**Project Management Module 2 Assignments**



|  |  |
| --- | --- |
| **Student Name:** | JOHN KULANG MOSES |
|  |  |
| **Course:** | Project Planning and Management |
|  |  |
| **Admission Number:** | ACPM/PGD/198/2019 |
|  |  |
| **Lecturer:** | MR. KAREGWA MUCHIRI |
|  |  |
| **Module:** | Project Management 2 |
|  |  |
| **Course Code** | PGD003 |
|  |  |
| **Assignment Number:** | Two |
|  |  |
| **Date Issued:** | 01/06/2019 |
|  |  |
| **Due Date:** | 30/06/2019 |
|  |  |
| **Assignment Brief:** | 1 |

1.Write a two to three-page essay to explain how project identification, project design and project planning is conducted in your organization?

**Project Identification**

Building project identification, in this paper refers to all those activities undertaken within an organization in initiating a construction project up to but excluding the feasibility study stage. It involves recognition of the need for a facility and development of a commitment to satisfy the need. A well-executed project identification phase encompasses a careful definition of the user requirements for the conceived facility and relates the requirements to the available technology, resources and inherent risks.

At the end of the project identification phase, it should be decided whether a feasibility study should be undertaken. If the decision is to proceed with the feasibility study, the project objectives and the ground rules for the study should be defined. More often than not, construction projects experience difficulties because the importance of the identification phase is underrated.

The construction project identification phase should also involve definition of relevant constraints which may include budget, time, technology (tools, personnel and procedures), market, competition, government policy, social, environmental issues and others. The constraints need to be stated with or implied in the project objectives, otherwise the project could conceivably be developed in a way that violates a cardinal limitation.

The project identification phase can be seen to be a process in which various inputs through interaction, produce outputs. The inputs into the process include human resources, data and pre-defined priority schedules or influence. These inputs interact using equipment such as computers at various frequencies and for various durations. Different procedures and rules, some of which may be aimed at optimization or simply satisfying pre-defined requirements, are used.

All the above operate under a specific approach to decision making which may be rationality, bounded rationality, politics and power or simply a random confluence of events (Eisenhardt and Zbaracki 1992). During the interaction, decisions are made at different stages and their by products are consensus, conflict and decision quality (Amason 1996). The outputs include project objectives and constraints. The contents of the inputs, interaction and outputs sets vary from environment to environment and must be clearly defined with their respective relative importance if the project identification phase is to be well managed. This calls for knowledgeable personnel, preferably with some professional assistance, to be involved in the activity of identification of the factors and their relative importance if a realistic outcome is to be obtained.

**Project Design**

Project design is one of the earliest steps in [online project management](https://www.sinnaps.com/en/), where essentially the project and how it will run are planned. More specifically a project designer plans a project’s deliverables, structure, criteria and key features. The Project Manager details how the project will be managed. A project plan gives the layout of all the parts of the project that need to be managed to make it successful. It is the process of establishing the scope, **defining the objectives and steps to obtain them.**It is one of the most important of the processes that make up project management.

Another important stage in designing a project plan is figuring out its budget and how much it will cost. This is very relevant to the various stakeholders, funders and other managers who all have a stake in the project itself. Usually, stakeholders are presented with several project file design options and then pick what they believe to be the best one for the effective execution of the project.

A project design can come in many different formats, such as sketches through project paper design, flowcharts, HTML screen designs, prototypes and more. Commonly a project plan is presented in the form of a Gantt chart, an option Sinnaps provides. It is an effective and easy way to present and communicate project design to stakeholders and to the team itself. Project design differs fundamentally from the operational planning stages in the sense that one thinks at a deeper level about how the project itself will be managed.

Questions such as who has the authority and how will decisions be made; what staff training is required and when does the money must be secured to begin the project? Are asked and decided.

Presently, per current needs of projects, agile and flexible plans tend to be created and followed. The techniques used in project design allow for the flexible execution of activities. Plans are created considering constant change and the need for flexibility. In online platforms and especially that of Sinnaps, this is something we take highly into account.

Some of the main benefits of a project plan include:

* Identification of costs and timeframes for the project itself
* Use in support of funding applications for the project
* Constant revisions
* Effective responses
* Management of uncertainty
* Reduced response time to contingencies
* Results oriented to the needs of the project/client

**Project Planning**

This phase includes the planning of all the elements/ parameters of the project so to be ready for implementation. In this perspective, the following plans must be developed: Activities Schedule (definition of activities and tasks sequence, time scheduling), Risk Plan (highlighting of possible risks and actions to mitigate them), Resource Plan (determination of the labor, equipment, material needed in each task/stage), Cost Plan (identification of the internal and external costs and their occurrence in time), Quality Plan (setting of quality targets for the project deliverables and definition of processes for quality assurance and control), Issue Management Plan (definition of process for identifying, assessing and resolving issues related to the project), Change Management Plan (definition of process for managing requests for changes that have a direct impact on the project), Acceptance Plan (setting of acceptance criteria for the project deliverables and definition of the processes for executing the acceptance tests), Communication Plan (definition of information to be distributed to the stakeholders and selection of the appropriate distribution methods). In addition, it is a common practice during this Phase to define the Performance Indicators to be used in a later stage for monitoring the project implementation progress and evaluating the project’s performance against predefined objectives and targets.

The Project Planning Phase is the second phase in the project life cycle. It involves creating of a set of plans to help guide your team through the execution and closure phases of the project.

The plans created during this phase will help you to manage time, cost, quality, change, risk and issues. They will also help you manage staff and external suppliers, to ensure that you deliver the project on time and within budget.

2.Prepare and present a model project planning matrix for any project of your choice. Use the example in the Project Management manual for guidance.

A project planning matrix is a simple chart that gives an overview of what a project is about and what your team as agreed would constitute a legitimate result. In fact, a PPM doesn't have to be in the form of a chart at all.

#### Table 1: Project Planning Matrix for a Bark Harvesting Project

|  |  |  |  |
| --- | --- | --- | --- |
| **Project Elements** | **Indicators** | **Means of**  **Verification** | **Risk Factors** |
| **Development objective:**    The livelihood of people in area A is improved through increased access and sustainable use of the indigenous state forest. | 80% of people in area A accessing natural resources through the PFM programme have a better income than before. | Informal interviews. Structured surveys. | Market for bark resources remains constant. |
| **Immediate objective:**    Bark harvesters of area A have access to bark resources in the forest by using sustainable harvesting techniques. | Indigenous trees are not diminishing in the forest. | Scientific Services evaluation reports. | Community access to resource harvesting in the indigenous forest is guaranteed by DWAF. |
| **Outputs:**     1. A PFM Committee represents forest user groups accessing the forest.      1. A   sustainable bark harvesting plan is operational.     1. A long-term monitoring system guides the bark harvesting operation. | 75% of local people are satisfied with the functioning of the PFM Committee.          Local harvesters gather bark under DWAF supervision.        Regular feedback from Scientific Services to harvesting operations. | Informal interviews or surveys.  PFM Committee  actively functioning.          Observations and interviews with DWAF staff and harvesters.          Monitoring and  Evaluation Reports. | Individual community members buy into PFM.          Sufficient bark resources are available for sustainable harvesting. |

#### Continued …

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities** | **Timeframe** | **Person**  **Responsible** | **Cost/Inputs** |
| **Output 1:** |  |  |  |
| 1.1 Informal meetings held between DWAF and  various local stakeholder groups. | 8 weeks  (Weeks 1-8) | Forest Manager | Transport and venues arranged at DWAF expense. |
| 1.2 DWAF staff host an internal workshop to  clarify the  PFM framework for the region. | 2 days (Week 2) | DWAF Area  Manager | Transport, venues and catering arranged at DWAF expense. |
| 1.3 A socioeconomic survey of the community is compiled. | 4 weeks  (Weeks 1-4) | Consultants | Consultancy costs:  SSP 22,000.00 |
| 1.4 A broad workshop is held with local people to discuss PFM. | 2 days (Week 9) | Consultants with DWAF staff. | Venue, transport, catering and facilitation:  SSP 7,550.00 |
| 1.5 A meeting is held with identified stakeholders to establish an official PFM Committee. | 1 day (Week 11) | Consultants with  DWAF staff | Venue, transport, catering and facilitation:  SSP 6,270.00 |
| 1.6 Bark harvesters identified and registered with ID numbers through the PFM Forum. | 2 weeks  (Weeks 11-12) | PFM Committee  Chair | Identification cards: SSP 750.00 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Output 2:** |  |  |  |
| 2.1 Resource survey undertaken. | 1-2 weeks  (Weeks 1-2) | Forest Manager | Staff input. |
| 2.2 Harvesting  Plan and Rehabilitation Plan compiled. | 4 Weeks  (Weeks 3-7) | Scientific Services | Staff and community input reports produced: SSP 2,000.00 |
| 2.3 Dying stinkwood trees marked for felling and bark according to harvesting plan. | 2 Weeks  (Week 9-10) | Forest Manager with Scientific Services. | Staff input. |
| 2.4 DWAF staff and harvesters trained on best practice harvesting techniques. | 1 Week (week 13) | Training Consultant | Training and transport: SSP 10,000.00 |
| 2.5 Identified stinkwood trees felled over the first two years using ecologically sensitive techniques under the supervision of forest guards. | 2 Years | Forest Manager | DWAF input, equipment, transport: SSP 35,000.00 |
| **Output 3:** |  |  |  |
| 3.1 DWAF staff in the field capacitated to monitor resource harvesting. | 2 separate weeks  (Week 12 & 48) | Scientific Services | DWAF input, report production:  SSP 650.00 |
| 3.2 Harvesting data collected by forest guards and analyzed. | On-going | Forest Manager | DWAF input, documentation. |
| 3.3 Harvesting Plan,  Monitoring  Plan and  Rehabilitation Plan updated as data becomes available. | On-going | Scientific Services | DWAF input, report production: SSP 700.00 |
|  | **Total Time:**  **2 Years** |  | **Total Inputs:**  **SSP 84,920.00** |

3.Prepare and present a simple Log Frame for a Community Project of choice.

A project logframe consists of a four by four matrix (figure 1). The row consists of the *goal* (the ultimate aim of the project, or program of which the project is one part, usually phrased in terms of an overall national development goal); the *purpose*, sometimes referred to as the objective (what the project is expected to achieve through which it contributes to the goal); *outputs* (the project’s expected results which are needed to accomplish the purpose); and *activities* (actions needed to achieve each output). The columns consist: of a *narrative summary* (of the project’s goal, purpose, outputs and activities); *objectively verifiable indicators* (evidence that helps measure if objectives have been met at each level, usually indicating quantity, quality and timing), *means of verification* (ways by which indicators can be found and measured); and important *assumptions* (factors outside the control of the project but which could influence the achievement of the project). It is also noted that at the level of activities, under the second column which is the objectively verifiable indicators, the logframe requires statement not of indicators but of *inputs* or resources required by the project.

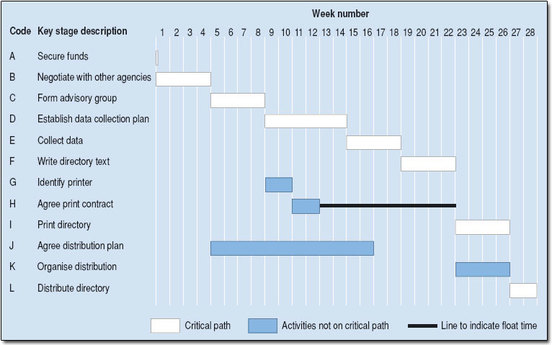
Figure 1: A Logical Framework

| COMMUNITY & SCHOOL DISASTER MANAGEMENT (DM) PROJECT | | | |
| --- | --- | --- | --- |
| **Objectives** | **Indicators** | **Means of** **verification** | **Assumptions** |
| **Goal:**  Reduce deaths and injuries related to disasters in the Eastern District. | G1: ratio of deaths caused by disaster to number of people exposed to a disaster in the target district *(10:100,000 within 2 years)*  G2: % of injuries caused by disasters within population exposed to a disaster in the target district *(5% within 2 years)* | G1: Xland Government Disaster Management Agency statistics for the region *(analysed by project manager, annually)*  G2: Sample survey by branch disaster management officers (*reviewed 6 monthly by project manager)* | No major unexpected epidemics, serious civil unrest or “mega-disaster” occur. |
| **Community Disaster Management Capacity Building** | | | |
| **Outcome 1:**  The capacity of communities to prepare for and respond to disasters is improved. | 1a: % of people in participating communities who practise 5 or more disaster preparedness measures identified in the community DM plan (*80% in 2 years)*  1b: % of targeted communities with identified response mechanisms in place (*80% in 2 years)* | 1a: Focus group discussions during CDMC meetings *(monthly, by CDMC members & Red Cross volunteers).*  1b: CDMC meetings/DM plans (*collected & verified by project officer)* | The political and security situation remains stable allowing community-level actions to be carried out. |
| **Output 1.1:** Community Disaster Management Plans are developed and tested by Community Disaster Management Committees (CDMCs).  **Output 1.2:** Early warning systems to monitor disaster risks are established.  **Output 1.3:** Communities’ awareness of measures to prepare for and respond to disasters is improved. | 1.1: # of participating communities that have a tested Disaster Management Plan *(16 [out of 20] within 2 years)*  1.2: % of communities with an early warning system in place *(90% within 2 years)*  1.3: % of people [of which 50% are female]in participating communities who can identify at least 5 preparedness and 5 response measures. *(75% within 1 year)* | 1.1: Copies of DM plans (*collected by project manager)*  1.2: Field officer’s report  1.3: Focus group discussions *(every 3 months, by National Society volunteers & project staff) –* cross-checkedduring annual disaster simulation *(annually by CDMC members & National Society project officers)* | The economy remains stable, and food shortages do not become acute.  The security situation in the country does not prevent implementation of the DM plan.  Local political leaders support implementation of the findings of the VCA. |
| **Activities (for Output 1.1)**   * + 1. Organize 10 community planning meetings.     2. Engage volunteer peer facilitators.     3. Develop/translate community DM awareness materials. | **Inputs/resources**  1.1.1: Space to hold meetings, trainers/peer facilitators, training materials  1.1.2: Per diems  1.1.3: Computers, printers, awareness-raising materials, translator | **Costs & sources**  CHF 20,000 (appeal), CHF 2,000 (locally raised funds), volunteer time, donated space for meeting/training | People in the community have no new demands on their time preventing them from participating. |
| **Activities for other outputs** | **Inputs & resources for other outputs** | **Costs & sources for other outputs** |  |
| **School-based Disaster Management Capacity Building** | | | |
| **Outcome 2**  The capacity of schools to prepare for and respond to disasters is improved | 1a: % of schools that have passed the annual disaster safety inspection from the Ministry of Disaster Management *(80% within 2 years)*  1b: % of participating schools that have successfully conducted 1 disaster simulation *(60% within 1 year and 80% within 2 years)* | 1a: Ministry of Disaster Management records  1b: Project reporting system through a simulation checklist | The political and security situation remains stable allowing school-level actions to be carried out. |
| **Output 2.1** School Disaster Management plans are developed and tested at participating schools.  **Output 2.2:** School Disaster Management Groups (DMGs) are formed in participating schools.  **Output 2.3:** Disaster risk reduction lessons are included in the curriculum. | 1.1: # of participating schools that have a new DM Plan tested *(20 [out of 25] within 2 years)*  1.2: % of DMGs that have at least 2 teachers/staff, 2 parents, 2 students, and conduct regular monthly meetings *(80% within 2 years)*  1.3: % of students [of which 25% are female] in the targeted schools who have received disaster preparedness and disaster risk education | 1.1a: Copy of school DM plan (*checked by project manager, every 6 months)*  1.2a: DMU meeting minutes (*checked by project manager, every 6 months)*  1.3a: School classroom reports *(project manager & volunteer, every 6 months)* | Students are not taken out of school by their parents.  The majority of teachers remain in their jobs for at least 1 year. |
| **Activities (for output 2.1)**   * + 1. Organize 10 school planning meetings.     2. Train school teachers in facilitating DM planning.     3. Develop/translate school-based DM awareness materials. | ***Input/ Resources***  2.1.1: Space to hold meetings, trainers/peer facilitators, training materials  2.1.2: Classroom, training materials  2.1.3: Computers, printers, awareness raising materials, translator | ***Costs & sources***  CHF 10,000 (appeal), CHF 3,000 (locally raised funds), volunteer time, donated space for meeting/training | People in the community have no new demands on their time preventing them from participating |
| **Activities for other outputs** | **Inputs & resources for other outputs** | **Costs & sources for other outputs** |  |

4.Prepare and present a simple project Work plan summarizing Project objectives, activities and implementation schedule in a Gant Chart format

The **Gantt chart** enables you to establish the sequence of tasks and subtasks and to estimate a timescale for each task. It will allow you to block out periods of time throughout the duration of the project to ensure that it is completed on time. The Gantt chart is not so useful in demonstrating the dependencies and the impact of delay if any of the foundation tasks are not completed as scheduled. A technique called **Critical Path Analysis** (CPA) is frequently used to plan the implications of dependencies. We shall look at each in turn.

Gantt charts show all the key stages of a project and their duration as a bar chart, with the time-scale across the top. The key stages are placed on the bar chart in sequence, starting in the top left-hand corner and ending in the bottom right-hand corner. A Gantt chart can be drawn quickly and easily and is often the first tool a project manager uses to provide a rough estimate of the time that it will take to complete the key tasks. Sometimes it is useful to start with the target deadline for completion of the whole project, because it is soon apparent if the timescale is too short or unnecessarily long. The detailed Gantt chart is usually constructed after the main objectives have been determined. Start of Figure



**Figure: Gantt chart for directory productionEnd of Figure**

In this example, key stage K (‘organize distribution’) starts at week 23 so that its end-point coincides with key stage L (‘distribute directory’). However, K could begin as early as week 17, as soon as key stage J is completed. Key stage K is therefore said to have slack. Key stage H (‘agree print contract’), has been placed to end at week 12. However, it could end as late as week 22, because key stage I (‘print directory’), does not begin until week 23. Key stage H is therefore said to have float. Float time can be indicated on the chart by adding a line ahead of the bar to the latest possible end-point. Slack and float show you where there is flexibility in the schedule, and this can be useful when you need to gain time once the project is up and running.

You can add other information to a Gantt chart, for example:

* milestones – if you have special checkpoints, you can show them by using a symbol such as a diamond or triangle;
* project meetings could be indicated by another symbol such as a circle;
* reviews of progress could be indicated by a square.

For a complex project you may decide to produce a separate Gantt chart for each of the key stages. If you do this shortly before each key stage begins, you will be able to take any last-minute eventualities into account. These charts provide a useful tool for monitoring and control as the project progresses.

Gantt charts are relatively easy to draw by hand, but this doesn't offer the same level of flexibility during monitoring that you would get from a software package. Various programmes are available to assist project managers in scheduling and control. Once the data have been entered, a programme helps you to work on ‘what if’ scenarios, showing what might happen if a key stage is delayed or speeded up. This is more difficult if you are working manually.

**References:**

DuBrin, Andrew J. *Essentials of Management.*6th ed. Peterborough, Ontario: T

Thomson South-Western, 2003.

Jones, [Gareth](https://www.referenceforbusiness.com/knowledge/Gareth.html) R., and Jennifer M. George. *Contemporary Management.*4th ed. New York, NY:

McGraw-Hill Irwin, 2006.

Mintzberg, Henry. "The Manager's Job: Folklore and Fact." *Harvard Business Review,*

July-August 1975, 56–62.

*The Nature of Managerial Work.*New York: Harper & Row, 1973.

Rue, Leslie W., and Lloyd L. Byars. *Management: Skills and Applications.*

10th ed. New York, NY: McGraw-Hill Irwin, 2003.

Williams, Chuck. *Management.*Cincinnati, OH: South-Western College Publishing, 2000.

Ferraro, J. (2012). *Project management for non- Project Managers.* New York: Ammerican Management Association,1601 Broadway, New york, NY10019.

Garrett, D. (2011). *Project Pain Reliever.* Fort Lauderdale: J. Ross publishing.

Heldman, K. (2018). *Project Management Jump Start.* Canada: John Wiley & sons Inc.

Kerzner, H. (2013). *Project Management: A systems Approach to planning, scheduling, and controlling.* New Jersey: John Wiley & sons Inc, Hoboken, New Jersey.

Schmidt, T. (2009). *Strategic Project Management Made Simple.* New Jersey: John Wiley & sons, Inc, Hoboken, New Jersey.

Stephen Barker and Rob Cola. (2009). *Brilliant Project management.* London: Saffron House, 6-10 Kirby street, London EC1N 8TS.