***MODULE TWO (3) ASSIGNMENT***

***for***

***DIPLOMA IN EFFECTIVE MANAGEMENT OF PROJECTS AND ORGANIZATIONS’***

***Course Number: D016***

***Submission Date: 30th /April/2019***

***The assignment of this module is done with much references’ works from the modules provided and some few from the googling from the books which were supposed to be for this course though not send yet for my own consumption.***

***I would for one like to thank my course moderator for having motivated me so much though not have been doing perfectly in all modules’ assignments and without some much reliable references, the motivation and the good comments added are helpful towards all the modules and my course’s success in general.***

***Thanks,***

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***QUESTIONS FOR MODULE (3) THREE***

**1**. **Explain briefly the types of project organization.**

**The types project organization are and briefly explained as follows: -**

* **Organizational Process Assets**: Refers to the organization’s policies, procedures, and systems which can be used to reward the team during the course of a project.
* **Project Staff Assignments**: Refers to the list of project duties for team members and which are often used during the monitoring and controlling process group to evaluate individual team members.
* **Roles and Responsibilities**: Are used to determine what each team member should be focusing upon and completing.
* **Project Organization Charts**: Are the charts that represent the reporting relationships among the project team.
* **Staffing Management Plan**: It details when team members are needed and list training plans, certification requirements, and compliance issues.
* **Team Performance Assessment**: Refers to the documented

formal or informal assessment of the project team’s performance of which common indications

are staff turnover rates, team dynamics, and skill levels that the project managers can identify and resolve problems, reduce conflict and improve overall team work after analyzing the information.

* **Work Performance Information**: Refers to gathered, by observing team members’ performance while participating in meetings, follow-up on action items and communicating to others.
* **Performance Reports**: It depict project performance information when compared to the project plan and provides basis for determining if corrective actions or preventative actions are needed to assure a successful project delivery. Therefore, since managing a team involves making justifiable decisions about how to address the issues and problems that arise as part of project work.

**There are some tools and techniques used to manage the project team as below:**

* **Observation and Conversation**: This involves project managers using indicators such as progress toward project goals, interpersonal relationships and pride in accomplishments and work of project team members.
* **Project Performance Appraisals**: Can be used to clarify team members’ responsibilities and to develop training plans and future goals and which is referred to a vehicle that enables team members to receive feedback from supervisors.
* **Conflict Management**: It involves the reduction of destructive disagreements within the project team and which the project manager can allow the problem to resolve itself or use informal and formal interventions before the conflict damages the project.
* **Issue Log**: Is a list of action items and the names of the team members responsible for carrying them out and that provide project managers with a way to monitor outstanding items. It is often necessary to make changes to the way the project is executed in the course of a project.

Therefore, the outputs of Managing a **Project team process are**: - **Requested Changes**: Are staffing changes either planned or unplanned which can impact the project plan and when staffing changes happened, they have the possibility of disrupting the project plan and the change needs to be processed through integrated change control.

* **Recommended Corrective Actions**: Are to overcoming the addition or removable of a teammate, outsourcing some work, additional training, or actions relating to disciplinary processes.
* **Recommended Preventive Actions**: Are taken to reduce the impact of anticipated problems and such actions might include cross training a replacement before a team member leaves the project or clarifying roles to ensure that all project tasks are carried out or added personal time in anticipation of extra work which may be needed to meet project deadlines.
* **Organizational Process Asset Updates**: Are either lessons learned documentation or inputs to team members’ performance appraisals.
* **Staffing Management Plan Updates**: Is a subsidiary plan of the project management plan and that is updated to reflect staffing related approved change requests

**2. What are the phases available in project portfolio process.**

**The following described are the phases available in project portfolio process**

1. **Conception phase.**

Is the phase during which the project idea germinates, sources of ideas may be from the following sources;

* Finding solutions to certain problems
* Non-utilization of the available funds, plant capacity, expertise or simply unfulfilled
* aspirations.
* Surveying the environment
* Idea put across by well wishers

The idea need to be put to shape before they can be considered and compared with competitive ideas and needs to be examined in light of objectives and constraints. Therefore, the project will have innate defects and may eventually become a liability for the investors if this phase is avoided or truncated while a well-conceived project will go a long way for successful implementation and operation of a project.

1. **Definition phase.**

Is a phase which develops the idea generated during the conception phase and produce a document describing the project in sufficient details covering all aspects necessary for the customers and for financial institutions to make up their minds on the project idea with the following areas to be examine during this phase as:

* **Raw materials:** quantitative and qualitative evaluation
* **Plant size /capacity enumeration of plant capacity** for the entire plant and for the main deportments
* **Location and site:** description of location supported by map.
* **Technology/process selection:** selection of optimum technology, reasons for selection and description of selected technology.
* **Project layout;** selection of optimum layout, reasons for selection and appropriate drawings.
* **Utilities:** fuel, power, water, telephone, etc.
* **Manpower and organization pattern**
* **Financial analysis**
* **Implementation schedule:** This phase clears some of the ambiguities and uncertainties associated with the formation made during the conceptual phase this phase also establishes the risk involved in going ahead with the project in clear terms. A project can either be accepted or get dropped at this stage.

1. **Planning and organizing phase.**

This phase includes the following

a) Project infrastructure and enabling services

b) System design and basic engineering package

c) Organization and manpower

d) Schedule and budgets

e) Licensing and governmental clearances

f) Finance

g) Systems and procedures

h) Identification of project manager

i) Design basis, general conditions for purchase and contracts

j) Site preparation and investigations

k) Work packaging

Thus this phase is involved with preparation for the project to take off smoothly. This phase is often taken as a part of the implementation phase since it does not limit itself to paperwork and thinking but many activities including field work it is essential that this phase is completely done as it forms the basis for the next phase i.e. Implementation phase.

1. **Implementation phase.**

Preparation of specification for equipment and machinery, ordering of equipment lining up construction contractors, trial run, testing etc. takes place during this phase. As far as the volume of work is concerned 80-85% of the project work is done in this phase only. The bulk of the work is done during this phase therefore the need to complete this phase as fast as possible with minimum resources.

1. **Project clean-up phase.**

This is a transition phase in which the hardware built with the active involvement of various agencies are physically handed over for production to a different agency who was not so involved earlier. Drawing, documents, files, operation. and maintenance manuals are catalogued and handed over to the customer. Project accounts are closed, materials reconciliation carried out, outstanding payments made and dues collected during this phase. Essentially this is the handing over of the project to the customer.

**3. Explain the term risk management**

Risk management refers to mitigation/avoiding or reduction/minimizing of disasters/risks to a manageable/controllable manner. Risk management plays a critical role in project planning. There are factors or actions waiting to impede projects and risk management initiatives will anticipate obstacles and put plans into place to overcome them, potential risks must be identiﬁed and prioritized and strategies developed to minimize or avoid the risk. Therefore, Project managers must realize that time must be allotted for risk management during planning.

4**. How are projects cushioned from risk**

**Projects are cushioned from risk by**

* Exercising **due diligence** which is putting the necessary measures in place to decrease the likelihood of a risk(s) occurring and if it does, minimize its impact and due care regarding issues and transgressions **due care** which is actually implementing what was identified and developed under due diligence and that makes little sense to identify and develop policies, processes, procedures, tools, and techniques if they are not going to be actually implemented.
* Having provide contingency which is allowed in the schedule to cover unexpected events, such as a milestone that takes longer to achieve than planned, a problem that is harder to solve than realized etc.
* Monitoring risk(s) continuously throughout the project, as they can change the impact and/or probability assessed.
* Determine the intent behind the risks(s)’occurrence because many risks and transgressions arise out of ignorance rather than intent, the degree of intention and their corresponding impacts will determine the breadth and depth of control being exercised if risk(s), issue or transgression does arise.
* Not letting them occur toward the end of the project by revisiting the risk assessment from time to time. The context of a project changes over time, and what seemed significant from standpoint at one time may no longer be so. Stakeholders change, the scope changes, and other factors like the economy can all change, sometimes overnight
* Looking at the context of the project that tells quite a bit about the threats facing the project, the likelihood, and the impact. Some of these contextual factors to consider include the tone at the top of an organization, financial state of the economy, previous history of an organization dealing with issues and transgressions, relationship among key stakeholders, and the amount of time and other resources needed to complete a project.
* Consulting the sponsor of the project when risk(s) have much serious cost, quality, scope or time implication.
* Recognizing that no matter how well a risk assessment is performed that risks or any other type of risk can never be eliminated from a project.
* Being sure to look at the effectiveness of existing controls vis-à-vis risks when revisiting a risk assessment which may become apparent that certain controls are no longer useful and therefore need to be replaced or additional controls may need to be instituted to strengthen the existing ones and in addition, if a control was implemented to address a risk it may have created another risk requiring additional risk management.
* Having project management-speaks deem once a risk is realized to have much damage than as planned.
* Maintain objectivity and independence when conducting a risk assessment because allowing room for prejudices leads to out-of-control circumstances while danger is looking for confirmation of decisions and actions which can lead to cloudy judgment bias and overconfidence can be a killer in decision making.
* Considering establishing some type of heuristic or rule of thumb, for determining materiality for a control weakness, such as an ethical issue or transgression.

**5. Why is it important to plan for risk in execution of any project**

It is important to plan for risk in execution of any because;

* Project execution is how the work in the project plan is accomplished and would want to know before the implementation, the types of risks that may occur during projects execution such that some important strategies are prepare for any risk when real project execution is to take place, then the risk which was already planned for, may not affect the project from achieving its objectives as planned.
* The project manager will allocate much effort here to develop the project team and teams experience a developmental evolution of their own time and effort that must be applied to ensure that they perform at a high level and that the project’s mission is accomplished.
* Risks are monitored continuously throughout the project, as they can change the impact and/or probability assessed and may have occurred, be ready to occur or not have occurred at all but are much costly if they occur toward the end of the project.
* Maintaining risk management plans is imperative to the success of the project and is important to recognize that risk management is not only performed at the beginning of the project, but throughout the life of the project.

6**. What can be a source of conflicts in a team and how can the same be solved?**

**Source of conflict in a team or group/people**

Conflicts are dynamic and change over time, going through different stages of

activity, tension and ultimate violence and understanding these stages helps to predict likely

scenarios in conflict development and to develop appropriate strategies for intervention. The

basic analysis comprises of some different stages which generally occur in a given order as below.

1. **Pre-conflict Stage**

• It is marked by a crash of goals between team or groups/people

• Conflict is usually hidden from outsiders (latent stage)

• Some parties to the conflict may also not be aware of its existence

• It may be marked by avoidance, the aggrieved party avoiding the offender

1. **Confrontational Stage**

**•** Conflict is now visible to outsiders (Manifest stage)

• It is manifested through visible behavior by the aggrieved party for instance through

passive resistance, demonstrations etc.

• Communication between parties is still possible, though lukewarm

• The conflict is now ready to blow up

1. **The Crisis Stage**

**•** Conflict is at the apex

• Fighting breaks out

• Property is destroyed

• People get killed, tortured or raped

• There may be massive displacement of people

• Communication breakdown between parties

1. **Outcome Stage: there may be several outcomes: -**

• One party is defeated, pulls out, agrees to negotiate, calls for a ceasefire, surrenders or

gives into the demands of the other.

• A stalemate in which no party can win the conflict outright.

The level of tension, confrontation and violence decreases with the possibility of a resolution

**Solution to the conflicted team**

An Intervention in negotiation of an acceptable third party by all parties who has no authoritative decision-making power, but who facilitates a process where the parties communicate between themselves and arrive at a mutually agreed settlement. It is a way of empowering the parties to resolve the dispute themselves.

The mediator should apply problem-oriented, people centered, and process oriented tools whose goals are to

resolve the problem, restore relationships and establish a foundation for sustainability.

Mediation is the most effective strategy that can restore relationship raptured by conflict and

ensure restorative justice. It demands truthfulness on the part of conflicting parties, patience and

commitment of all the stakeholders involved. It enables the parties to maintain control over

issues, relationship and outcome. The process is empowering because the parties participate in

decision-making and are accountable for decisions. This section will

* Enable participants to explore and understand mediation as a tool of empowering others
* Provide an opportunity to participants to role-play as negotiators and mediators
* Enable participants to internalize the skills and attributes of mediation

**7**. **Give some ideas citing relevant examples for successful and better project teams.**

Since project team members themselves are the other stakeholders that are very obviously quite invested in the project’s success, these are the folks who are working alongside each other to deliver the actual work and as such, they’re essential! Depending on their circumstances, the project team members may herald from different backgrounds and companies and may have been brought together just for this specific project or they might comprise an existing team that has been charged with focusing its efforts on this new challenge. Whichever is the case, ensuring that they themselves have the right mix of abilities on the project team is as the key and in regards of talking a lot more about how to help their team members work well together, but the first step towards harmony is to make sure that the team members have the skills necessary for the job they are doing and as with the other stakeholders, they will want to understand where the people in their project team are coming from and may well find themselves with mix of contractors and employees, some working full-time and some part-time. The following examples questions are asked such as;

What are their personal motivations?

How do they feel about working on this project?

Are they viewing it as the opportunity of a lifetime or a punishment?

Do they feel they have the needed skills, or are they worried that they’re out of their depth?

Even though not their line manager, or responsible for their careers, there is still need to care about how your team members feel since this will affect your project. People will always be the most complicated component of any project, so it’s crucial that becoming adept at understanding them while this may seem daunting, the reality is that just by listening to your team and trying to understand where they’re coming from, one will immediately learn almost everything one needs to know. The elements that one doesn’t uncover by talking to them; e.g. by learning from watching them work together (or failing to work together, as the case may be!). When starting a project with a new team, there is a suggestion that the manager/leader sit down, one on one, with each individual, ask them what they’re looking forward to and what they’re feeling apprehensive about, share the vision for the project and how you see them having involved but try not to pile on the expectations too much, though; rather, focus on listening to how they feel about the project and what concerns they might have.

**CAN ALSO BE;**

**Steps to Team’s Success**

The first and most important step for creating successful/effective teams is to create Chartering, which is the process by which the team is formed, its mission or task described, resources allocated, goals set, membership committed and its plans made. It is the process of "counting the costs" that it will take for a team to achieve its goals and deciding whether the organization is really committed to getting there. A good charter creates a recipe or roadmap for the team as it carries out its charge and can assist in facilitating the learning of the team and its members as they work to improve the effectiveness of this and future team efforts with Elements of an Effective Charter.

There is a fairly simple logic to building a team charter to ask yourself questions about all the various conditions, resources, attitudes, and behaviors that will be required in order for the team to accomplish its goals-and answer them.

Here is a list of some Examples of the most important questions to ask:

1. What is the purpose for creating the team? The most important contributing factor is a clear and elevating goal. Further, the relationship between goal setting and task performance is probably the most robust finding in the research literature of the behavioral sciences. The more completely the purpose of the team can be identified, the more likely management, team members, and the rest of the organization will support it in accomplishing its objectives.

2. What kind of team is needed? There are different kinds of teams for different kinds of goals. Is

the team meant to accomplish a task, manage or improve a process, come up with a new

product idea or design, solve a problem, or make a decision?

3. Will the team be manager led or self-managed? Who, if anyone, is in charge? That will depend

on the task and the maturity of the members. If it is self-managed or leaderless, who will be responsible for facilitating the team's progress toward its goal?

4. What skills are needed to accomplish the goal? An inventory of critical knowledge and expertise should be undertaken and is essential that those teams have as members, or have access to others who can be ad hoc resources, and who can supply the necessary competence to achieve the objectives.

5. How will members be selected? This is more difficult than it might seem. Often there are internal political, deployment, or logistical barriers that want the right balance of thinkers and doers, people who will follow through, to use known resources but develop new competence in the organization and enough diversity of opinion to get all the "cards on the table" without creating unnecessary conflict.

How will the personalities of the various players fit? Can the company afford to have them take time away from other priorities? Bad choices here can doom the results.

6. What resources will be necessary to achieve the objectives? Is management willing to devote the time as well as the financial, human and intellectual capital necessary to get the job done? Counting the costs and deciding that it is worth those costs is crucial. In self-managed or leaderless teams, these are questions that need to be answered by team members both individually and collectively such as; Are they willing to commit their time, talents, and effort to that goal to the extent necessary?

7. What are the boundaries? Management needs to identify the parameters within which the team is expected to operate. How much time will the team be given? How often are the members expected to meet? What is the scope of their concern? (It's sometimes useful when creating process improvement teams to identify change recommendations that are off-limits. **E. g**. it is common for teams to come back with a recommendation that more staff is the solution. By limiting such recommendations, at least at first, the team is forced to look for solutions that deal more with the process.)

8. What process will the team use to get results? Once the team has been formed and the members selected, management-and especially the team itself-must determine how it will go about getting the job done. When and where will the team meet? How will it meet (face-to face or some kind of virtual arrangement)? What maintenance roles will the members agree are important and how will they assign those? How will the members communicate with one another? What happens if a member can't be at a meeting but has an assignment due? What are expectations regarding participation in meetings?

9. How will equal commitment be secured? A frank discussion about the level of commitment members are willing to give is key to achieving success. Do they share an equal view as to the importance of the goal? Are they personally willing to expend the effort necessary to get the desired result? What circumstances might limit their ability to perform up to the expectations of others? Getting all this out on the table early on can avoid conflicts down the road.

10. How will the team plan for conflict? The best way to minimize the amount of unproductive conflict is to conduct a frank discussion about potential discord. Two of the most common examples of conflict in teams’ result when members don't pull their weight and follow through on assignments and commitments, or when one or more members try to over-control and dominate the group. By identifying these and other potential conflicts and agreeing beforehand how members will deal with them, a team can minimize the disruption to goal achievement.

11. What will be done to get the job done? The Project Plan: Early on, there's a need to analyze the task, break down tasks, establish the timeline, make and accept assignments, and get started. Make this the first step but it's really the final step of the "chartering" process.

12. How will success be evaluated and learn from the process? How will the team know what midcourse corrections need to be made to the process or plan? How will we measure our progress? What can we do to learn from this experience about how not only to make this team better, but future teams: both those we serve on individually and teams the company forms? By planning how and when the team will reflect on the process they are going or have gone through, the individuals, team, and larger organization benefit. There is a direct proportional relationship between the amount of time and intellectual effort we spend chartering our teams and the likelihood those teams will achieve their goals. Going about this process in a conscious, reflective manner often is the deciding factor in achieving optimal results.

**Work Expectations**

The second area for focus with ground rules is work expectations. People join teams with very different ideas about the work involved in being a member of the team. Few people will deliberately perform poorly, but team members need information about the standards of the team. For example, it is common for people to send out information about the topic of a meeting and then never reach that topic at the meeting or never refer to the information provided. If there is not a positive consequence for meeting preparation, participants will not read materials sent prior to meetings. On the other hand, some meetings ask for people to give their interpretations, opinions, and recommendations based on the material provided prior to the meeting. In this case, participants are very likely to be prepared. Having had either one of these experiences, or any of the various experiences in between, will define what a team member thinks she or he is accountable for in a team meeting. **Common questions teams address in their ground rules involving work expectations include:**

* What is the quality of work expected?
* What is the quantity of work expected?
* How is the timeliness of work defined?
* What does it mean to come prepared to a meeting?

**Confidentiality**

The last issue for team ground rules that we will discuss concerns confidentiality and support.

Nothing can destroy trust as quickly in a team than to have team discussions shared with those outside the team. When team members hear summaries of what occurred in the team, they often feel that their comments are misrepresented or misinterpreted or, at the very least, that they would like to speak for themselves. To avoid these problems, team members need to decide how they will represent the meeting discussion to others. Some teams choose a spokesperson for the team.

To develop useful guidelines, the team needs to discuss questions such as the following:

* What topics are to be considered confidential?
* How will team members identify confidential information?
* How should team members treat this information?
* How should team members portray team meetings to outsiders? Who should be the spokesperson for the group?
* Who should receive meeting minutes? The discussion on confidentiality also requires a discussion on enforcement and consequence.
* How will the team address instances where a team member has violated the confidentiality norm?
* What will be the consequence of such an action?

**Ground Rules**

Ground rules are prescriptions for team communication. They must arise from the team and be freely committed to by all team members. The following is guide to effective team’s communication.

* Be a good listener. Keep an open mind.
* Participate in the discussion.
* Ask for clarification.
* Give everyone a chance to speak.
* Deal with particular rather than general problems.
* Don't be defensive if your idea is criticized.
* Be prepared to carry out group decisions.
* All comments remain in the meeting room.
* Everyone is an equal in the discussion session
* Be polite-don't interrupt

**Reference:**

* **Work guiding from Course modules 3 and 4.**
* **Meri Williams:** *The principles of Project Management***.**
* **Ralph L. Kliem, PMP:** *Ethics and Project Management***.**