and
- The ‘after lesson activities’.

These are explained below.

## The core lesson content

The ‘core lesson content’ is the programme content that will be covered during the ‘contact’ hours you have with your kaiako. Each lesson plan has five hours’ worth of core lesson content.

There is a total of 25 hours of contact time associated with classes and workshops in this kōnae ako, which works out at an average of 5 hours per week. Please refer to the programme timetable you were provided with at the beginning of this programme for details about when contact sessions will be delivered. If you are unsure, please ask your kaiako for confirmation.

Make sure that you look over the core lesson content before you come to each contact session. This will help with your understanding of the content and will provide you with an opportunity to make a note of any questions that you may wish to ask during class time.

## The after lesson activities

The second part of each lesson plan in this workbook is titled ‘after lesson activities’. As the name suggests, this part of the lesson plan gives guidance on what you should be doing outside of class times.

It shows the amount of time that should be used to read through the core lesson content before going to class (and/or after going to class) as well as the amount of time you should spend completing your assessments. It also gives suggestions of activities that you can do to support your learning. For every lesson, there are 23 hours of after lesson activities.

These are the types of after lesson activities:

## **Lesson preparation and review & completion of assessments – 18 hours per week**

Before attending class, you will need to spend time preparing for the lesson. After class you will need to review this content again, and work on assessments.

The lesson plan will set out how many hours you are likely to need to spend working on your assessments. However, in general, you will need to allow approximately 13 hours every week for completing your assessments. Of the remaining 5 hours per week, spend approximately 4 hours preparing for the upcoming lesson and one hour reviewing content after each lesson.

To prepare for lessons, read through the content of the kōnae ako magazine shown on your lesson plan. When doing this, ensure that you visit any websites referred to in your kōnae ako magazine and that you answer any questions given in your kōnae ako magazine.

## **Recommended readings and activities – 1 hour per week**

The ‘after lesson activities’ components of the lesson plans provide instructions for activities you can do to reinforce your learning. This may include, for example, finding out more information about some of the content covered during the lesson or using some of the online tools referred to in the kōnae ako magazine.

Although these activities are not assessed, they are designed to improve your understanding of the core programme content. Completing the activities will improve your project management knowledge and may help you complete your assessments.

## **Workbook and online activities – 4 hours per week**

These are also activities designed to help you understand the core programme content. However, the main difference between these activities and the ‘recommended readings and activities’ is that there are spaces in this workbook for you to write answers.

Some of these activities have model answers (or suggested answers). These are given in the back of this workbook. Remember, your kaiako will not mark these activities. They will only mark your assessments.

## Summary of hours of learning

The hours of learning for this kōnae ako are as follows:

Learning format	Average hours per week	Total hours
Core lesson content	5	25
Lesson preparation and review and completion of assessments	18	65
Recommended readings and activities	1	5
Workbook and online activities	4	20
<b>TOTAL HOURS</b>	<b>28</b>	<b>140</b>



# Lesson plan 1

**(Tick when lesson is complete)**

**Date completed:** .....

## Core lesson content

### Kōnae ako magazine

- ▶ Section 1: Introduction to project management

### Learning outcome(s) covered

1. Develop a draft business case for a project.
4. Project manager qualities are identified and explained in relation to problem solving within a project.

### Assessment

- ▶ Assessment 1: Project Initiation

## After lesson activities

### Lesson review and completion of assessments

Spend 18 hours reviewing the core lesson content and working on the assessment for this kōnae ako. As a suggestion, you could spend the time as follows:

- 5 hours reviewing Section 1 of the kōnae ako magazine and thinking about your answers to the discussion questions and pātai within this section.
- 13 hours preparing for Assessment 1 by identifying a suitable project to work on. Since you will be planning and implementing the project throughout the programme, you will need to ensure you choose a project that you will be able to carry out.

### Recommended readings and activities

- **Videos: Project management basics..... Time allocation: 1 hour**

The following is a list of short videos from a YouTube channel called *Online PM Courses – Mike Clayton*. Watch them to gain a better understanding of several topics covered in this section, including project management concepts and the role of the project manager:

- *Basics of Project Management... in 4 Minutes* – [https://youtu.be/AOmS\\_UrnBD0?si=ktvgULMAfI\\_AersG](https://youtu.be/AOmS_UrnBD0?si=ktvgULMAfI_AersG).
- *My Top 10 Project Management Concepts* – <https://youtu.be/XbMCFimmyfc?si=PF3NbBieibSPCT2g>.
- *The Role of a Project Manager* – <https://youtu.be/yoM4pqyDnCo>.
- *Top 15 Management Skills that Project Managers Need to Master* – <https://youtu.be/oLIA7JO1aSk?si=hpI4ZBP4CxyZuBSb>.
- *What is a Business Case?* – [https://youtu.be/c95wGysj9Nc?si=5MY\\_YUk146RhsIti](https://youtu.be/c95wGysj9Nc?si=5MY_YUk146RhsIti).

For each video, answer the following questions:

- How does this topic relate to the content in the kōnae ako magazine?
- What are the main points of each video?
- Does this clarify or expand on the knowledge you gained from the kōnae ako magazine?
- What topics do you need more information about?

Do a Google search for any topic you think needs to be clarified further.



## Workbook activities

### Activity 1: The project manager – missing words

**Time allocation: 15 minutes**

Fill in the spaces. The number in brackets next to each space tells you how many letters are in the missing word.

#### The project manager

Project managers do many of the same things other \_\_\_\_\_ (8) do. For instance, they oversee a \_\_\_\_\_ (4) and plan work \_\_\_\_\_ (9). The difference between ordinary managers and project managers has to do with what they manage: a project manager manages \_\_\_\_\_ (8) rather than organisations or departments that are engaged in business as \_\_\_\_\_ (5).

Unlike ordinary managers, project managers do not have the luxury of ‘business as usual’. For example, if you are managing a restaurant, you are usually dealing with established \_\_\_\_\_ (8) and \_\_\_\_\_ (9). A project manager, on the other hand, is doing something \_\_\_\_\_ (3) – they cannot rely on things running ‘normally’ because projects are not ‘normal’ business.

Another difference is that a project manager is much more likely to be managing people with \_\_\_\_\_ (11) skills which the project manager does not have themselves. For example, a project manager might be in charge of carpenters, electricians, IT service providers, accountants, and plumbers. Hardly anyone is an expert in all these things, but a project manager will need to make calls involving all of them.

A project manager’s general duties are:

- \_\_\_\_\_ (8) the series of activities that complete the project
- \_\_\_\_\_ (10) some or all of the project work to the project team
- \_\_\_\_\_ (10) how well work on the project matches the project plan
- \_\_\_\_\_ (11) the project to make sure the work goes to plan, and the project stays on track

Most of these general duties will be similar to those of ordinary managers. The main difference is that the project manager will be doing a higher level of planning. The project manager will spend a lot of time planning out the \_\_\_\_\_ (10) of the project before they start actually managing the work and the team. This requires project managers to have an unusual eye for detail as well as the ability to remember everything about the project plan. A project manager needs to be able to quickly understand what the consequences of any \_\_\_\_\_ (6) will be for the rest of the project.

## Activity 2: Project management – matching terms

**Time allocation: 15 minutes**

Match the terms in the left column ('Terms') with their correct definition in the right column ('Definition') by writing the number of the term in the final column ('Matching Number').

Term	Definition	Matching number
1. Project manager	The person or organisation who initiates and pays for the project.	
2. Internal stakeholders	The unique product, service, or result that comes from a project.	
3. Management	These are people in the organisation affected by the project.	
4. Project team	A temporary endeavour started to create a unique product, service, or result.	
5. Governance	Represents the people who are designing or developing project outcomes.	
6. Leadership	The person who has the authority to run the project from day-to-day.	
7. External stakeholders	Oversight of the project, including the basic framework for how project decisions are made.	
8. Senior supplier	The people who will be doing the work of the project.	
9. Output	Represents the people who will be using the result of the project.	
10. Role	Applying knowledge, skills, and tools to plan, execute, and control a project.	
11. Outcome	These are people from outside the organisation affected by the project.	
12. Senior user	Organising and controlling a group of people to achieve a set goal or goals.	
13. Project management	The function or job assigned to a person.	
14. Executive	About influencing and motivating people to reach a vision.	
15. Project	The changes in the business resulting from project outputs.	

## Activity 3: Projects – make it right

**Time allocation: 45 minutes**

For the following activity read the statements in the table.

- If the statement is correct, tick ‘Yes’ and move on to the next statement.
- If the statement is not correct, tick ‘No’ and write a correct statement in the space provided.

Statement	Make it right
<i>Example: Projects are reasonably predictable – they often involve doing the same thing over and over.</i>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b></p> <p><i>Business as usual is reasonably predictable. Projects are not – they usually involve doing something new.</i></p>
<p>Unlike business as usual, a project is a temporary endeavour – and the risk of mistakes is much higher than it is for business as usual.</p>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
<p>The outcome of a project is something unique that results in changes to an organisation. These changes are called benefits.</p>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>

Statement	Make it right
<p>An important part of project management is getting the right people to do the right things at the right time in the right place.</p>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
<p>A project's executive, project manager, and governance share ultimate responsibility for delivery. They share direct control over the day-to-day running of the project.</p>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
<p>Project managers apply project management knowledge, skills, tools, and techniques in three main ways: budgeting, scheduling, and monitoring.</p>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
<p>You can choose which tools and techniques to use for any given project. Project management is tailorable.</p>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>

Statement	Make it right
The project manager will spend a lot of time planning out the activities of the project before they start actually managing the work and the team.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
Leadership is about organising and controlling a group of people. Management is about influencing and motivating people.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
Project team members have roles in the project – defined functions that they perform. These roles usually involve responsibilities.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
The goal of the initiation stage is to decide on a project and get a project team sorted. In the next stage, you make a plan to see if the project is feasible.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>

Statement	Make it right
<p>After you have a full business case, you can move on to a project plan. This plan is much more detailed and basically replaces the business case.</p>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
<p>During the execution stage, the actual work of the project is carried out.</p>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
<p>Monitoring and controlling creates a lot of information – this information is organised using an information management software system (IMSS).</p>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
<p>The final stage of the project life cycle is project closing, when the final milestone has been completed and you move on to the next project.</p>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>

## Activity 4: Project management – do you agree?

**Time allocation: 30 minutes**

### Part A: Agreement with statements (15 minutes)

Read the statements in the table and indicate on the scale how much you agree or disagree with the statement.

Statement	Strongly agree	Not sure	Strongly disagree		
1. Project management is not difficult once you know what it is and how it is used.	<input type="checkbox"/>				
2. Depending on the nature and circumstances of the project, success may be difficult to achieve.	<input type="checkbox"/>				
3. Project management is not just about managing projects, it is about leading a project team.	<input type="checkbox"/>				
4. A project manager must have the skills required to manage people effectively.	<input type="checkbox"/>				
5. To be successful, a project must be completed on time, within budget, and at a minimal cost.	<input type="checkbox"/>				
6. To be an effective project manager, you must be good at planning, supervising, estimating, scheduling, and closing.	<input type="checkbox"/>				
7. You should only be a project manager if you have worked in the industry before and have relevant previous experience.	<input type="checkbox"/>				
8. To manage a project effectively, the required work must be broken down into smaller activities.	<input type="checkbox"/>				
9. Leadership is an important quality of a project manager as they must be able to lead people.	<input type="checkbox"/>				
10. Effectively controlling risks is an important part of a successful project.	<input type="checkbox"/>				

11. Projects require accountability – oversight that makes sure the project is proceeding as it is supposed to.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ↔
12. Project management is no different from any other type of management.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ↔



## Part B: Explaining your responses (15 minutes)

Explain your response to three of the statements above. An example of how to complete this activity has been provided for you.



### HEI TAUIRA:

#### **Example:**

Statement number: 8

*Explanation: I indicated that I strongly agree with the fact that project work must be broken down into smaller activities to be managed effectively. By breaking down the work into smaller pieces, it is easier to plan and monitor the work. If you do not do this, it may be unclear as to what needs to be done, making the work harder to manage. For example, if you tell your project team to “design a website”, they will not know what they actually need to do, and you will find it hard to compare what they have done to what they should have been doing each week.*

Statement Number: \_\_\_\_\_

Explanation:

Statement Number: \_\_\_\_\_

Explanation:

Statement Number: \_\_\_\_\_

Explanation:

## Activity 5: The stages of a project

**Time allocation: 45 minutes**

Below are the five basic stages all projects go through. For each stage, write the name of the stage, and the processes that are involved in each stage.



1. The \_\_\_\_\_ Stage

Processes:



2. The \_\_\_\_\_ Stage

Processes:



3. The \_\_\_\_\_ Stage

Processes:



4. The \_\_\_\_\_ Stage

Processes:



5. The \_\_\_\_\_ Stage

Processes:



## Activity 6: Interview someone managing a project

**Time allocation: 1 hour**

Find someone (whānau member, colleague, someone in the community) who is currently managing a project of some kind. Ask them (in person, over the phone, or via e-mail) the following questions:

- What is the project about?
- What is the goal of the project?
- What is the scope of the project?
- What are the major milestones?
- Why are you doing the project?
- What are the benefits of doing the project?
- Who is the project executive?

Fill in the boxes below with their answers.

**What is the project about?**

**What is the goal of the project?**

**What is the scope of the project?**

**What are the major milestones?**

**Why are you doing the project?**

**What are the benefits of doing the project?**

**Who is the project executive?**



## Activity 7: Project management – multiple choice quiz

**Time allocation: 30 minutes**

Choose the best answer from the options given.

1. Why is a project different from business as usual?
  - a. It has a definite beginning and end
  - b. It has a specific goal and budget
  - c. It delivers something unique
  - d. All of the above
2. What is ‘business as usual’ for an organisation is generally based on its:
  - a. Project plan
  - b. Business case
  - c. Governance
  - d. Business model
3. When a project fails, you should always:
  - a. Get angry and upset
  - b. Think carefully about what went wrong and try to learn from it
  - c. Realise project management is not for you
  - d. Blame everyone else: the project team, the customer, and the stakeholders
4. A \_\_\_\_\_ has an interest in or is affected by a project (fill in blank).
  - a. senior user
  - b. project manager
  - c. senior supplier
  - d. stakeholder
5. Which of the equations below is a good way to think about being an effective project manager?
  - a. Manage + Monitor = Project Management
  - b. Tools x Techniques = Triumph
  - c. People + Process = Success
  - d. Execution + Controlling = Success
6. The goal of the initiation stage is to get approval for a \_\_\_\_\_ for the project (fill the gap).
  - a. progress report
  - b. confirmation letter
  - c. resource consent
  - d. business case

7. Kaitiakitanga refers to the responsibility people have for:
  - a. Being honest and trustworthy
  - b. Building and maintaining good relationships with other people
  - c. Protecting valuable taonga, such as the environment
  - d. Treating other people fairly and with respect
8. What is the ‘scope’ of a project?
  - a. The person or group that benefits from the project
  - b. What will be accomplished by the project
  - c. The resources assigned to deliver the project
  - d. Any risks to the project that need to be managed
9. Who is the single point of ultimate responsibility of a project?
  - a. The customer
  - b. The project manager
  - c. The stakeholders
  - d. The project executive
10. In project management, what does PMIS stand for?
  - a. Project Monitoring Information System
  - b. Performance Measures Information System
  - c. Project Management Information System
  - d. Procurement Management Information System
11. When should you write a full business case?
  - a. Once the project executive has approved the draft business case
  - b. As soon as the initiation stage begins
  - c. Never – a business case should always be in draft form
  - d. At the end of the planning stage
12. What are ‘deliverables’?
  - a. Outputs of the project that must be completed and checked off
  - b. The teams who transport the required resources
  - c. A set of priorities that change from day to day
  - d. A set of risks associated with a project
13. What is the work breakdown structure?
  - a. A logbook that records any equipment that has broken down
  - b. A method of subdividing the work of a project into smaller activities
  - c. A structure in which broken down equipment is stored
  - d. Any communication failures that may occur

14. During which part of the project life cycle is the level of risk highest?
- Initiation
  - Planning
  - Monitoring and controlling
  - Closing
15. You want the only risks associated with the project to be:
- Reasonable risks
  - Harmful risks
  - Affordable risks
  - Very unlikely risks
16. Which of these is not one of the key roles of project management?
- Senior user
  - Marketing manager
  - Project executive
  - Senior supplier
17. The changes in an organisation that result from a project are called:
- Results
  - Outcomes
  - Outputs
  - Benefits
18. A project manager records what happens in the day-to-day management of the project in:
- The full business case
  - A milestone list
  - The quality management plan
  - Project logs
19. The project manager's general duties mainly fall under four headings. These are:
- Planning, executing, monitoring and controlling, and closing
  - Budgeting, scheduling, managing work, and managing risks
  - Planning, delegating, monitoring, and controlling
  - Setting goals, communicating, organising work, and monitoring work
20. Large projects might use all of the project management tools, while small projects might only use some of them. This is okay because project management is:
- Scalable
  - Tailorable
  - Malleable
  - Tunable

# Lesson plan 2

**(Tick when lesson is complete)**

**Date completed:** .....

## Core lesson content

### Kōnae ako magazine

- ▶ Section 2: The initiation stage

### Learning outcome(s) covered

1. Develop a draft business case for a project.

### Assessment

- ▶ Assessment 1: Project Initiation

## After lesson activities

### Lesson review and completion of assessments

Spend 18 hours reviewing the core lesson content and working on the assessment for this kōnae ako. As a suggestion, you could spend the time as follows:

- 4 hours preparing for the lesson by reading Section 2 of the kōnae ako magazine and making notes in response to discussion questions provided in this section.
- 1 hour reviewing the content of the kōnae ako magazine after the class.
- 13 hours working on Task One of Assessment 1. This involves preparing a draft business case for the project you want to carry out during this programme.

### Recommended readings and activities

- **Videos: Reducing your project's environmental impact ..... Time allocation: 1 hour**

Below is a link to a guide developed by the Sustainable Business Network and the Ministry for the Environment about ways small businesses can reduce their impacts on the environment and society.

- *Enterprise3: Your Business and the Triple Bottom Line* – <https://environment.govt.nz/assets/Publications/Files/enterprise3-triple-bottom-line-guide-jun03.pdf>.

Note: the guide uses the term ‘the Triple Bottom Line’, which is almost the same as the multiple bottom line discussed in Section 2. However, the triple bottom line only includes the economic, social, and environmental bottom lines – not the cultural bottom line.

Read the part of the guide about environmental initiatives (pages 9 to 15). This covers assessing your organisation’s environmental impact and provides practical things you can do to reduce your environmental impact. Think about the environmental impacts your project could have and make notes about ways you can reduce these impacts.

Later, in your own time, feel free to read the part of the guide about social initiatives (pages 16 to 19).

## Workbook activities

### Activity 8: Identify key stakeholders

**Time allocation: 30 minutes**

You need to identify the stakeholders of your project. Some stakeholders will have a lot of power and influence over the project – these are key stakeholders.

To identify key stakeholders, you can use the DANCE tool (see Figure 1).



## Part A: Example project (15 minutes)

Read through the short example below and then fill out the table provided by listing each of the stakeholders and identifying what types of power and influence they have over the project.



### HEI TAUIRA:

#### **Example: Rebranding project**

*Neptune's Delight is a small chain of seafood restaurants – most locations are in mall food courts throughout Aotearoa. Market research has shown that the business' target market sees its branding as old, tacky, and a bit daft. As such, the business owners have contracted ACME Marketing Solutions to rebrand the business. The following stakeholders will be affected by the rebrand.*

- *The shareholders of Neptune's Delight – the business is owned by five families.*
- *Robert Hanson, the managing director of the business and the largest shareholder. The other shareholders trust him and have authorised him to be the project executive.*
- *Erana Rutene, the project manager from ACME Marketing Solutions.*
- *Dave Broughton, a long-term marketing manager for Neptune's Delight. He had retired, but the shareholders have requested that he be employed as an adviser, since he knows the business very well and most of the people involved in it.*
- *The ACME Marketing Solutions creative team – they will be creating the new brand.*
- *The target market of Neptune's Delight, including current, former, and potential new customers.*

Stakeholder	Decisions	Authority	Need	Connections	Energy
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				

From your chart, identify who are likely to be key stakeholders.

### Part B: Your project (15 minutes)

Now fill in in the table below for a project you are considering carrying out or one that you have worked on in the past. You will need to identify the stakeholders for this project and then use the DANCE criteria to identify what type of power and influence they will have (or had) over the project.

Stakeholder	Decisions	Authority	Need	Connections	Energy
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				

From your chart, identify who are likely to be key stakeholders.



## Activity 9: Needs and wants

**Time allocation: 15 minutes**

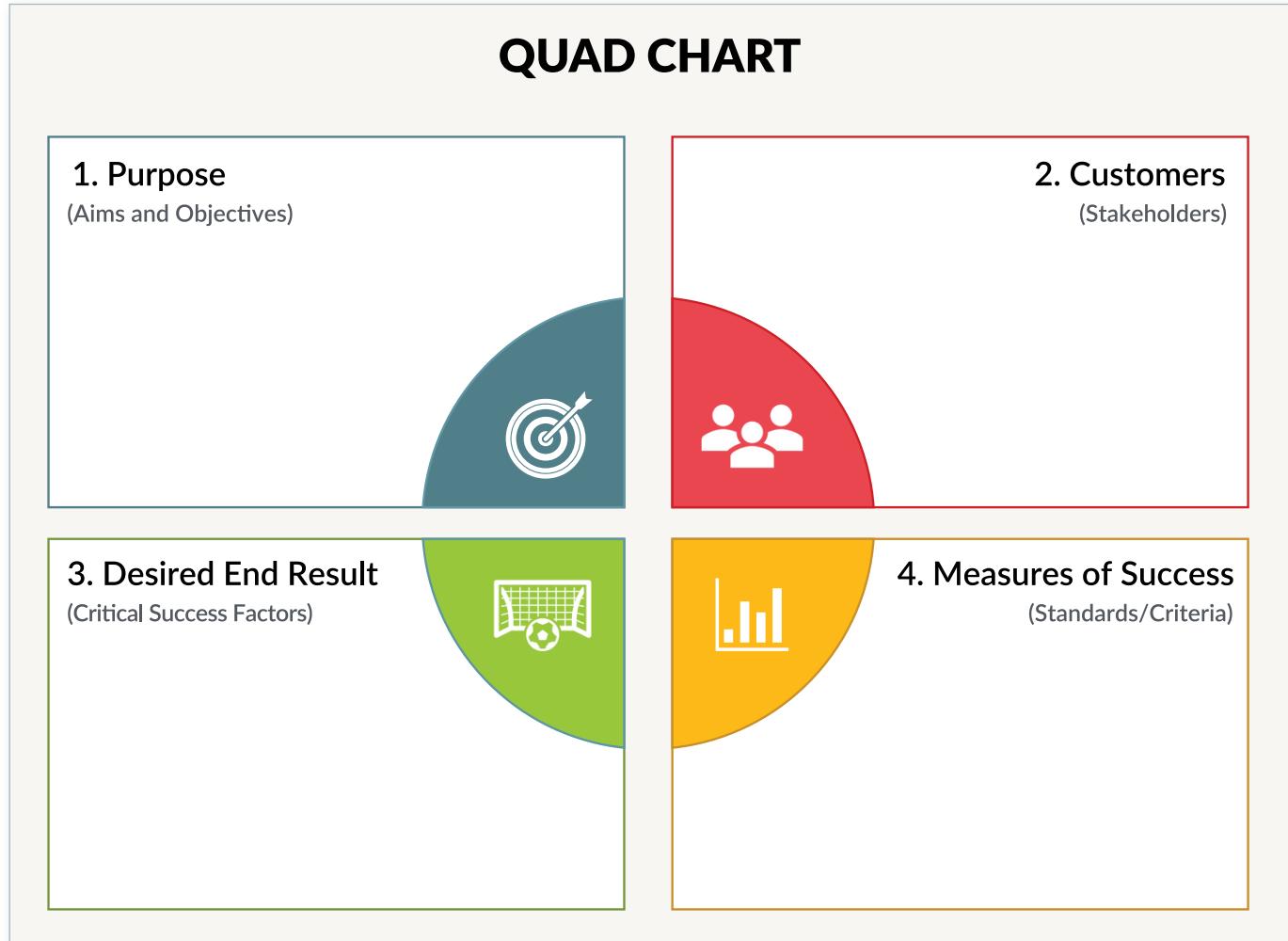
Most of us have issues with sorting needs from wants because we think that we need many things that we do not really need. In the following table, identify which you think should best be thought of as a need and which is better thought of as a want.

Item	Need	Want
A healthy, balanced, and nutritious diet	<input type="checkbox"/>	<input type="checkbox"/>
Dessert	<input type="checkbox"/>	<input type="checkbox"/>
A basic business vehicle with enough capacity for your work	<input type="checkbox"/>	<input type="checkbox"/>
Fashionable designer clothing	<input type="checkbox"/>	<input type="checkbox"/>
Water	<input type="checkbox"/>	<input type="checkbox"/>
Basic medical care	<input type="checkbox"/>	<input type="checkbox"/>
To be free from racial or religious discrimination	<input type="checkbox"/>	<input type="checkbox"/>
A \$5,000 computer workstation for reading business emails	<input type="checkbox"/>	<input type="checkbox"/>
An expensive brand name business vehicle that will make others look	<input type="checkbox"/>	<input type="checkbox"/>
A smartphone for business use	<input type="checkbox"/>	<input type="checkbox"/>
A clean environment free of illness-causing pollutants	<input type="checkbox"/>	<input type="checkbox"/>
A strong sense of connection with your culture or personal identity	<input type="checkbox"/>	<input type="checkbox"/>
To be competent at working with people from other cultures	<input type="checkbox"/>	<input type="checkbox"/>
Due recognition of your culture by wider society	<input type="checkbox"/>	<input type="checkbox"/>
Recognition of your human rights	<input type="checkbox"/>	<input type="checkbox"/>
To be the leading business in your entire industry	<input type="checkbox"/>	<input type="checkbox"/>
To be paid a living wage	<input type="checkbox"/>	<input type="checkbox"/>

## Activity 10: Quad charts

Time allocation: 2 hours

In Section 2.2 of the Kōnae Ako 1 magazine, we looked at an example of a quad chart. Remember, a quad chart for a business project looks like this:



The following are four different project scenarios. For each one, fill out the quad chart below. You will need to make up some information for each scenario.

**Part A: Scenarios (1 hour)**

**Scenario 1: Keith**

Keith owns a two-dollar store. He has run this store for 20 years but has found lately that very few young people come in. His ten-year-old daughter tells him that the store looks sad and old. He decides it is time to refurbish the front of his store to make it more welcoming to young people.

<i>Project –</i>	
<i>Purpose (aims and objectives)</i>	<i>Customers (stakeholders)</i>
<i>Desired end result (critical success factors)</i>	<i>Measures of success (standards / criteria)</i>

## Scenario 2: Angelia

Angelia has recently purchased a café called ‘Linalyls’. She has decided to keep all the current staff but wants to rework the roster, so no one is scheduled to work longer than an eight-hour shift. She decides that the best way to figure out a good roster is to survey her staff.

<b><i>Project –</i></b>	
<i>Purpose (aims and objectives)</i>	<i>Customers (stakeholders)</i>
<i>Desired end result (critical success factors)</i>	<i>Measures of success (standards / criteria)</i>

### Scenario 3: Tāmati

Tāmati owns and operates a hot dog stand called ‘Tama Dogs’. He is concerned about the amount of food and plastic waste his business produces. He decides to invest in more eco-friendly materials and only cook food to order. This is so he does not need to throw away uneaten hot dogs.

<b>Project –</b>	
<i>Purpose (aims and objectives)</i>	<i>Customers (stakeholders)</i>
<i>Desired end result (critical success factors)</i>	<i>Measures of success (standards / criteria)</i>

**Part B: Your quad chart (1 hour)**

Now consider your own project. Fill out your own quad chart.

<b><i>Project –</i></b>	
<i>Purpose (aims and objectives)</i>	<i>Customers (stakeholders)</i>
<i>Desired end result (critical success factors)</i>	<i>Measures of success (standards / criteria)</i>

Show it to three friends or fellow tauira and get feedback. It is important to write down any feedback you get, to assist in the development of your project.

## Activity 11: Outcomes brainstorm

**Time allocation: 30 minutes**

In this activity, you will brainstorm some of the benefits and impacts of your project. Consider the main benefits and impacts for three stakeholders – this could include one or more key stakeholders you identified in Activity 8 of this lesson plan.

Remember, these benefits and impacts can be financial, social, cultural, and environmental.

Stakeholder or stakeholder group:	
Benefits	Impacts

Stakeholder or stakeholder group:	
Benefits	Impacts

**Stakeholder or stakeholder group:**

Benefits	Impacts



## Activity 12: Project initiation – true or false?

**Time allocation: 45 minutes**

Read each of the statements in the following table. Refer to Section 2 of your kōnae ako magazine to see if you can find information about these statements. Once you have found the information, identify whether each statement is True or False. If you identify that a statement is false, correct the statement.

Statement	True or false?	Corrected statement
<i>Example: You must identify specific outcomes for your organisation – the outcomes give you the reason for the project.</i>	<i>False</i>	<i>You must identify a specific need for your organisation – the need gives you the reason for the project. The outcomes are how you would meet that need.</i>
If you cannot clearly explain to someone else why you need to do the project, it will be difficult to get approval from the executive.		
A business need is something that a business would fail without – everything else is just a want.		
There are three main kinds of needs: problem-oriented needs, solution-oriented needs, and goal-oriented needs.		
Clearly defining the business need that drives the project will help you to define the project's goals and scope during the planning stage.		
Once you have identified a need, the next step is to engage with stakeholders to work out whether a project to meet this need is worthwhile.		

<p>It is important to identify everyone who is benefited or impacted by the project – either by the outcomes of the project or the work done during the project.</p>		
<p>A key stakeholder is the person who approves the project's costs and timeframes. That is, either the project manager or the executive.</p>		
<p>The desirability of a project depends on its benefits and impacts to stakeholders.</p>		
<p>A draft business case is a short document of two or three pages that outlines the scope, budget, schedule, and risks of your project.</p>		
<p>It is important to identify and clearly describe the problem the project is supposed to solve. If you cannot convince the executive that there is actually a problem, then any proposed solution will be pointless.</p>		
<p>Keep your description of the solution short and then move on to outcomes.</p>		
<p>While a simple cost-benefit analysis compares costs and benefits, it may be more useful to divide the consequences of the project into four categories: costs, impacts, profit, and benefits.</p>		

Your project needs to take account of all four bottom lines: economic, social, cultural, and environmental. Try to make your project sustainable.		
There is a large amount of overlap between the Māori approach to sustainability and Western approaches such as the multiple bottom line.		
For timeframes, indicate how long the project will take. This estimate can be in days, weeks, or months.		



# Lesson plan 3

**(Tick when lesson is complete)**

**Date completed:** .....

## Core lesson content

### Kōnae ako magazine

- ▶ Section 3: Full business case

### Learning outcome(s) covered

2. Develop a full business case for a project.

### Assessment

- ▶ Assessment 1: Project Initiation

## After lesson activities

### Lesson review and completion of assessments

Spend 18 hours reviewing the core lesson content and working on the assessment for this kōnae ako. As a suggestion, you could spend the time as follows:

- 4 hours preparing for the lesson by reading Section 3 of the kōnae ako magazine and making notes in response to discussion questions provided in this section.
- 1 hour reviewing the content of the kōnae ako magazine after the class.
- 13 hours working on Task Two of Assessment 1. This involves working on the full business case. Note that you are likely to need more than 13 hours for this task, so you will continue to work on it during the next two lesson plans.

### Recommended readings and activities

- **Video: The Three Little Pigs and cost-benefit analysis..... Time allocation: 30 minutes**

Watch the video ‘Silly Symphony – The Three Little Pigs’:

- *Silly Symphony – The Three Little Pigs – <https://youtu.be/Olo923T2HQ4>.*

Think about what ‘The Three Little Pigs’ can teach us about cost-benefit analysis.

- Pig 1’s house was built fast and out of straw; it is light and poorly insulated. But he had lots of time to play the flute.
- Pig 2’s house was built moderately fast and out of wood; provides moderate insulation and protection. But he had time for playing the fiddle.
- Pig 3’s house was built carefully and out of brick; it is well insulated and offers lots of protection against intruders. But he had little time for playing the piano.

Would you build a house that you knew a wolf could blow down?

Why did the first little pig build his house of straw? What benefit did he get? What was the cost of that decision?

What was the benefit to Pig 2 of building out of wood? What was the cost?

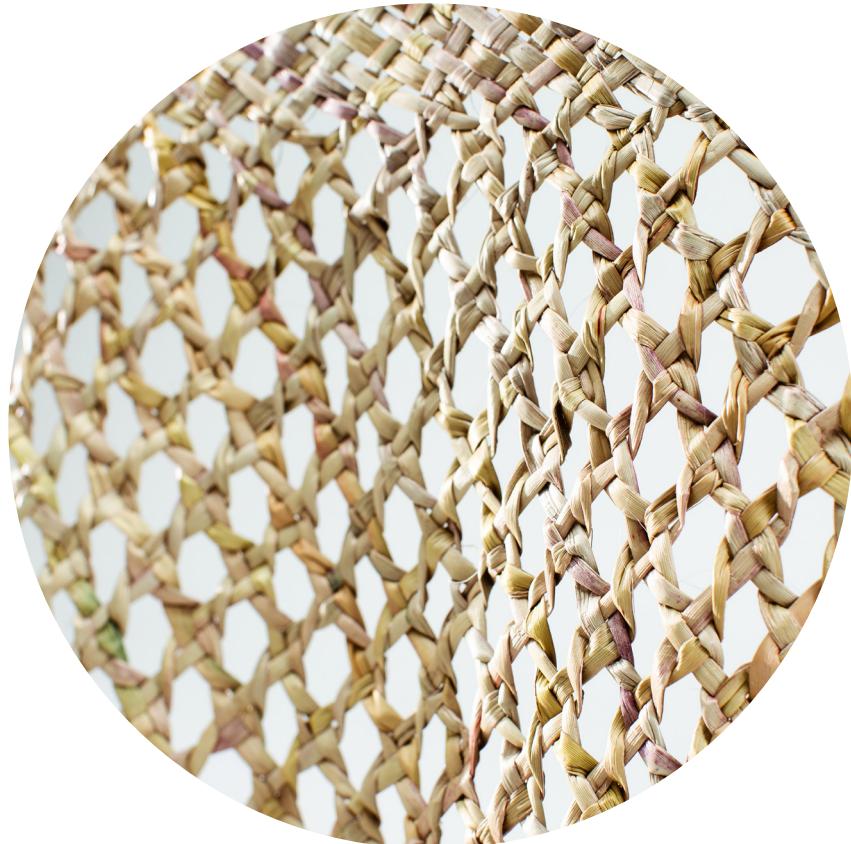
The decision of Pig 3 to build his out of bricks had a cost and a benefit, too. What was his benefit? What was his cost?

- **Reading: The triple bottom line..... Time allocation: 30 minutes**

Read the following article on the triple bottom line and how to measure it. As you read, pay special attention to the suggestions for ways to measure social and environmental benefits and impacts. Look to see how many of these you could reasonably measure in your own project.

- The Triple Bottom Line – <https://www.investopedia.com/terms/t/triple-bottom-line.asp>.

In Aotearoa, because we are a bicultural society, we add cultural benefits and impacts along with the other three. Now, think about ways you might be able to measure these in your own projects. For example, environmental sustainability is about making sure that the natural environment is able to renew itself – what might a similar measure for culture look like?



## Workbook activities

### Activity 13: Cost-benefit analyses

**Time allocation: 45 minutes**

Before a project is given approval, the business case must show that a project is worth doing. Part of this decision is considering the impacts and benefits of the project, and seeing if the benefits outweigh the impacts. This is done with a cost-benefit analysis.

Read the examples below. Complete a simple cost-benefit analysis for each and use the information to decide whether you think each project is worth doing.

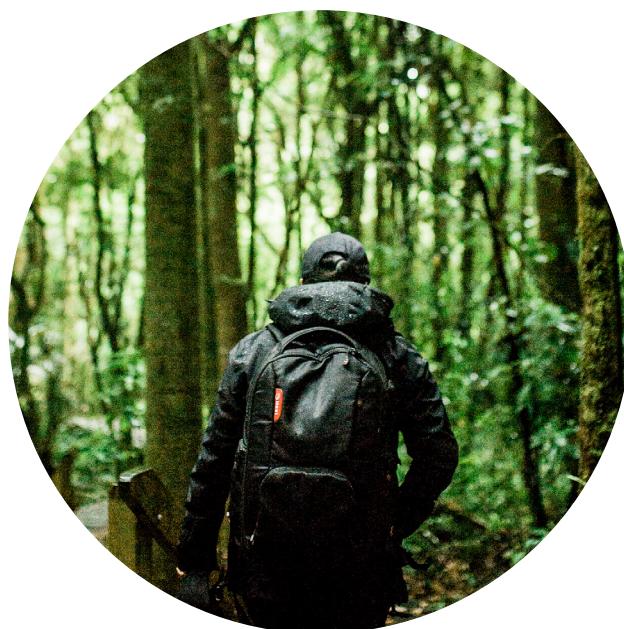


#### HEI TAUIRA:

##### **Example 1: Grant's movie**

Grant decides he really wants to see a new blockbuster film. He wants to watch it with his girlfriend. He has three options:

- See the film at the movie theatre right now (\$22 a ticket)
- See the film on rented download or stream in three months' time (\$10 for renting the film for 48 hours)
- See the film on an illegally pirated download in a month (the cost of the Wi-Fi)





## HEI TAUIRA:

### **Example 2: Liene's sales department**

Liene is a sales director at a department store. She needs to decide whether to implement a new computer-based sales processing system. The sales department currently has only a few computers and the salespeople do not have much knowledge of computers. Some staff are also resistant to change and are not likely to be happy about having to use a new system.

Any system upgrade would require buying new equipment, the costs of installation, and extensive employee training. The company will likely experience a drop in sales during the transition period. The costs of these are estimated to be \$35,000.

However, the new computer system would increase sales capacity, boost efficiency, and enhance customer service. The benefits of these are estimated to be \$55,000 annually.



## HEI TAUIRA:

### **Example 3: Nia's power plant**

Nia is the project manager for the proposed construction of a coal-fired power plant in an area of the country experiencing economic difficulties.

The plant would bring 130 permanent jobs to the area and 1,300 jobs during construction. The local area would benefit from the potential tax revenue from the plant. Local businesses would benefit from the influx of money and people. An estimate of the benefits of the project – such as increased incomes for locals – is \$10 million annually.

Ignoring the costs of constructing the coal plant, the primary costs are social and environmental. The local community wants to preserve the local environment and tourism industry and is concerned about the pollution caused by coal power generation and the effect this may have on people's health. In monetary terms, the estimate of the total costs – such as the reduction in tourism – is \$2.5 million annually.



## HEI TAUIRA:

### **Example 4: Michael's car**

Michael is visiting Aotearoa and will be staying in the country for three months (13 weeks). He needs to decide whether he wants to rent a car for that time or buy a second-hand car off Trade Me to use during his stay.

The car he is looking at renting will cost \$27 a day as well as \$100 per week to fuel. That comes out to be about \$3,730 for the three months (\$2,430 for three months of car rental and \$1,300 for fuel).

The car he is looking at buying will cost \$2,000, as well as \$80 per week to fuel. That comes out to be about \$3,540 (\$2,500 for the car and \$1,040 for fuel).



## Activity 14: Painting your living room

**Time allocation: 2 hours**

Reading and hearing about preparing a project plan is well and good, but sometimes the best way to understand something is to do it. In this activity, you have the task of preparing a short business case.

You will put yourself in the shoes of a project manager who has decided – with a couple of friends – to paint your living room. As we have seen, a business case is required before a project can start, so before you and your friends can start the painting you need to prepare a business case.

Your business case should include the following sections:

- Executive summary (business justification, business options, and solution)
- Expected outcomes (expected benefits and expected impacts)
- Scope statement
- Costs
- Timeframe
- Risks
- Project roles

Consider the full range of things that will need to be done to paint a living room – for example, clearing the room of furniture or picking out a paint colour.

Feel free to do this short business case for another home renovation project if you want to consider a project more relevant to your future plans. For instance, this may involve updating household fixtures, retiling your bathroom, or putting in a vegetable garden.

### Executive summary

### Expected outcomes

**Scope statement**

**Costs**

**Timeframe**

**Risks**

**Project roles**

## Activity 15: Full business case – make it right

**Time allocation: 45 minutes**

For the following activity read the statements in the table.

- If the statement is correct, tick ‘Yes’ and move on to the next statement.
- If the statement is not correct, tick ‘No’ and write a correct statement in the space provided.

Statement	Make it right
<p><i>Example: The full business case demonstrates that the project is affordable and doable. That is, that you can complete the project within budget and within schedule.</i></p>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b></p> <p><i>The full business case demonstrates that the project is desirable and viable. That is, needed and able to deliver the desired outputs and outcomes.</i></p>
<p>The business case provides justification for the project – if you make changes in other stages of the project, you need to make sure the business case still holds.</p>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
<p>The ‘issue’ describes the negative effects of your project. In the business case, you explain the issue and how you will try to reduce the negative effects.</p>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>

Statement	Make it right
The solution to the business need must be realistic – it must be something you could do in a reasonable amount of time for a reasonable cost.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
Your stakeholder register will list all internal stakeholders, their role in the business, and their remuneration.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
Impacts are the positive outcomes – as perceived by one or more stakeholders – of your project. These are things that may happen.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
A scope statement roughly defines the boundaries of your project but does not outline the objectives you want to achieve.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>

Statement	Make it right
Final deliverables are the things the project manager is supposed to hand over to the executive once the project is done.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
Scope creep is where the project scope expands over time, resulting in added costs and possible project delays.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
Direct costs are costs that can be ‘directly’ applied to a business – such as rents or accounting costs. Indirect costs relate to the project, not the business directly.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
When doing a cost-benefit analysis, you want benefits to at least equal costs and impacts. Preferably, benefits should exceed costs and impacts.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>

Statement	Make it right
A time tolerance of one-week means your project will take one week to complete.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
There are two kinds of risk: threats, which have negative effects, and opportunities, which have positive effects.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
You can use the following equation to measure risk: risk tolerance - degree of risk = level of risk.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
One of the key roles for a project is the executive. Also called ‘governance’, this is the person who will manage the project on a day-to-day basis.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>

## Activity 16: Full business case – multiple choice quiz

**Time allocation: 30 minutes**

Choose the best answer from the options given.

1. What can be thought of as the foundational document of any project?
  - a. The draft business case
  - b. The full business case
  - c. The project plan
  - d. The project report
2. Which of these is a ‘tolerance’ you will need to consider?
  - a. Scope
  - b. Time
  - c. Cost
  - d. All of the above
3. Which of the below is **not** usually included in the executive summary of your full business case?
  - a. The issue that creates the need for the project
  - b. The justification for why the project should succeed
  - c. The resources required for the project and associated costs
  - d. The solution to the business need you identified
4. What is a ‘benefit’?
  - a. The positive things that will result from your project
  - b. The negative things that will result from your project
  - c. The positive things that might happen during your project
  - d. The negative things that might happen during your project
5. What is a ‘threat’?
  - a. The positive things that will result from your project
  - b. The negative things that will result from your project
  - c. The positive things that might happen during your project
  - d. The negative things that might happen during your project
6. What is an ‘opportunity’?
  - a. A good type of scope creep
  - b. The reason a project is desirable and/or required
  - c. The positive things that might happen during your project
  - d. The positive things that will result from your project

7. What is another word for ‘impact’?
  - a. Threat
  - b. Dis-benefit
  - c. Cost
  - d. Benefit
8. A SMART goal is:
  - a. Simple, memorable, adaptable, rational, and timely
  - b. Suitable, meticulous, authentic, reachable, and thrilling
  - c. Specific, measurable, achievable, relevant, and timeframed
  - d. Sensible, motivational, accurate, realistic, and tangible
9. The scope statement can include things that will not be done. These are called:
  - a. Inclusions
  - b. Prohibitions
  - c. Constraints
  - d. Exclusions
10. The scope tolerance around the features of project deliverables is also called:
  - a. Deliverable tolerance
  - b. Quality tolerance
  - c. Requirement tolerance
  - d. Production tolerance
11. The tendency of the scope of a project to expand over time is called:
  - a. Scope crawl
  - b. Scope creep
  - c. Project scaling
  - d. Project growth
12. A constraint is:
  - a. Something you assume to be true for project success
  - b. Something that will not be done during the project
  - c. A limitation that affects the project
  - d. A restriction that the executive places on the project manager
13. “A builder with lots of experience at this type of project work will be available” is an example of:
  - a. A constraint
  - b. An opportunity
  - c. An assumption
  - d. A benefit

14. An estimate of costs:
  - a. Allows you to do a cost-benefit analysis
  - b. Gives you the basis for your project budget
  - c. Allows you to see if you have enough money to complete the project
  - d. All of the above
15. When you do a cost-benefit analysis, and total impacts and costs are much greater than the total benefits:
  - a. The project should be revised to make it worthwhile
  - b. The project is not worthwhile
  - c. The project is worthwhile
  - d. The project is not worthwhile but should be undertaken anyway
16. A cost tolerance of 10% on a \$25,000 project would let you spend up to \_\_\_\_\_ before having to ask for approval for more spending (fill in the gap).
  - a. \$25,250
  - b. \$26,000
  - c. \$27,000
  - d. \$27,500
17. The degree of risk is also known as:
  - a. The likelihood of risk
  - b. The impact of risk
  - c. The level of risk
  - d. The tolerance of risk
18. What is a way to visualise the probability and impact of a risk on your project?
  - a. Risk register
  - b. Risk management plan
  - c. Risk matrix
  - d. Risk chart
19. At the end of the initiation stage, you need to get approval for the full business case from:
  - a. The governance
  - b. The senior user
  - c. The senior suppliers
  - d. The project executive
20. Because you will often need to go back and revise it, your full business case is called a:
  - a. Animated document
  - b. Living document
  - c. Dynamic document
  - d. Lively document

# Lesson plan 4

*(Tick when lesson is complete)*

*Date completed:* .....

## Core lesson content

### Kōnae ako magazine

- ▶ Section 4: Project management skills

### Learning outcome(s) covered

3. Demonstrate behaviour and skills that support the initiation of a project.
4. Project manager qualities are identified and explained in relation to problem solving within a project.

### Assessment

- ▶ Assessment 1: Project Initiation

## After lesson activities

### Lesson review and completion of assessments

Spend 18 hours reviewing the core lesson content and working on the assessment for this kōnae ako. As a suggestion, you could spend the time as follows:

- 4 hours preparing for the lesson by reading Section 4 of the kōnae ako magazine, making notes in response to discussion questions, and visiting any websites recommended in the kōnae ako magazine.
- 1 hour reviewing the content of the kōnae ako magazine after the class.
- 13 hours working on Assessment 1. You are likely to need to use most of this time continuing to work on Task Two, however, also complete Task Three of the assessment.

### Recommended readings and activities

- **Reading: Technology and productivity ..... Time allocation: 1 hour**

Productivity – getting work done – has four main parts:

1. the ability to plan
2. the ability to focus on one task at a time
3. the ability to prioritise tasks – to do the most important tasks first
4. the ability to work at a consistent pace

There are many apps that can help improve your productivity and efficiency. For example, there are apps for creating to-do lists, managing your time, taking notes, helping you focus and avoid distractions, and tracking habits.

Read through the webpage below. Check out other articles the webpage links to – for example, the list of “the best to-do list apps”.

- Zapier, *The best productivity apps in 2023* – <https://zapier.com/blog/best-productivity-apps/>.

Do any of the apps discussed seem like they would be useful? What free options can you try out? Search online for other productivity apps that might be helpful.



## Workbook activities

### Activity 17: Time management tools

**Time allocation: 1 hour**

There are various apps and software that can help you with time management – that is, to remind you of what you need to do without having to rely on your memory. These include:

- Online calendars, such as Google Calendar, Microsoft Outlook, Apple Calendar, and Calendar by Fantastical.
- Daily planners, such as Clockify, My Daily Planner, Any-do, TickTick, ClickUp, and Things 3.
- To-do lists with alert functions, such as Todoist, Remember The Milk, Zenkit To Do, and Google Tasks.

For this activity, search for and briefly examine **three** software options that can help with time management. If you are able to, trial them to see what it is like to use them. Aim to try out three **different types** of tools – e.g., do not look just look at three calendar apps. Use the following three tables to record your impressions.

<b>Tool One</b>	
Name of software	
Purpose of software	
Is it easy or hard to learn how to use it?	
Is it simple to do what you want or complex and difficult?	
Does it have the functions you need?	
Is it free, or will it cost extra to access the features you need?	
Does it have a smartphone app?	
Overall, how useful is this application?	

<b>Tool Two</b>	
Name of software	
Purpose of software	
Is it easy or hard to learn how to use it?	
Is it simple to do what you want or complex and difficult?	
Does it have the functions you need?	
Is it free, or will it cost extra to access the features you need?	
Does it have a smartphone app?	
Overall, how useful is this application?	



<b>Tool Three</b>	
Name of software	
Purpose of software	
Is it easy or hard to learn how to use it?	
Is it simple to do what you want or complex and difficult?	
Does it have the functions you need?	
Is it free, or will it cost extra to access the features you need?	
Does it have a smartphone app?	
Overall, how useful is this application?	



## Activity 18: Ethics and professionalism

**Time allocation: 45 minutes**

Read the three examples below about a project manager dealing with stakeholders. For each, answer the question: what is the ethical thing to do and how can the project manager display professionalism?

### Example 1



#### HEI TAUIRA:

##### **Example: Jason**

*Jason is managing a project to update a popular smartphone game. Part of the project involves managing social media updates, as many customers follow the game on social media and are very interested in the coming update.*

*However, many of the most vocal social media followers are hostile. They post unfair criticisms and conspiracy theories about the game and are personally abusive to Jason, as he is known to manage the social media account. Jason thinks that some of them are fakes or are fans of rival games trying to stir up trouble.*

*Jason usually ignores the abuse and criticism, but lately with the coming update it has started to get out of hand – people are saying that the game will steal your identity or share your personal information without permission. When responding to comments on social media, he wants to just ‘give back what he is getting’. That is, he wants to reply to comments in the same tone and style that the people leaving the comments use. Right now, he is particularly frustrated and angry, and his fingers are hovering over his keyboard.*

What is the ethical thing to do and how can the project manager display professionalism?

**Example 2****HEI TAUIRA:****Example: Miriama**

Miriama is managing a marketing project for a corporate customer. One day she discovers that some of her workers had been accessing customer information without proper authorisation despite being told not to. As the company is involved in the medical industry, some of this information is very sensitive.

She considers her options. She could say nothing and ignore the issue, she could tell the media or inform the people whose information was accessed, or she could report the issue to company management. If this were to become public, it would be very damaging to the company's reputation. As it is, Miriama might be blamed and be demoted or lose her job.

What is the ethical thing to do and how can the project manager display professionalism?

**Example 3****HEI TAUIRA:****Example: Thomas**

Thomas is getting together a project team for work on an engineering project. He has chosen to employ several engineers for the duration of the project. All of them have demanded similar salaries based on their qualifications and experience. None of them know what the others are paid.

One engineer is a recent immigrant to Aotearoa from a poorer country. His salary request is about 30% lower than everyone else's despite him having the same qualifications and experience. This engineer earned far less than that back in his country of birth, so this would be a good deal for him. Thomas knows that the project budget is tight and that he could save quite a bit of money by paying this person a lower rate than the other engineers. He considers what to do.

What is the ethical thing to do and how can the project manager display professionalism?

## Activity 19: Professionalism self-assessment

**Time allocation: 55 minutes**

In this activity you will rate your own professionalism. It also gives you the opportunity to reflect on the positive behaviours you demonstrate, and on those behaviours you can improve on. Remember this activity is just for you, so be honest with yourself.

### Part A: Professional behaviours (5 minutes)

Read the statements below. Identify which behaviours you are satisfied with, and which might need some improvement by rating them on a scale of ‘Always’, ‘Sometimes’, and ‘Never’.

	Always	Sometimes	Never
I get to work on time. If I am going to be late, I call and let my boss know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am competent at my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I work as hard as I can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not let stress get to me – I stay calm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I listen carefully to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I keep my promises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am friendly on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I dress appropriately and tidily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take criticism and advice with good grace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to solve problems that come up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I follow set processes and any rules that apply.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take responsibility for my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Part B: Reflection (20 minutes)

Based on your ratings of the behaviours above, answer the following questions:

**What is one area you are proud of your ability in?**

**What is one area you would like to improve in?**

**What are some strategies you might use to improve this area?**

If you want, ask whānau or friends how they would rate you on the behaviours in Part A. Do their responses match your own responses? Do their responses change your answers to the questions in Part B?



### Part C: Observing professionalism (30 minutes)

Try to spend the week observing the professional and unprofessional behaviours around you in workplace settings. This could be in your own workplace, on campus, or in other businesses.

Use the space below to write some notes about the behaviours and what you thought and felt about these behaviours.

Can you apply anything from these observations to your effort to improve your own professional behaviours? For example, did you notice an unprofessional behaviour and realise it is something you do? How could you improve in this area as well?

## Activity 20: Multiculturalism quiz

**Time allocation: 20 minutes**

This is a multiple choice quiz about different cultures and cultural beliefs. Choose the best answer from the options given.

1. A common Italian greeting is:
  - a. “Guten Tag”
  - b. “Ciao”
  - c. “Konnichiwa”
  - d. “Bonjour”
  
2. What is halal food?
  - a. Food produced by Muslim businesses only
  - b. Food imported from Muslim countries
  - c. Food that is prepared and processed according to Islamic rules
  - d. Food that is eaten in a Muslim household
  
3. Putting your chopsticks in your food such that they stick up vertically is inappropriate in Japan.
  - a. True
  - b. False
  
4. What is the main religion in South America?
  - a. Protestantism
  - b. Judaism
  - c. Catholicism
  - d. Buddhism
  
5. Eating any type of food at all with your hands is considered impolite in the USA.
  - a. True
  - b. False
  
6. All Arabs are Muslims.
  - a. True
  - b. False
  
7. Which of these religions forbid eating beef?
  - a. Judaism
  - b. Islam
  - c. Hinduism
  - d. Sikhism

8. What is the most common way for Koreans to greet one another?
  - a. Fist bump
  - b. Rub noses
  - c. Hug
  - d. Bow
9. In which religion do men often wear a skullcap?
  - a. Buddhism
  - b. Sikhism
  - c. Catholicism
  - d. Judaism
10. What is the name of Japan's native religion?
  - a. Shinto
  - b. Confucianism
  - c. Buddhism
  - d. Christianity
11. Mexicans speak:
  - a. Mexican
  - b. English
  - c. Spanish
  - d. Portuguese
12. In what country is it considered a compliment to slurp loudly while eating soup?
  - a. Russia
  - b. Japan
  - c. Australia
  - d. Brazil
13. All Muslim women wear a headscarf.
  - a. True
  - b. False
14. In the Middle East, which of these should you avoid when eating in public?
  - a. Eating with a full mouth
  - b. Sitting down
  - c. Using your left hand
  - d. Drinking water

15. In which of these cultures do men commonly wear turbans?

- a. Sikh
- b. Mexican
- c. Russian
- d. Thai



## Activity 21: Biculturalism easy wins

**Time allocation: 30 minutes**

Read the example below – it describes a business owner who is trying to incorporate biculturalism into their business. Then, identify what she has done well, and what she has done not so well. Finally, write down any suggestions you have for ‘easy wins’ that she could implement.



### HEI TAUIRA:

#### **Example: Shelley**

*Shelley is a fashion designer. She has decided to demonstrate her commitment to biculturalism by incorporating Māori motifs and designs into her new collections. She thinks this will be a hit and will help her succeed both in Aotearoa and in overseas markets.*

*She looks online to find pictures of Māori designs she likes. She looks at a variety of types of artwork, including images of tā moko. Shelley copies these designs and others she finds and creates a new range of apparel. To spice things up, she includes prints of native birds such as pīwakawaka. They all sell well, but no Māori buy them, which troubles Shelley.*

*Some of her employees are Māori and had mixed views about the new collection. Some felt that Shelley should not be trying to make money through selling products with Māori designs. Others were okay with it but had wanted to be involved in creating the designs. Shelley briefly considered their request but said no as she liked the designs she had already found online.*

*Shelley decides that a simple way to make her business more bicultural is to make all the signage bilingual. She looks online but quickly discovers she is out of her depth. Through her local business network, she finds a language consultant who she pays to sort out the bilingual signage. Because her family is French, Shelley is very aware of how bad it sounds when people mispronounce or misuse French words – she does not want this to happen with her bilingual signage. The signage turns out well, and Shelley is very pleased.*

*A new policy is introduced of having a karakia at the start of work. Shelley asked the language consultant to supply one, as long as it was not religious, since her employees have different religious beliefs and might feel excluded or compelled to participate. This proves popular and increases staff morale.*

*Her employees note the changes around the business. They ask if the company could do something to celebrate Matariki. Shelley says no and tells them that she does not like the Matariki holiday because it costs her more money. Shelley thinks people had enough holidays before Matariki became a public holiday. Another employee asks for unpaid leave to attend a tangi. Shelley was going to agree to one days' leave, but when the employee said that they were not very close to the deceased person and were taking leave to help in the kitchen, she refuses, pointing to the laws around bereavement leave.*

*Shelley's employees like her, and everyone appreciates her efforts, but they do think she needs to put a bit more thought into her commitment to biculturalism.*

<b>Things the business owner has done well</b>	<b>Things the business owner has not done so well</b>

**Suggestions for ways the business owner can engage in biculturalism**

## Activity 22: Project management skills – multiple choice quiz

**Time allocation: 30 minutes**

Choose the best answer from the options given.

1. Phone calls, emails, and social media posts are examples of communication:
  - a. Skills
  - b. Channels
  - c. Techniques
  - d. Instruments
2. Which of the below is an example of a writing assistant?
  - a. Spellunker
  - b. Sentence Helper
  - c. Grammarfy
  - d. Grammarly
3. Interpersonal skills are also called:
  - a. People skills
  - b. Soft skills
  - c. Social skills
  - d. All of the above
4. Being able to control your emotions and manage the emotions of others is called:
  - a. Conflict management
  - b. People management
  - c. Emotional intelligence
  - d. Change management
5. What does whanaungatanga include in regard to a project?
  - a. Being environmentally responsible and using sustainable practices
  - b. The forming of relationships that result in a sense of connection and belonging
  - c. Showing hospitality and generosity to stakeholders
  - d. Ensuring that spiritual practices are observed
6. Most people:
  - a. Love change
  - b. Do not mind change, except unexpected change
  - c. Do not like change, especially expected change
  - d. Will refuse to allow change to happen

7. Being willing to listen to and think about different ideas and opinions means you have:
  - a. Integrity
  - b. An open mind
  - c. Emotional intelligence
  - d. Information management skills
  
8. A project manager should be \_\_\_\_\_ for their project team (fill in the gap)?
  - a. an autocrat
  - b. an ethical taskmaster
  - c. a moral example
  - d. a silent observer
  
9. Professionalism is about carrying out work thoroughly, \_\_\_\_\_, and in a business-like fashion (fill in the gap).
  - a. quickly
  - b. competently
  - c. without assistance
  - d. cheaply
  
10. At the core of professionalism is the understanding that:
  - a. You should always dress well
  - b. You should impress other people
  - c. You are being paid to do a job
  - d. You are someone important
  
11. What are the three basic principles of ethics that you should always keep in mind?
  - a. Honesty, fairness, and integrity
  - b. Trust, punctuality, and good grace
  - c. Hard work, long hours, and spending less
  - d. Kindness, tolerance, and humility
  
12. What does ‘being candid’ mean in terms of ethics?
  - a. That you are impartial and free from bias
  - b. That you volunteer information even if it is not to your personal advantage
  - c. That you do not talk unless you have to
  - d. That you are bluntly honest with stakeholders
  
13. Integrity means:
  - a. Being consistent
  - b. Upholding your promises
  - c. Sticking to your values
  - d. All of the above

14. What question can you ask to test whether an action is unethical?
  - a. “Will I get in trouble for doing this?”
  - b. “How much money could I make doing this?”
  - c. “What would happen if everyone did that?”
  - d. “What would happen if I did not do it?”
15. Society and the economy mostly rely on:
  - a. Banks
  - b. Money
  - c. Trust
  - d. Reputation
16. Building on wāhi tapu (sacred sites) is an example of what kind of impact?
  - a. Economic impact
  - b. Social impact
  - c. Cultural impact
  - d. Environmental impact
17. One reason as to why we need to protect Māori culture is because it is a:
  - a. Material culture
  - b. Majority culture
  - c. Subculture
  - d. Minority culture
18. In a bicultural society, laws and expectations should be based on:
  - a. The dominant culture (e.g., NZ European culture)
  - b. The minority culture (e.g., Māori culture)
  - c. The dominant and all minority cultures (e.g., NZ European, Māori, Chinese, and Arab cultures, and so on)
  - d. Both the dominant and one minority culture (e.g., NZ European and Māori cultures)
19. What are the three main principles of the Treaty of Waitangi?
  - a. Planning, protection, and progress
  - b. Protection, partnership, and participation
  - c. Patience, potential, and protection
  - d. Participation, permission, and protection
20. What is the highest level of the cultural competency continuum?
  - a. Cultural competency
  - b. Cultural blindness
  - c. Cultural proficiency
  - d. Cultural incapacity

# Lesson plan 5

*(Tick when lesson is complete)*

*Date completed:* .....

## Core lesson content

### Kōnae ako magazine

- ▶ Section 5: Management and leadership

### Learning outcome(s) covered

3. Demonstrate behaviour and skills that support the initiation of a project.
4. Project manager qualities are identified and explained in relation to problem solving within a project.

### Assessment

- ▶ Assessment 1: Project Initiation

## After lesson activities

### Lesson review and completion of assessments

Spend 18 hours reviewing the core lesson content and working on the assessment for this kōnae ako. As a suggestion, you could spend the time as follows:

- 4 hours preparing for the lesson by reading Section 5 of the kōnae ako magazine and making notes in response to discussion questions in the kōnae ako magazine.
- 1 hour reviewing the content of the kōnae ako magazine after the class.
- 13 hours completing Assessment 1. This will involve doing Task Four as well as finalising your business case. Since you will be working on the same project throughout the programme, it is very important that you have selected a suitable and feasible project. Check both the draft and full business case carefully, and make any changes needed to ensure you will be able to carry out the project described.

### Recommended readings and activities

- **Video: Stop trying to motivate your employees..... Time allocation: 20 minutes**

Watch this YouTube video of a presentation on employee motivation:

- Kerry Goyette, *Stop Trying to Motivate Your Employees* – <https://www.youtube.com/watch?v=7lhVUedc1a4>.

In this video, Kerry Goyette argues that employees are already motivated. She believes it is simply a case of unleashing the motivation that is already present. The presentation looks at what motivation is, how to leverage it, and the counterproductive motivations that may be holding employees back from success.

As you watch the video, note down anything that stands out. It may be something you had not thought of until you watched the video, or perhaps something you do not agree with. After you have watched the video, decide whether you agree with Kerry. Do you think employees are already motivated and simply need encouragement to unleash their motivation, or do you think motivation is something that develops?

- **Videos: Project leadership ..... Time allocation: 40 minutes**

Watch the three short videos below about project leadership from the Online PM Courses YouTube channel:

- Five Project Leadership Tips: Be a Better Project Team Leader – <https://www.youtube.com/watch?v=8ck0yFdcns4>.
- Project Team Leadership: 5 Tips for Leading Your Project Team – [https://www.youtube.com/watch?v=c2s\\_SPweMhI](https://www.youtube.com/watch?v=c2s_SPweMhI).
- What is Authentic Leadership? – <https://www.youtube.com/watch?v=QlQu6TSMDqI>.



## Workbook activities

### Activity 23: Your motivation

**Time allocation: 1 hour**

Motivation is influenced by many factors. These vary from person to person.

Based on what you have read in Section 5 of Kōnae Ako 1, create a list of **intrinsic** motivating factors and a list of **extrinsic** motivating factors. Some have already been provided for you – so just add any other motivations that you can think of. Then rate each motivation on a scale of 1 to 5 based on how much of a motivating factor it is for **you**, 5 being very motivating and 1 being not so motivating.

Motivation	How motivating?				
Intrinsic motivations	1	2	3	4	5
Enjoying the task	<input type="checkbox"/>				
Doing something interesting	<input type="checkbox"/>				
Doing something challenging	<input type="checkbox"/>				
Working with other people	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
Extrinsic motivations	1	2	3	4	5
Being paid to do it	<input type="checkbox"/>				
Praise for completing a task	<input type="checkbox"/>				

Doing something so you do not get in trouble	<input type="checkbox"/>				
To get a promotion	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				

Now, think about a time in your own life when you wanted to accomplish something, be successful, or learn something new. This could be work-related or related to some other aspect of your life.

Answer the following questions:

1. What part of your motivation was external?

2. What part was internal?

3. Which one motivated you more: internal or external factors? Why did this have a greater effect?

4. What emotions or feelings were a part of your motivation?

You may like to discuss your responses with other tauira.



## Activity 24: Your leadership traits

**Time allocation: 1 hour**

Below is a table of leadership skills and traits. Identify which skills or traits you have and those that you do not have. You can then start thinking about how you can improve your strengths and address your weaknesses.

### Part A: Evaluating your skills and traits (30 minutes)

Leadership trait	Strength or weakness?		Why do you do this well, or not do this well?
	Strength	Weakness	
Vision	<input type="checkbox"/>	<input type="checkbox"/>	
Integrity	<input type="checkbox"/>	<input type="checkbox"/>	
Resilience	<input type="checkbox"/>	<input type="checkbox"/>	
Critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	
Adaptability	<input type="checkbox"/>	<input type="checkbox"/>	
Communication	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Fairness</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Humility</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Accountability</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Confidence</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Setting an example</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Credibility</b>	<input type="checkbox"/>	<input type="checkbox"/>	



### **Part B: Improving strengths and addressing weaknesses (30 minutes)**

Use the space below to brainstorm ways you could improve your strengths and address your weaknesses. Focus on improving those skills that you are weak in. For example, if you are not confident, you could listen to a podcast about building self-confidence.

Now, set at least two goals for developing your leadership skills. Research opportunities for professional growth. Where can you go to gain the skills, knowledge, education, and/or experience that you want? Be specific. For instance, instead of writing “learn critical thinking skills”, look online for a specific critical thinking training course that suits your needs.

Skill 1:

**Goal to overcome weakness or improve strength**

Skill 2:

**Goal to overcome weakness or improve strength**

## Activity 25: Leadership styles

Time allocation: 30 minutes

Read through the three examples below. Identify which key leadership style is being used, based on Goleman's six leadership styles (see Figure 2). Then provide at least one reason for why you have chosen a particular leadership style – that is, how does the project manager in the example display this leadership style?

Figure 2: Goleman's six leadership styles

### GOLEMAN'S SIX LEADERSHIP STYLES

#### DEMOCRATIC LEADER

- Team focused
- Anyone can make suggestions
- Decisions through consensus
- Dialogue rather than orders



#### COMMANDING LEADER

- Telling people what to do and when to do it
- No explanations, just orders
- You make all decisions
- Strict rules and policies



#### PACESETTING LEADER

- Results focused
- Expects high standards but leads by example
- Maximum work effort from everyone



#### VISIONARY LEADER

- Focused on the big picture
- Uses vision to inspire and motivate
- Looks to reach goals
- Great communicator



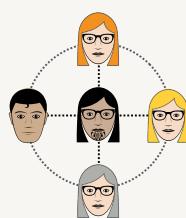
#### COACHING LEADER

- Focus on team development
- Expects high standards of professionalism
- Looks for long-term improvements



#### AFFILIATIVE LEADER

- Focused on people and relationships
- Builds trust and harmony
- Feedback and recognition
- Less results focused





## HEI TAUIRA:

### **Example 1: Graeme**

Graeme is the managing director of a small software company. He is also the project manager for the company's app development project. He is the driving force for the 'Nevermore' time management app, but his team has been absorbed in the project as well.

The team is invited to show their app at an international digital expo. This is a big opportunity for the company. For this reason, Graeme revises the business case to include having a demo ready in just two months.

Graeme has been putting in extra hours on the project, helping the team test the app and work through issues with the code. He makes it clear that over the next couple of months, "all hands are on deck". The focus will be on getting a demo ready for the digital expo – there will be no time for professional development or leave that is not urgent.

The project team wants to see the app succeed as much as Graeme does. They do not mind working (paid) overtime – especially when they see Graeme doing more than his fair share. But Graeme only expects this amount of effort for no more than two months – he does not want his workers to burn out.

In the meantime, Graeme will make sure progress is made on the app project. He already knows that there will be times his knowledge and skills will be needed to deal with issues. Similarly, his authority will be needed to get work done and to speed up sign offs.

### **Leadership style:**

**How does the project manager in the example show this leadership style?**





## HEI TAUIRA:

### **Example 2: Adelita**

Adelita runs a pastry shop that specialises in empanadas, tarts, and pies from South America. However, she has been losing customers – neither the menu nor premises has been changed in years. Adelita decides that the business is ready for a makeover.

Adelita leaves the day-to-day operation of the shop to her staff, while she works on reinvigorating the business. Over the following weeks, she shares her vision with the team. She creates mood boards, comes up with colour palettes, shows them fabric swatches, and presents ideas for an updated menu. Adelita sets up a suggestion box, so staff can share their own ideas.

Adelita's enthusiasm is infectious. Her staff are motivated by her energy and by the chance to contribute ideas to the project. Once Adelita starts implementing the changes to the shop, staff are excited to help. They are even more excited when more and more customers start coming in to the revamped shop.

#### **Leadership style:**

**How does the project manager in the example show this leadership style?**





## HEI TAUIRA:

### **Example 3: Lily**

Lily is the project manager on a large building site. Part of her role is to manage the machinery and heavy equipment used for the project. She knows how important health and safety is for such projects – and knows that she is legally required to deal with health and safety issues.

Lily regularly gets the project team together to talk about health and safety. She organises regular meetings and gives her workers plenty of time to discuss their safety concerns. Lily makes sure to directly ask apprentices and new workers what they think, while her more experienced workers are now comfortable with speaking up. The team then comes up with ideas about how to deal with these safety concerns.

Once the health and safety plan has been updated, Lily asks for volunteers to take responsibility for each part of the plan. The team has shared responsibility for health and safety – which Lily thinks is much better than having her just tell them what they should and should not do.

#### **Leadership style:**

**How does the project manager in the example show this leadership style?**



## Activity 26: Leadership style self-assessment

**Time allocation: 1 hour**

In Section 5 we briefly looked at how leadership styles correspond to how project managers think team members are motivated.

For instance, an **autocratic** project manager thinks workers are primarily motivated by extrinsic factors, such as income – the project manager makes all decisions, tells team members what to do, and then closely supervises them. A **democratic** project manager thinks workers are primarily motivated by intrinsic factors, such as wanting to do good work – the project manager seeks input from team members and considers this input when planning and executing the project.

Then there is the **delegative** project manager, who seeks to ‘hire good people and get out of their way’. The project manager delegates authority to team members, then supports them in achieving project objectives.

This activity can help you work out what leadership style you usually use (or you expect you will use once you are in a leadership position): autocratic, democratic, or delegative.<sup>1</sup>

### Part A: Leadership statements (45 minutes)

Read the 30 statements below about leadership. For each statement, identify how strongly you feel about the statement by scoring it:

5. Almost always true
4. Often true
3. Occasionally true
2. Seldom true
1. Almost never true

There are no right or wrong answers! Be honest about your choices.

	Statement	Score				
1	I prefer complete decision-making authority over a project.	5	4	3	2	1
2	I like to include team members when making decisions – but I keep final decision-making authority.	5	4	3	2	1
3	I get my team members together to vote when a major decision has to be made.	5	4	3	2	1
4	I do not consider suggestions made by team members because I do not have time for them.	5	4	3	2	1
5	I ask for ideas and input from team members.	5	4	3	2	1
6	For major decisions, I need the approval of each team member, or at least most of them.	5	4	3	2	1
7	I tell the project team what needs to be done and how to do it.	5	4	3	2	1

<sup>1</sup> Based on [KnowledgeJump.com](http://KnowledgeJump.com).

8	When things go wrong, I call a meeting to get my workers' advice.	5	4	3	2	1
9	To get information out, I send an email rather than call a meeting. The team is then expected to act upon the information.	5	4	3	2	1
10	When someone makes a mistake, I tell them not to do it again and make a note of it.	5	4	3	2	1
11	I want to create an environment where team members take ownership of the project and participate in decision-making.	5	4	3	2	1
12	I allow my team members to work out what needs to be done and how to do it.	5	4	3	2	1
13	New team members are not allowed to make any decisions without my approval.	5	4	3	2	1
14	I ask workers for their vision of where they see their jobs going and then use their vision where appropriate.	5	4	3	2	1
15	My workers know more about their jobs than me, so I allow them to carry out the decisions to do their job.	5	4	3	2	1
16	When something goes wrong, I tell my workers that a procedure is not working correctly and then establish a new one.	5	4	3	2	1
17	I allow workers to set priorities with my guidance.	5	4	3	2	1
18	I delegate tasks in order to implement a new procedure or process.	5	4	3	2	1
19	I closely monitor workers to ensure they are performing correctly.	5	4	3	2	1
20	When there are differences in role expectations, I work with them to resolve the differences.	5	4	3	2	1
21	Each individual is responsible for defining their job.	5	4	3	2	1
22	I like the power that my leadership position holds over subordinates.	5	4	3	2	1
23	I like to use my leadership power to help subordinates grow.	5	4	3	2	1
24	I like to share my leadership power with my subordinates.	5	4	3	2	1
25	Workers must be firmly directed in order to get them to achieve organisational objectives.	5	4	3	2	1
26	Workers will exercise self-direction if they are committed to the objectives.	5	4	3	2	1
27	Workers should be able to determine their own organisational objectives.	5	4	3	2	1
28	Workers seek mainly security.	5	4	3	2	1
29	Workers know how to use creativity and ingenuity to solve problems.	5	4	3	2	1
30	My employees can lead themselves just as well as I can.	5	4	3	2	1

### Part B: Leadership styles (15 minutes)

In the table below, enter the score of each statement. For example, if you scored statement one with a 3 (occasionally), then enter a 3 next to statement one. When you have entered all the scores, total each of the three columns.

Statement	Score	Statement	Score	Statement	Score
1		2		3	
4		5		6	
7		8		9	
10		11		12	
13		14		15	
16		17		18	
19		20		21	
22		23		24	
25		26		27	
28		29		30	
<b>Total</b>					
	<b>Autocratic</b>		<b>Democratic</b>		<b>Delegative</b>

The lowest possible score for any style is 10 (almost never) while the highest possible score is 50 (almost always).

The **highest** of the three scores indicates what style of leadership you normally use – autocratic, democratic, or delegative. If your highest score is 40 or more, it is probably your normal style.

The **lowest** of the three scores indicates what style of leadership you use least. If your lowest score is 20 or less, you probably do not normally use this.

If the scores are **similar**, this indicates that you have no clear view of your leadership style, or you are a new leader and are still discovering what style works for you.

Take some time to think about the results of this activity: Do you agree with the results? Do you think your normal leadership style is the correct one for projects? Would you rather use a different leadership style?

## Activity 27: Motivation and leadership – multiple choice quiz

**Time allocation: 30 minutes**

Choose the best answer from the options given.

1. To get on with work even when things are going wrong requires:
  - a. Integrity
  - b. Resilience
  - c. Humility
  - d. Confidence
2. Having humility means being willing to:
  - a. Accept feedback
  - b. Ask for help
  - c. Admit when you are wrong
  - d. All of the above
3. Credibility is something:
  - a. Bought
  - b. Taught
  - c. Earned
  - d. Claimed
4. What summarises the project's purpose?
  - a. The scope statement
  - b. The vision statement
  - c. The expected outcomes
  - d. The multiple bottom line
5. A project vision should be:
  - a. Short
  - b. Specific
  - c. Inspirational
  - d. All of the above
6. Which of the following is not an example of an extrinsic factor?
  - a. Positive feedback and encouragement
  - b. Recognition and appreciation
  - c. Good working conditions
  - d. Health status

7. The motivation someone responds best to is called their:
  - a. Major motivator
  - b. Intrinsic motivator
  - c. Dominant motivator
  - d. Expectancy motivator
8. What is ‘valence’?
  - a. A decorative fabric used on beds to hide clutter and give the bed a stylish appearance
  - b. The ability to keep an upright posture while standing still or moving
  - c. The value a person places on the reward for completing a task
  - d. The use of physical force intended to hurt someone or damage something
9. What is ‘instrumentality’?
  - a. The belief that a reward will be received upon completion of a task
  - b. The capacity to play a range of different musical instruments
  - c. The ability to carry several measuring instruments and tools
  - d. The belief that someone can actually carry out the task
10. The amount of motivation someone will feel is based on which calculation?
  - a. Motivation = Expectancy × Instrumentality × Valence
  - b. Motivation = Expectancy + Instrumentality + Valence
  - c. Motivation = Expectancy ÷ Instrumentality × Valence
  - d. Motivation = Expectancy + Instrumentality - Valence
11. Sufficient motivational factors lead to job satisfaction, while insufficient \_\_\_\_\_ factors lead to job dissatisfaction (fill the gap).
  - a. expectancy
  - b. hygiene
  - c. recognition
  - d. challenge
12. The 4 Vs of ethical leadership stand for:
  - a. Variety, vision, vocal, and values
  - b. Virtuous, verify, voice, and values
  - c. Values, vision, voice, and virtue
  - d. Virtue, values, vouch, and variety
13. An unethical leader uses their power to serve:
  - a. The team and the project
  - b. Their own boss
  - c. The key stakeholders
  - d. Their own self-interest

14. When dealing with stakeholders, an ethical leader:
- Favours those stakeholders who offer the most benefits
  - Favours external stakeholders over internal stakeholders
  - Attempts to balance stakeholder needs and opinions
  - Tries to maximise the benefits for all stakeholders
15. Authority that depends on the level of respect your team has for you, your character, and your abilities is called:
- Autocratic authority
  - Formal authority
  - Informal authority
  - Democratic authority
16. Consistently demonstrating respect, listening first, and clarifying expectations are essential to maintaining \_\_\_\_\_ (fill the gap).
- authority
  - vision
  - motivation
  - accountability
17. Project managers who see workers as primarily motivated by extrinsic factors are often:
- Democratic
  - Autocratic
  - Ethical
  - Unethical
18. A leader who is focused on results and maximum work effort from everyone is known as a:
- Affiliative leader
  - Commanding leader
  - Coaching leader
  - Pacesetting leader
19. The leadership model that analyses the performance readiness ('maturity') of the team and behaviour of the project manager is called the:
- Goleman six leadership styles model
  - Situational leadership model
  - 4-V model of ethical leadership
  - Expectancy theory

20. If a worker is unable and unwilling to do a task, according to the situational leadership model, which style of leadership would work best?

- a. Delegating
- b. Participating
- c. Telling
- d. Selling



# Answers to activities

## Activity 1: The project manager – missing words

Project managers do many of the same things other **managers** do. For instance, they oversee a **team** and plan work **schedules**. The difference between ordinary managers and project managers has to do with what they manage: a project manager manages **projects** rather than organisations or departments that are engaged in business as **usual**.

Unlike ordinary managers, project managers do not have the luxury of ‘business as usual’. For example, if you are managing a restaurant, you are usually dealing with established **policies** and **processes**. A project manager, on the other hand, is doing something **new** – they cannot rely on things running ‘normally’ because projects are not ‘normal’ business.

Another difference is that a project manager is much more likely to be managing people with **specialised** skills which the project manager does not have themselves. For example, a project manager might be in charge of carpenters, electricians, IT service providers, accountants, and plumbers. Hardly anyone is an expert in all these things, but a project manager will need to make calls involving all of them.

A project manager’s general duties are:

- **planning** the series of activities that complete the project
- **delegating** some or all of the project work to the project team
- **monitoring** how well work on the project matches the project plan
- **controlling** the project to make sure the work goes to plan, and the project stays on track

Most of these general duties will be similar to those of ordinary managers. The main difference is that the project manager will be doing a higher level of planning. The project manager will spend a lot of time planning out the **activities** of the project before they start actually managing the work and the team. This requires project managers to have an unusual eye for detail as well as the ability to remember everything about the project plan. A project manager needs to be able to quickly understand what the consequences of any **change** will be for the rest of the project.

## Activity 2: Project management – matching terms

1. **Project manager** – The person who has the authority to run the project from day-to-day.
2. **Internal stakeholders** – These are people in the organisation affected by the project.
3. **Management** – Organising and controlling a group of people to achieve a set goal or goals.
4. **Project team** – The people who will be doing the work of the project.
5. **Governance** – Oversight of the project, including the basic framework for how project decisions are made.
6. **Leadership** – About influencing and motivating people to reach a vision.
7. **External stakeholders** – These are people from outside the organisation affected by the project.
8. **Senior supplier** – Represents the people who are designing or developing project outcomes.
9. **Output** – The unique product, service, or result that comes from a project.
10. **Role** – The function or job assigned to a person.
11. **Outcome** – The changes in the business resulting from project outputs.
12. **Senior user** – Represents the people who will be using the result of the project.
13. **Project management** – Applying knowledge, skills, and tools to plan, execute, and control a project.
14. **Executive** – The person or organisation who initiates and pays for the project.
15. **Project** – A temporary endeavour started to create a unique product, service, or result.

### Activity 3: Projects – make it right

Statement	Make it right
<i>Example: Projects are reasonably predictable – they often involve doing the same thing over and over.</i>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b> <i>Business as usual is reasonably predictable. Projects are not – they usually involve doing something new.</i></p>
Unlike business as usual, a project is a temporary endeavour – and the risk of mistakes is much higher than it is for business as usual.	<p><b>Is this right?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
The outcome of a project is something unique that results in changes to an organisation. These changes are called benefits.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b> The output of a project results in changes in the organisation. These changes are called outcomes. Outcomes help the organisation realise the benefits of the project.</p>
An important part of project management is getting the right people to do the right things at the right time in the right place.	<p><b>Is this right?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
A project's executive, project manager, and governance share ultimate responsibility for delivery. They share direct control over the day-to-day running of the project.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b> A project has a single point of ultimate responsibility for delivery: the project manager. Only the project manager has direct control over the day-to-day running of the project.</p>
Project managers apply project management knowledge, skills, tools, and techniques in three main ways: budgeting, scheduling, and monitoring.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b> Project managers apply project management knowledge, skills, tools, and techniques in three main ways: conception, implementation, and closing.</p>
You can choose which tools and techniques to use for any given project. Project management is tailorable.	<p><b>Is this right?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>

<b>Statement</b>	<b>Make it right</b>
<p>The project manager will spend a lot of time planning out the activities of the project before they start actually managing the work and the team.</p>	<p><b>Is this right?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
<p>Leadership is about organising and controlling a group of people. Management is about influencing and motivating people.</p>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b></p> <p>Management is about organising and controlling a group of people to achieve a set goal or goals. Leadership is about influencing and motivating people to bring about change and achieve a vision.</p>
<p>Project team members have roles in the project – defined functions that they perform. These roles usually involve responsibilities.</p>	<p><b>Is this right?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
<p>The goal of the initiation stage is to decide on a project and get a project team sorted. In the next stage, you make a plan to see if the project is feasible.</p>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b></p> <p>The goal of the initiation stage is to get approval for a written full business case for the project. The business case shows that there is a business need for the project and that the project is worthwhile.</p>
<p>After you have a full business case, you can move on to a project plan. This plan is much more detailed and basically replaces the business case.</p>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b></p> <p>The project plan is much more detailed than the business case, but it does not replace it. The content of the project plan but must always align with the full business case. If you make changes in the project plan you need to check that these changes are within the tolerances set in the full business case.</p>
<p>During the execution stage, the actual work of the project is carried out.</p>	<p><b>Is this right?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
<p>Monitoring and controlling creates a lot of information – this information is organised using an information management software system (IMSS).</p>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b></p> <p>Monitoring and controlling creates a lot of information – this information is organised using a project management information system (PMIS).</p>

Statement	Make it right
<p>The final stage of the project life cycle is project closing, when the final milestone has been completed and you move on to the next project.</p>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b></p> <p>The final stage of the project life cycle includes project closing when the final deliverables are signed-off and all ‘loose ends’ are tied up. It also includes project evaluation, when you try to understand what worked and what did not.</p>

#### Activity 4: Project management – do you agree?

There are no model answers to this activity, as it is based on your own personal opinions. However, note that an example response has been given for you in Part B.

#### Activity 5: The stages of a project

Stage	Processes
1. Initiation	<ul style="list-style-type: none"> <li>Analysing the need for the project and the proposed solution</li> <li>Estimating costs and timeframes</li> <li>Writing a draft business case and getting it approved</li> <li>Analysing benefits and impacts of the project</li> <li>Analysing scope, costs, timeframes, and risks</li> <li>Appointing key roles</li> <li>Incorporating existing knowledge</li> <li>Writing a full business case and getting it approved</li> </ul>
2. Planning	<ul style="list-style-type: none"> <li>Assembling project planning documents</li> <li>Identifying deliverables and creating the work breakdown structure</li> <li>Identifying activities needed to complete the deliverables</li> <li>Estimating the required resources</li> <li>Developing the project schedule</li> <li>Developing the project budget</li> <li>Risk planning</li> <li>Developing the quality management plan</li> <li>Developing the communication management strategy</li> <li>Setting up change control</li> <li>Receiving formal approval to begin work</li> </ul>

3. Execution	<p>Tasks and resources are assigned</p> <p>Team members are informed of responsibilities</p> <p>Project plan is complete by this time</p> <p>Participating in, observing, and analysing the work being done</p> <p>Executing work in milestone sections</p>
4. Monitoring and controlling	<p>Measuring the ongoing project activities</p> <p>Monitoring the project variables (cost, effort, scope, etc.)</p> <p>Identifying actions to address issues and risks</p> <p>Identifying required changes – and getting authorisation for changes</p> <p>Making milestone checks</p> <p>Updating project plan and logs</p> <p>Making sure the project plan remains aligned with the business case</p>
5. Closing	<p>Finalising all activities to formally close the project</p> <p>Verifying acceptance of deliverables</p> <p>Closing each contract applicable to the project</p> <p>Evaluating the project to learn from mistakes for future projects</p> <p>Complete project documentation and final report</p>

### Activity 6: Interview someone managing a project

There are no set answers for this activity as it is based on your own interview subject and their responses to the questions.

### Activity 7: Project management – multiple choice quiz

1. d 2. d 3. b 4. d 5. c	6. d 7. c 8. b 9. b 10. c	11. a 12. a 13. b 14. a 15. a	16. b 17. b 18. d 19. c 20. b
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## Activity 8: Identify key stakeholders

Stakeholder	Decisions	Authority	Need	Connections	Energy
Shareholders	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Robert Hanson	<input checked="" type="checkbox"/>				
Erana Rutene	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dave Broughton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The creative team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The target market	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Robert Hanson is likely to be the key stakeholder for the project. You could argue that the shareholders are also key stakeholders, but they have delegated all authority to Robert, which likely means they will not be directly involved and are happy for him to make decisions for them.

## Activity 9: Needs and wants

Item	Need	Want
A healthy, balanced, and nutritious diet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dessert	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A basic business vehicle with enough capacity for your work	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Fashionable designer clothing	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clean water	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Basic medical care	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To be free from racial or religious discrimination	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A \$5,000 computer workstation for reading business emails	<input type="checkbox"/>	<input checked="" type="checkbox"/>
An expensive brand name business vehicle that will make others look	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A smartphone for business use	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A clean environment free of illness-causing pollutants	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A strong sense of connection with your culture or personal identity	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To be competent at working with people from other cultures	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Due recognition of your culture by wider society	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recognition of your human rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To be the leading business in your entire industry	<input type="checkbox"/>	<input checked="" type="checkbox"/>
To be paid a living wage	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Activity 10: Quad charts

### Part A: Scenarios

Below are examples of possible answers to this part of the activity. As you need to make up information for each scenario, your responses will be different.

#### Scenario 1: Keith

<b>Project</b> – refurbish the front of his two-dollar store	
<b>Purpose (aims and objectives)</b>	<b>Customers (stakeholders)</b>
<i>To update the store in order to attract more customers and encourage younger customers to come inside.</i>	<i>Customers – enjoy new store Keith – attracts new customers / spends money</i>
<b>Desired end result (critical success factors)</b>	<b>Measures of success (standards / criteria)</b>
<i>Front of store refurbished within 5 months. Increase in the average daily customer numbers by at least 20% over the first three months following re-opening.</i>	<i>Completed survey of local community for feedback on possible designs Store front refurbished Date of completion – within 5 months Increased customer numbers Improved customer feedback – measured through a ‘feedback’ box instore</i>

#### Scenario 2: Angelia

<b>Project</b> – survey her staff to make better work roster	
<b>Purpose (aims and objectives)</b>	<b>Customers (stakeholders)</b>
<i>To have well-rested and happy staff that will ease the transition of ownership.</i>	<i>Staff – giving feedback and survey answers Customers – interact with staff</i>
<b>Desired result (critical success factors)</b>	<b>Measures of success (standards / criteria)</b>
<i>No one would work more than 8 hours in a shift, but everyone would get enough hours of work per week.</i>	<i>Meeting with staff about their opinions Survey created and distributed Survey feedback received from every staff member Development of a roster that is reflective of feedback provided by staff</i>

### Scenario 3: Tāmati

<b>Project – to become an eco-friendly hotdog stand</b>	
<i>Purpose (aims and objectives)</i>	<i>Customers (stakeholders)</i>
To protect the environment and waste less food.	Environment – protected from unneeded waste Tāmati – less worry about waste
<i>Desired end result (critical success factors)</i>	<i>Measures of success (standards / criteria)</i>
In three months, all wrapping used for hot dogs is eco-friendly.  Zero wastage of hotdogs.	Several eco-friendly alternatives to current wrapping are identified  New wrapping trialed and feedback received  Process regarding timing and number of hot dogs cooked developed

### Part 2: Your quad chart

There are no model answers for this part of the activity as it is based on your own personal responses.

### Activity 11: Outcomes brainstorm

There are no model answers for this the activity as it is based on your own project and stakeholders.

### Activity 12: Project initiation – true or false

Statement	True or false?	Corrected statement
<i>Example: You must identify specific outcomes for your organisation – the outcomes give you the reason for the project.</i>	False	You must identify a specific need for your organisation – the need gives you the reason for the project. The outcomes are how you would meet that need.
If you cannot clearly explain to someone else why you need to do the project, it will be difficult to get approval from the executive.	True	
A business need is something that a business would fail without – everything else is just a want.	False	A business need depends on the goals and vision that the owner has set for the business.
There are three main kinds of needs: problem-oriented needs, solution-oriented needs, and goal-oriented needs.	False	There are three main kinds of needs: survival needs, goal-oriented needs, and outstanding opportunities.

Clearly defining the business need that drives the project will help you to define the project's goals and scope during the planning stage.	True	
Once you have identified a need, the next step is to engage with stakeholders to work out whether a project to meet this need is worthwhile.	False	Once you have identified a need, the next step is to identify what changes need to be made to meet this need. These changes are called outcomes.
It is important to identify everyone who is benefited or impacted by the project – either by the outcomes of the project or the work done during the project.	True	
A key stakeholder is the person who approves the project's costs and timeframes. That is, either the project manager or the executive.	False	A key stakeholder is someone who has a lot of power and influence over a project.
The desirability of a project depends on its benefits and impacts to stakeholders.	True	
A draft business case is a short document of two or three pages that outlines the scope, budget, schedule, and risks of your project.	False	A draft business case is a very short document of one-half to one page that outlines the business need and your intended solution.
It is important to identify and clearly describe the problem the project is supposed to solve. If you cannot convince the executive that there is actually a problem, then any proposed solution will be pointless.	True	
Keep your description of the solution short and then move on to outcomes.	False	As well as describing your solution, you should explain how the project solves the problem. What seems clear to you may not be clear to other people.
While a simple cost-benefit analysis compares costs and benefits, it may be more useful to divide the consequences of the project into four categories: costs, impacts, profit, and benefits.	False	While a simple cost-benefit analysis compares costs and benefits, it may be more useful to divide the consequences of the project into three categories: costs, benefits, and impacts.
Your project needs to take account of all four bottom lines: economic, social, cultural, and environmental. Try to make your project sustainable.	True	

There is a large amount of overlap between the Māori approach to sustainability and Western approaches such as the multiple bottom line.	True	
For timeframes, indicate how long the project will take. This estimate can be in days, weeks, or months.	False	For timeframes, include the expected start date of the project and the expected finish date of the project. To do this, you will need to estimate how long the project will take.

### Activity 13: Cost-benefit analyses

There are no model answers for this activity as answers are based on your own personal responses to the questions given. However, the activity is looking for considerations along the lines of the following:

- **Example 1:** How much is two hours entertainment worth? Is seeing a movie on a big screen when it comes out worth more than waiting and watching on a small screen? Is seeing it for free (pirated) worth the legal risk and moral implications of piracy?
- **Example 2:** Does the financial benefit outweigh the financial costs? How long would it take for the monetary benefit to outweigh the costs (e.g., annual cost divided by annual benefit equal fraction of year to break-even)? Is it worth staff not being happy with having to change the way they work?
- **Example 3:** Based on costs and benefits in monetary terms (e.g., economically) is the plant a good idea (annual benefits minus annual costs equal annual net benefits)? How much worth is placed on the environment beyond the monetary costs of pollution? What might be the health costs of pollution (sickness, costs to the health system, diminished life expectancies, etc.)?
- **Example 4:** The costs and benefits of both options are very similar doing a basic cost-benefit analysis, but are there other things to consider? Is the time and effort of buying a car worth more than the ease of renting? What added costs are there in terms of car insurance and the like? How much do you think he could sell the car for once his trip has finished?

### Activity 14: Painting your living room

There is no model answer for this activity as it is based on your own personal response.

### Activity 15: Full business case – make it right

Statement	Make it right
<i>Example: The full business case demonstrates that the project is affordable and doable. That is, that you can complete the project within budget and within schedule.</i>	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b></p> <p><i>The full business case demonstrates that the project is desirable and viable. That is, needed and able to deliver the desired outputs and outcomes.</i></p>

Statement	Make it right
The business case provides justification for the project – if you make changes in other stages of the project, you need to make sure the business case still holds.	<p><b>Is this right?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
The ‘issue’ describes the negative effects of your project. In the business case, you explain the issue and how you will try to reduce the negative effects.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b></p> <p>The ‘issue’ describes the problem that the project will solve. In the business case, you explain why it is an issue and what is causing it.</p>
The solution to the business need must be realistic – it must be something you could do in a reasonable amount of time for a reasonable cost.	<p><b>Is this right?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
Your stakeholder register will list all internal stakeholders, their role in the business, and their remuneration.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b></p> <p>Your stakeholder register will list all stakeholders, their relation to the project, and how the project can affect them.</p>
Impacts are the positive outcomes – as perceived by one or more stakeholders – of your project. These are things that may happen.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b></p> <p>Impacts are the negative outcomes – as perceived by one or more stakeholders – of your project. These are things that are reasonably certain to happen.</p>
A scope statement roughly defines the boundaries of your project but does not outline the objectives you want to achieve.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b></p> <p>A scope statement clearly defines the boundaries of your project and outlines the objectives you want to achieve.</p>
Final deliverables are the things the project manager is supposed to hand over to the executive once the project is done.	<p><b>Is this right?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>

Statement	Make it right
Scope creep is where the project scope expands over time, resulting in added costs and possible project delays.	<p><b>Is this right?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
Direct costs are costs that can be ‘directly’ applied to a business – such as rents or accounting costs. Indirect costs relate to the project, not the business directly.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b></p> <p>Direct costs are costs for resources solely used for your project. Indirect costs are costs for resources that can support more than one project or business activity but cannot be charged directly to any of the projects or activities.</p>
When doing a cost-benefit analysis, you want benefits to at least equal costs and impacts. Preferably, benefits should exceed costs and impacts.	<p><b>Is this right?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
A time tolerance of one-week means your project will take one week to complete.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b></p> <p>A time tolerance of one-week means you can deliver your project one week earlier or one week later.</p>
There are two kinds of risk: threats, which have negative effects, and opportunities, which have positive effects.	<p><b>Is this right?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Make it right:</b></p>
You can use the following equation to measure risk: risk tolerance - degree of risk = level of risk.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b></p> <p>You can use the following equation to measure risk: likelihood x impact = degree of risk.</p>
One of the key roles for a project is the executive. Also called ‘governance’, this is the person who will manage the project on a day-to-day basis.	<p><b>Is this right?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Make it right:</b></p> <p>One of the key roles for a project is the executive. Also called the ‘sponsor’ or ‘funder’, this is the person who is paying for the project.</p>

## Activity 16: Full business case – multiple choice quiz

1. b	6. c	11. b	16. d
2. d	7. b	12. c	17. c
3. c	8. c	13. c	18. c
4. a	9. d	14. d	19. d
5. d	10. b	15. b	20. b

## Activity 17: Time management tools

There are no sample answers for this activity as it depends on the applications you have chosen to use, their suitability for you as a user, and their ability to meet your business needs.

## Activity 18: Ethics and professionalism

1. On no account should Jason ever lose his temper when responding to comments online. When confronted with false claims, the professional response is to calmly deny them and provide any available evidence that he has that those claims are false. For persistent abusers who may be ruining the discussion for others, he may choose to block them, so that they cannot see his posts and reply to them. If they are particularly abusive, he can report them to the social media company for violating the rules. Responding in kind to abuse just makes things worse for him, the business, and those people who are writing comments in good faith.
2. The ethical thing to do is report the issue to management. While she could alert the media, this would damage the company she is working for, and which has placed its trust in her to work for its interests. It is up to management to take responsibility and act accordingly. If they refuse to do anything and try to keep it quiet, Miriama might then be justified in whistle blowing, but right now she should give the company the chance to make it right. Miriama can display professionalism by not panicking and working patiently while the issue is resolved. She should not inform anyone who does not have a need to know about the issue.
3. It is unfair, and unethical, to pay this person less than similarly qualified people. It would be taking advantage of his ignorance. It would be just as bad as paying someone less because of their race or gender. It is also unprofessional to allow this to happen – if people found out, it would have a negative impact on the work environment and would probably ruin relationships, making it harder to complete the project successfully. Thomas should explain to the engineer that his expected salary is too low for Aotearoa, and that Thomas will pay an appropriate salary.

## Activity 19: Professionalism self-assessment

There are no set answers for this activity as it is based on your own personal responses.

## Activity 20: Multiculturalism quiz

1. b	6. b	11. c
2. c	7. c	12. b
3. a	8. d	13. b
4. c	9. d	14. c
5. a	10. a	15. a

## Activity 21: Biculturalism easy wins

Things the business owner has done well	Things the business owner has not done so well
<p>Been proactive about biculturalism and tried to be a leader.</p> <p>Incorporated words and phrases from the Māori language into her everyday work.</p> <p>Used bilingual signage appropriately and correctly.</p> <p>Engaged a language consultant to make sure her use of Te Reo Māori is correct.</p> <p>Having a morning karakia that is inclusive of everyone.</p>	<p>Appropriated designs and images without consideration of intellectual property rights.</p> <p>Used designs and images just because they ‘looked good’, without consideration to what those designs and images meant (e.g., tā moko, pīwakawaka).</p> <p>Not considered whether or not it was appropriate for a non-Māori business to create and sell products with Māori designs.</p> <p>Not involved her Māori employees in the process of contributing to products with a Māori design, even though they wanted to be included.</p> <p>Ignored the different cultural needs of Māori employees.</p> <p>Complained about the cost of the Matariki holiday to her business – other holidays impose similar costs.</p>

### Suggestions for ways the business owner can engage in biculturalism

Engage a cultural consultant to advise about appropriate ways to achieve her intent to demonstrate a commitment to biculturalism. At the very least, this would involve learning about considerations relating to using Māori designs, images, and symbols on her products.

Rethink her bereavement leave policy – employees might be allowed to take time off if they are not immediate family or very close to the deceased person, even if unpaid.

## Activity 22: Project management skills – multiple choice quiz

1. b	6. b	11. a	16. c
2. d	7. b	12. b	17. d
3. d	8. c	13. b	18. d
4. c	9. b	14. c	19. b
5. b	10. c	15. c	20. c

## Activity 23: Your motivation

There are no set answers for this activity as it is based on your own personal responses.

## Activity 24: Your leadership traits

There are no set answers for this activity as it is based on your own personal responses. However, an example answer is given for the first trait listed.

### Part A: Evaluating your skills and traits – example response

Leadership trait	Strength or weakness?		Why do you do this well, or not do this well?
	Strength	Weakness	
Vision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I think I do not do this well because I get caught up with urgent tasks and my day-to-day activities and do not take the time to look at the bigger picture.

### Part B: Improving strengths and weaknesses – example response

Some ways I could address my weakness of having poor vision include:

- Regularly doing a ‘SWOT analysis’ where I write down my strengths and weaknesses, and then identify any opportunities and threats available for my business or employment. This will make me think about what is happening in the external environment, and how I can make the most of any opportunities as they arise.
- Scheduling business planning into my work plan.
- Listening to inspiring podcasts.
- Reading or watching the news and using this as a time to think about opportunities for my business or the organisation I work for.

Skill 1: Vision

#### Goal to overcome weakness or improve strength

I will spend at least four hours next week carrying out a SWOT analysis for my business. During this time, I will identify at least three exciting opportunities that my business could pursue over the next three years.

### Activity 25: Leadership styles

Example 1:

#### Leadership style: Pacesetting

#### How does the project manager in the example show this leadership style?

Leading by example and putting in a large amount of work so that others will follow. Graeme is highly focused on results and expects maximum effort from everyone, at least as long as the project is active.

Example 2:

#### Leadership style: Visionary

#### How does the project manager in the example show this leadership style?

By focusing on the big picture – her vision for the business – Adelita gets everyone else to buy in to the change she is making. She includes others in the change so as to bring them along instead of dictating to them what will happen.

**Example 3:**

**Leadership style: Democratic**

**How does the project manager in the example show this leadership style?**

By having a team focus. Lily involves team members in decision-making and looks to reach a consensus rather than just telling the team how things are going to be. Her way of leading is based on dialogue and making all team members feel free to contribute their ideas.

**Activity 26: Leadership style self-assessment**

There are no model answers for this activity as answers are based on your own personal responses to the statements given.

**Activity 27: Motivation and leadership – multiple choice quiz**

1. b	6. d	11. b	16. d
2. d	7. c	12. c	17. b
3. c	8. c	13. d	18. d
4. b	9. a	14. c	19. b
5. d	10. a	15. c	20. c



**NOTES**

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