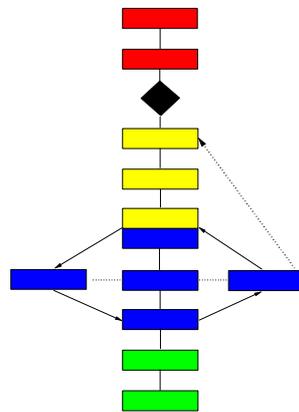


# Organization and People Management Guide

MITP  
v5.1



Document Number MICG1ORG



### Edition Notice

First Edition (September 1995)

This edition applies to Version C5.0 of Managing the Implementation of the Total Project (MITP), and to all subsequent releases and modifications until otherwise indicated in new editions.

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## PREFACE About This Document

This document describes how to manage the organizations and people involved in projects.

For information about the MITP life cycle, the key techniques, and the support techniques, see the MITP Handbook. A glossary of terms may be found at the back of the MITP Handbook

### ***Who Should Read This Document***

The 'you' in this document is the Project Manager, but other people can and extract useful information from it.

### ***How to Use This Document***

The table of contents provides a clear roadmap to the main topics outlined in this document.

### ***ISO9000 Control Information***

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## **1 Technique Description**

### Subtopics

- 1.1 People Management
- 1.2 How People Communicate in Projects
- 1.3 Communication for Managers and Staff
- 1.4 What People Do in Projects
- 1.5 People and Organizations
- 1.6 Concepts for Managing Organizations
- 1.7 People Management and Communication Techniques
- 1.8 Technique Description Summary



### **1.1 People Management**

People need to communicate in projects so that everyone knows:

- What is happening
- What is being done and why
- How it is being done
- Who is doing what and by when
- What is not happening and what is being done about it.

People communicate the above in various ways, usually for the benefit of the project and the project team.

Failure to communicate amongst the project team results in wrong results, low morale and motivation, and generally project failure.

### **1.2 How People Communicate in Projects**

Some of the more common ways that information is passed between people or groups of people is through:

- Meetings
- Project management processes
- Objective setting, reviews, appraisals, and counselling techniques
- Use of management and leadership styles
- Good teamwork, motivation, and feedback techniques.

### **1.3 Communication for Managers and Staff**

People can take on two distinct roles within the project. One is to work on the project, that is, to build the project deliverables, and the other is to manage those doing the work.

This management is purely to increase the efficiency of the project team and attain the highest standards of quality in the project deliverables. Both staff and managers contribute to the efficiency and quality through formal and informal channels of communication.

All the people working on the project, both managers and staff, need to understand and practice methods of effectively working together.

### **1.4 What People Do in Projects**

When people work on projects their time is taken up in three ways, of which normally only the first two are recognized in the planning of time for the project team.

People spend time:



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- **Working**  
Work refers to the production of the project deliverables. The nature of the work is shaped by following MITP techniques such as Project Definition, Planning, and Estimating.
- **Managing**  
Management is the processes and activities involved with managing those who do the project work.
- **Communicating**  
Communication is all about the dissemination of information about the project between managers and staff.



### **1.5 People and Organizations**

Project management often involves working with many different organizations including the project team, support teams, and suppliers. You must understand how to identify the functions provided by these organizations, the group personality of the organization, and how to work with these organizations to maximize their contribution to the project.

Most project management instruction emphasizes work plan and schedule management. However, project management includes management of basic business process as well including administration, cross-functional relationships, management of personnel in diverse organizations, and financial and resource management involving all of the organizations included or interlinked into the project.

Many first time Project Managers forget the business aspects of the project and focus on the technology and the mechanics of the work. It is interesting that most business managers who find themselves managing technology projects also make the same mistake, abandoning the practices and focus which made them successful in functional business, and concentrating solely on the technology aspects of the project. Experienced technical managers often do the same because the technology is what is most comfortable or familiar. Less technical managers concentrate on the technology aspects to the detriment of other project management due to the perceived challenge of the technology and the assumption that this is the most difficult aspect of the project.

A large number of projects fail due to lack of focus on organizational and relationship project components.

As in any other business endeavor, the human factor is one of the most critical success factors. Although focus and priority is generally on organizing the project resources, a better sequence should be to:

- Understand the organizations involved in the project
- Establish initial relationships with organization focal points in the project
- Assess the total organization's project skills and resources
- Build the project organization
- Set up the project communication structure
- Manage the organizations.

This is why the second MITP phase 'Establishing the Project' is so important.

Among the various organizations involved in a project, you have direct management control over only one of them - the project team. However, you must work with the other organizations to help them contribute to the project by understanding their role and becoming familiar with organizational group dynamics and personalities.

## 1.6 Concepts for Managing Organizations

Good organization concepts and practices apply to all project groups including the client, support teams, and project teams. This is discussed further in "Project Organization" in topic 2.0. However, you should note that the organization should be well balanced if people are to work successfully together. A good organization must:

- Have a clearly defined mission, purpose, and scope
- Have clear channels of communications
- Foster teamwork among individuals and other organizations
- Allow for and recognize individual 'star' performances
- Be divided along clear-cut functional boundaries.

You must determine how best to utilize each organization associated with the project.

This includes your own project organization and the client organization.

Well balanced organizations are composed of individuals who contribute to that organization in a positive manner in each of the following areas:

- Skills  
Does the organization have the skills necessary to perform the required functions?  
Is each individual contributing skills that are required of that organization?
- Personality  
Every organization has a group personality, which is made up of the combined personalities of the individuals within it.  
Is each individual contributing positively to the organization?
- Communications  
Formal and informal communication channels exist within organizations. Each individual must make a positive contribution to both formal and informal communication channels.  
Does everyone know these channels?
- Organization structure  
An organization with a clearly defined and respected management reporting structure is easy to work with and navigate through. Each individual should know where they fit within their management structure and chain of command and those organizations they work with regularly.  
Is there a clear organization chart?
- Value of others  
An organization is rarely autonomous. It is dependent upon other organizations or individuals as suppliers or clients. The same applies to the individuals within an organization. Each must depend upon the contribution made by others as suppliers and clients. The contributions of individuals include their skills, management, and personality contributions.  
Are they clearly defined in the project documentation?

## 1.7 People Management and Communication Techniques

This document describes the methods and techniques that you can use to manage and communicate with people.

The following relates the main headings in this document and the phase of the MITP life cycle to which these mostly apply:

Table 1. People Management Techniques by Life Cycle				
MITP Phase	Management Processes	Management and Leadership	Communication and Teamwork	Project Organization
Identifying the Project	Identify, interview, and select key people	Select management and leadership styles	Define your scope and authority	Identify the project organization
Establishing the Project	Set performance objectives against job descriptions	Delegate and gain commitment to levels of responsibility	Build team and motivation and meetings,	Define and document the project organization
Managing the Project	Review, appraisal, and counselling(RAC), giving feedback, levels of and improving skills	Use management and leadership styles and commit to responsibility teamwork	Meetings working, relationships communicating formally and informally, and enhancing	Work with and monitor the project organization
Ending the Project	RAC	Rewards and recognition	Rewards and recognition	Rewards and recognition



### **1.8 *Technique Description Summary***

A project with a well balanced organization has a complete set of personalities, valued by all for the contribution the personality provides to the group. As the need arises within subprojects for the strengths of a personality, the individual with those strengths should surface and take the required lead.

Of course, personality is not the prime reason for selecting participants for a project. Skills and management needs are more important. However, awareness of individual personalities, and the collection of personalities within a group, will help you know the group's strengths and weaknesses beyond just technical skills.

The group personality of the organization will also define its "style". For example, if most of the management team members are using a very structured management style, the entire organization might exhibit a structured approach to their job. However, different and individual styles and personalities may exist within the organization. A well balanced organization will have a variety of management styles and individual personalities, and value the contribution of each.



## **2 Project Organization**

### Subtopics

- 2.1 Introduction
- 2.2 Organization and Structure
- 2.3 Setting up the Organization
- 2.4 Identifying the Organization
- 2.5 People in Project Organizations
- 2.6 Building a Project Organization
- 2.7 Identifying Key People
- 2.8 Project Organization Summary

### **2.1 Introduction**

Having planned out the tasks required for a project, and determined the manpower requirements, how is this manpower best organized and structured?

This question is addressed by providing guidelines to help you to define the organization and structure of a project.

The definition of the project organization and structure is part of the project setup process. There may be a requirement to change the organization and structure of the project when the project moves from one phase to another or when major changes are implemented.

#### **2.1.1 Background**

A project is an organizational unit established to bring about a significant change in an enterprise. Almost universally, this involves bringing together people from:

- Different parts of the enterprise
- Other organizations.

These people will have:

- Varied backgrounds
- Different attitudes to the project
- Different perceptions of the role they and others have to play.

In addition, the enterprise mounting the project might not have undertaken anything of a similar nature before.

It is therefore vital that the project is organized in a way that recognizes these facts, and that players in the project understand their role.

You must also recognize that the roles people perform will be different from the roles played in the day-to-day operation of the enterprise.

### **2.2 Organization and Structure**

A project and its structure has:

- A finite life span known from its initiation
- Distinct phases.

However, the actual composition of any project is transient and each phase requires its own mix of skills and organization. In the course of time members of projects come and go, in accordance with the planned schedule of activities, all of which are under your control.



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An efficient project team is never static. Project personnel must expect to be reorganized fairly frequently. Project teams are created, expanded, contracted, and disbanded. All positions within the project are temporary ones.

The project structure defines:

- Responsibilities
- Roles
- Relationships
- Channels of communication

so that all participants know who is responsible for completing tasks, making decisions, and with whom to communicate.

Structure facilitates management and creates a framework of order and command through which the activities of the project can be planned, organized, directed, and controlled. Within the project structure subsets of responsibilities can be shared and delegated.

A well set up project cuts across a company's organizational chain of command and introduces greater flexibility and enable jobs to be tailored to current needs.

Note: When setting up a project team, which includes external personnel assigned to the project, you should consider how they will be transferred back into their own organization.

### 2.2.1 The Project

A successful project needs, and is dependent on:

- The objective
- People
- Structure of the organization
- Technology.

There needs to be a balance between these four components. A change to one will require a change to one or more of the others.

### 2.2.2 Objectives when Defining Structure

Your objectives when defining the project structure are to:

- Provide cost effective performance of the project team
- Provide effective resource utilization
- Monitor the activities of the project
- Account for areas of work undertaken by subproject teams and individual members of the project
- Coordinate the different parts of the organization and different areas of work
- Respond with flexibility to future demands and developments, and to adapt to changing environment influences.



These objectives provide the criteria for structural effectiveness. Structure is not an end in itself, but a means of improving organizational performance.

### 2.2.3 'Rule of Thumb' Guidelines

- Span of control - six to 10 people
- Structure by function
- Maximum number of levels in the hierarchy:
  - Large projects - four people
  - Small projects - two people.
- Personnel should ideally be dedicated to the project. Do not share people between projects or between the project and the business.
- Avoid conflicts of interest.
- Minimize the functional relationships, that is, the subproject manager is dependent on another Subproject Manager for the completion of some tasks.
- Projects larger than six to 10 people require supervisory hierarchies and the formation of teams.
- The more direct and simple the structure the more efficient it is.
- The chain of command should be as short as possible.
- The project structure should provide a training and testing ground for future Project Managers.



### 2.2.4 Documenting the Structure

The documented project structure, organization chart, roles, and job descriptions are filed in the Project Control Book (PCB).

For each phase of a project a diagram of formal relationships (organization chart) should be accompanied by a document that defines the main tasks to be performed by each role. See "Example Job Descriptions" in topic 6.2.

Note: As the personnel and skills required usually differ from those people that are actually available, you should draw up a manpower plan as a means of bridging the difference.

### 2.2.5 Activities

Activities on projects can be categorized into two types:

- Creative tasks occur in parts of a feasibility study, or during parts of system design and program design, or when developing a testing strategy. Relatively few people are required for this creative work and, as their output is so vital, it may prove beneficial if they report directly to you.
- Hard slog tasks occur during analysis, coding, and testing. Many people are required for these activities, with the consequential need for teams, team leaders, and a management hierarchy.

### 2.2.6 Functional Specialization

Specialization provides a basis for efficiency. You can increase output by breaking down tasks into simple steps.

Project members can increase both the quality and the quantity of the deliverables because they are constantly dealing with problems that are closely related. Specialization on a project is normally made on the basis of function rather than user category or location.

When tasks are divided up by functional subproject some means is required to coordinate the activities of each subproject to achieve the project objectives. Coordination and control is achieved by a hierarchical chain of command.

### 2.2.7 Small Project

The people on a small project each perform several functions. There is likely to be less check and balance, and fewer people available to comment on plans and produce them.

In the small project there are few, if any, problems, of structure. The distribution of tasks, the definition of authority and responsibility, and the relationship between



members of the organization can be established on a personal basis but should still be documented in the PCB.



### 2.2.8 Large Project

With a large project there is a need for a carefully designed and purposeful form of organization. There is a need for a formal structure. There is also need for a continual review of structure to ensure that it is the most appropriate form for the particular project, and in keeping with the project's growth and development.

The staffing of larger projects may, by the necessity of requiring several levels of supervision, be further grouped into subproject teams. A subproject team is either a group of people with:

- Similar skills and working on a similar activity
- Dissimilar skills but responsible for a specific function.

In every large project there needs to be a good management and administration support system. This role is performed by the project office.

#### 2.2.8.1 List of "Standard" Subprojects

Most business projects have more in common with one another than you may, at first, suspect. They have to do similar things, so it should be no surprise to find the same titles appearing repeatedly on the list of subprojects. A "standard" list may therefore be useful. In the following list:

- Titles, topics, and boundaries will vary.
- The following shows 18 subprojects. This is a lot, between seven and 12 is more typical. In any real project some of the items would be merged.
- Some projects (perhaps very big or very small) will not conform to this pattern.

#### Subprojects with Significant IT Element

- Development. This may be split, for example, between host application and distributed applications.
- Hardware design and installation.
- Network design and installation. This may include establishing network management procedures.
- Software installation. This would include installation of any system or application software needed for the project.
- Operations, for example, the setting up of system operations or new shift structures.
- Service management. This could include those aspects of problem, change, and capacity management of the software and hardware. Network management may be included here.
- Build technical support and set up a help desk. The latter may be a user responsibility and so a separate subproject.
- Fallback and disaster recovery planning.

#### Subprojects with a Business Emphasis

- Business processes.
- Organization and responsibilities, for example, to run the new (total) system.
- Staffing and industrial relations.



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- Training and training facilities.
- Facilities.
- Data preparation and load.
- Test and cut-over including acceptance test and pilot implementation
- Roll-out including:
  - Setup for mass installation
  - Mass installation
  - Follow-on releases
  - operational management of running system.
- Benefit management.
- Publicity (internal and external).

### **2.3 Setting up the Organization**

You are responsible for setting up the project organization. A project director can do this too. You must carry it out with total support of the Project Sponsor who may be required to bring weight and commitment in seconding the right people on to the projects particularly those people required from the business.

### **2.4 Identifying the Organization**

The project organization needs to be identified as soon as possible in the prerequisite stage of the project. This will enable the structure, size, and costs to be planned for early in the project cycle and the specific people can then be identified for the key roles when the project is given the go ahead.

Figure 9 in topic 6.0 shows a guideline for a basic organization for a project identifying the key roles. Note that:

- In any particular project, responsibilities may be handled differently. These guidelines should be used to ensure that someone has responsibility for each activity, for example, if there is no technical office, the responsibilities should be shared by you and the project office.
- The guidelines are based on a large project. On a smaller project, all the activities described probably need to be undertaken, but can be shared by project members.

### **2.5 People in Project Organizations**

The following deals with the organizational structures that enable a project to be more successful.

### **2.6 Building a Project Organization**

A project's organization depends on its need. Small projects with a few project members do not require a large organizational overhead. Similarly, a large project, without the organizational infrastructure required by the number of individuals on the project team, might become ineffective due to the inability of management to devote quality time to issues affecting the project's performance, quality, and morale.

You must build an organization - a project team - that is effective and efficient. The project team must contain the technical skills needed to deliver quality project deliverables on time. The members of the project team must also have nontechnical skills and personalities that are compatible with a project or services environment and conducive to working on a team.

If a permanent project team has not been built, you must:

- Staff and organize for both the cross-organization and internal project team
- Document the organization and reporting structure
- Ensure that project team members understand their responsibilities



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- Ensure that the project team knows meeting schedules
  - Frequency
  - Attendance for members, subprojects, or the whole team
- Focus on who will make decisions and who will assign work.



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You can view the project organization in either a physical or logical sense:

### Physical View

Most project teams are physically organized in a hierarchy with a Project Sponsor, Project Manager, and Subproject Managers, and financial and administrative people. The specific organization might depend on the type of contract agreement - whether it's an assist role or a fixed price contract, whether the client provides resource, and the type of project.

### Logical View

The logical view can vary, but often, the logical view is a flat organization, with key responsibility areas identified with no indication of the hierarchy. The project organization reflects the demands of the project and is not based on company structures. Whatever the actual logical view structure, it must clearly support the statement of work and contractual agreements.

### 2.6.1 The Organization's Skills

You must assess and then recognize any skills deficiencies early in the project cycle. One of the most important aspects of any group or organization is having the proper skills to perform the required function. In some instances, an organization is ineffective because it doesn't have the required management or work skills. Missing skills can cause an organization to become unbalanced as the other members of the group attempt to compensate.

You should not attempt to suggest changes to a client organization that is missing critical skills. However, recognizing such a problem can help you work with the client more effectively.

Any changes in the availability of a client's skills should be handled through proper change control procedures. You must be aware of the potential impact on the project schedule or pricing. Likewise, skills might be missing from support organizations. Those missing skills can impact the ability of that organization to properly support the project.

However, while you might have more influence with your own internal organization lacking critical skills, the amount of influence is minimal, and you should not make such attempts at the expense of the project. Recognizing the problem can help you work with the internal organization. Lack of skills should be escalated to the project sponsor as soon as possible if it cannot be resolved.

### 2.6.2 Skills on the Project Team

Before creating a project team, you must thoroughly assess the skills required for the project. The project team will need many skills both technical and nontechnical. You should have assessed the skills requirement during the Inventory/Work Plan Management.

Some of the technical skills that will be required regardless of the type of project include:

- Project management
- Project administration
- Architecture skills
- Design skills
- Implementation skills
- Client business analytical skills.

The nontechnical skills include the individual's:

- Ability to work in a team environment
- Multitasking skills
- Client relationship skills
- Services skills
- Communication skills.

After assessing the skills required you must search for individuals who match those skills. The required skills will come from suppliers, clients, and suppliers. If the project team members come from a variety of organizations and companies, you must build a team and foster team spirit from the ground up since it is highly unlikely that the team will have worked together before.

If the project team does not have all the skills required to complete the job, you must help the team compensate for the missing skills and still be productive by:

- Using other team members until appropriate skills are available
- Escalating efforts to acquire required skills
- Exercising project schedule management control.

Basically, in building the project team, you must:

- Assess the skills required for the work effort
- Staff the project with the proper technical skills as required by the task list
- Look for individuals with strong non-technical skills including services and client relationship skills
- Work to foster a strong team spirit.

### **2.7 Identifying Key People**

Commitment and the determination to succeed is a factor in choosing the key people to work on a project.

Determination can overcome many obstacles and deficiencies. Most projects undergo crises of some sort, and determination to succeed is key, particularly after the enthusiasm of the early days has disappeared.

It is important to establish that top management are committed to the project and willing to support it in the event of a crisis. Both you and the Project Sponsor must



also be determined and committed. You should be able to answer 'yes' to the following questions to confirm this:

- Does an executive 'sponsor' represent the project effectively to top management?
- Are you and the Project Sponsor totally and publicly committed to making it happen?
- Do top management delegate the necessary authority and responsibility to the project team?
- Do people believe in this project and demonstrate it with a strong team spirit?
- Do people want to participate in the project and even compromise elsewhere to ensure its success?
- Is the project getting the resources it needs?

You must remedy any point to which you answered 'no'. If you do not do this now, the project will probably run into problems related to people.

### **2.7.1 Project Leadership**

For the project to be successful:

- You and the Project Sponsor must be in place from the very beginning.
- The Project Sponsor must be at the right level, clearly understand the role of the Project Sponsor, have real things to do, and lead a project review board.
- You must be able to manage people and situations well, have good leadership skills, and be able to delegate and drive responsibilities in the project team.

In the first MITP phase of the project, 'Identifying the Project', you and the Project Sponsor should ensure that key people are involved in producing the business case against which the project will be approved or not. One of the key success factors is user consultation and identification of a user representative is essential.

The user refers to the client or beneficiary of the project. It is vital that user consultation and communication occurs throughout the implementation and not just at the beginning. There should be no surprises when the project is delivered to the user. You must continually ask the following questions and take remedial action where necessary:

- Were users were given every opportunity to provide input early in the development of the project?
- Do they understand and approve the benefits case?
- Are the users kept informed of progress throughout the project life cycle?
- Are the users involved in all relevant changes?

The user representative is essential throughout the life of the project.

### **2.7.2 The Business Case**

The business case is produced by a set of key people and is vital to the decision to proceed with the project. These key people are:

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- **Project Sponsor**  
The Project Sponsor owns the business case, and is responsible for submitting it and presenting it. The Project Sponsor is usually an executive and a member of the management committee or project board that decides whether to proceed with the project. The Project Sponsor is often head of the division or department to benefit from the project.
- **Business Case Manager**  
The business case manager is ideally in the direct reporting line to the Project Sponsor. The business case manager manages the development, documentation, and presentation of the business case.
- **Advisors**  
Provide advise on the business case processes and standards.
- **Key Contributors**  
These are people who must contribute to the case, and identify the individuals will do the work. This includes people from Finance, IT, Facilities, and Personnel groups. There will also be key people associated with the solution that is expected to provide the business benefit, for example, technical architects, and skilled technicians. All must be brought into the initial stage of the project as appropriate.

You should supply the implementation plan as this will be your responsibility after the decision to go has been made.

### 2.7.3 Facilitated Workshops

MITP widely uses workshops to get consensus and commitment from people during different phases of the project life cycle, the most well known being the Project Definition Workshop (PDW). These workshops are successful only if the right people are present and if an independent facilitator helps the process along. You and the Project Sponsor should be part of the process to ensure that key people for the project are identified and that they are allocated time for the appropriate project activities.

### **2.7.4 Organizational Changes During the Phases of a Project**

Some projects, particularly those with an end product being designed and built, lend themselves to a phased approach. The project's organizational structure may differ from one phase to another as the project progresses. For example, in a product-based type of project, during the requirements phase, the size of the project team will probably be small compared to the size of the project during a build or test phase. Similarly, the type of resources required from one phase to another will differ both in skill type and level of experience. Again, during the requirements and design phases of a project, a higher level of design and analysis skills might be required than would be present in most of the team members in subsequent phases.

Because of the differing skill types and levels required during various project phases, you should utilize highly skilled resources, and provide project continuity from phase to phase. It is inefficient and unwise to have to completely restaff a project from one phase to another just because the type of work has changed and the skill levels are different.

#### **2.7.4.1 Seeding**

One technique for dealing with this discontinuity in skills is to staff early, high skill requirement phases with individuals who provide the necessary skills, and can make the transition to subsequent phases in different roles. This technique is called seeding.

An example is using individuals who can do design and analysis functions during a Requirements and Design phases and function as team leaders during the subsequent Build and Test phases. These individuals provide the project continuity needed for a successful project, and bring the needed guidance and detail support required by team members during the implementation phases.

## **2.8 Project Organization Summary**

Project organization is all about organizing the human resources needed for the successful execution of the project.

The definition of the project organization and structure is part of the project setup process. There may be a requirement to change the organization and structure of the project when the project moves from one phase to another or when major changes are implemented.



### **3 Management Processes**

#### Subtopics

- 3.1 Interviewing and Selecting People
- 3.2 Internal and External Negotiations
- 3.3 Reviewing, Appraising, and Counselling (RAC)
- 3.4 Project Staff Records
- 3.5 Line Management Responsibility
- 3.6 Management Processes Summary



### **3.1 Interviewing and Selecting People**

You will interview possible candidates for project positions following the identification of key people or key skills required for a project as outlined previously.

The following, and the accompanying forms, will help you when interviewing and selecting people.

#### **3.1.1 Preparing for the Interview**

The following are a few things that you must consider before the interview that will contribute to the success for both interviewers and interviewees:

##### **3.1.1.1 Interviewers**

- Panel, one or more interviewers, who are they?
- Prepared topics and questions for discussion:
  - Ensure questions have been prepared for complete range of topics
  - Anticipate answers so that follow-up questions can be prepared.
- Produce sufficient forms for interviewer's notes.

##### **3.1.1.2 Interviewing Environment**

- Suitable room and environment:
  - Free from distractions and interruptions
  - Laid out as appropriate for interview style
  - Desk or no desk? It can act as a barrier, but might be needed.
- Interviewer comfort - what is required?
- Interviewee comfort - what is required?
- Waiting area and refreshments?

##### **3.1.1.3 Interview Administration**

- Welcome and introductions
- Schedule of interviews
- Feedback to candidates
- Expenses?



### 3.1.2 Interviewing Techniques and Tips

- Ensure the interviewee is comfortable:
  - Welcome with smile, introductions to interviewers
  - Be genuine and relaxed
  - Outline structure of interview
  - Establish appropriate rapport
  - Build trust and confidence.
- Start with an open mind, respect candidates views and do not pass judgements
- Look for ability and willingness to learn and gain from experience
- Get the candidate to talk about:
  - A situation where he or she tried to get someone else to change.  
What did he or she do? How about the result?
- - The biggest challenge. The least challenging project or business experience
  - A failure
  - What the candidate considered a personal disaster
  - A mistake made dealing with people
  - A time he or she made a major change. Why? How?
  - The best and worst educational experience.
- For each question, ask what was learned
- Watch body language:
  - Shoulders will drop when interviewee relaxed
  - Open or closed, positive or negative postures to match topics, questions, and answers.
- Listen actively:
  - Concentrate on candidates response
  - Listen to tone of answers, inflections can often give the true meaning of what is being said
  - Repeat the answer if you want clarification
  - Avoid interrupting
  - Be patient.
- Question effectively:
  - Use open-ended questions, for example:
    - What? - usually reveals further information
    - How? - usually reveals factual information
    - Why? - usually reveals attitudes and values
  - Use probing questions, for example:
    - 'Tell me more'
    - 'And then what ...'
  - Challenge any inconsistencies
  - Reflect back answers for clarification
  - Invite self assessment by candidate, for example:
    - 'How would you describe yourself?'
    - 'What would you do in this situation ...'
  - Summarize what you have noted from the questioning
- Nonverbal techniques
  - Allow pauses for the candidate to think, especially on difficult questions
  - Try to make eye contact



- Your facial expression can convey your impressions
- Nod your head for acceptance
- Watch your body language for negative signs, for example, boredom.



### 3.1.3 Useful Questions

You can use the following when preparing questions for interviews:

- What was your last project experience?
- What experience have you had in ...?
- What do you expect to gain from this new project?
- What has been your experience with project management processes?
- Do you use any specific project management tools?
- What characteristics in colleagues annoy you most? (opposites will be characteristic of the candidate)
- If I called a person that recently worked with you, how would they assess you?
- What frustrates you in your present job?
- What interests have you outside of work?
- What are your career aspirations?

### 3.1.4 Administration after the Interviews

The summary forms in the Project Control Book Guide might help you assess the results of the interview against the requirements.

#### 3.1.4.1 Assessment

Assess:

- Ability to deal with the interview
- Interview behaviour
- Professional knowledge
- Skills and qualities
- Attitudes and values (motivators)
- Relationship of abilities to job requirements
- Potential to do the job.

You can assign each item a maximum number of marks and each candidate marked by the interviewers.

#### 3.1.4.2 Candidate Analysis

- Look for candidates who are sensitive to your cues and answer your questions
- The best candidates are aware of their strengths and weaknesses.

They:

- Do not overstate abilities
- Do not waste time trying to overcome weakness
- Are focused on areas of work where they will succeed.
- Avoid control-oriented people.
- The best candidates focus on why things happen and learn from it.
- Avoid those who generalize. Good candidates learned from experience and will talk about it, often at great detail. They analyse events and results.

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- Good candidates ask questions. Some can be hard to answer. Some ask a lot of questions.
- Look for candidates who are open about their strengths and weaknesses. They might have strong opinions and be judgmental but quickly move onto what they did to learn or would do differently. Be careful with those who blame others, go to extremes or say what they think you want to hear.
- Look at people who have made attempts to broaden their skills and grow in their speciality, even if that attempt is in the past. They will do it again although they might not have been given an opportunity in their current job.
- Anyone can analyse a failure, but good candidates admit their role in it. They are also likely to admit when success was blind, dumb luck.



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### 3.1.4.3 Candidate Feedback

To the successful candidate:

- Congratulate them on their success
- Outline the next steps.

To the unsuccessful candidate:

- Give reasons for nonacceptance, if applicable
- Give hints and tips for future, if applicable.

### 3.1.4.4 Administration

Follow the appropriate procedure for documenting the interviews and instigating the next steps.

### 3.1.5 Situations to Avoid - Some Problem Types

- Politicians  
These are the "yes" people whose success was based on stealing other people's ideas and is sustained by pleasing, agreeing with, and flattering those in power.
- Narrow field/skill profiles  
These people stick with what they knew well at first, do not branch out, and do not like risks. Work with these personalities only when you can use their particular skill and need nothing else.
- Outdated success  
Many needs are created that do not survive the test of time. Yet you find some people clinging to the same skills and formulas that made them successful in the past. While there is continuing demand, even though it is falling off, these people cling to the outdated. There will be some demand as others who feel threatened by change create the remaining reinforcement. These people are generally going to need major skill investments to be successful today



### 3.2 *Internal and External Negotiations*

During the project life cycle there will be many times that you must negotiate with another person or group in order to acquire something for the project. Items of negotiation can be very varied, from rates of pay and cost of supplies to delivery dates and people's time.

Negotiations should be win-win to be successful. If either side gets too much out of a deal, the other side is sure to feel "taken" and there is not much hope for the future business relationship. In a project, there will be a need to negotiate as unexpected events occur. Concentrate on the following for a more successful negotiation:

- Keep the negotiation strictly business. If it is over a change, ensure that the change is evaluated in terms of cost and when required, the original agreements and contract. Remember:
  - Nobody really expects something for nothing.
  - Show the business value of any change in regard to the cost.
  - Defuse emotional arguments by focus on business issues.
- Go into a negotiation knowing:
  - The opponent (business objectives, prejudices, personal goals)
  - What your opponent is likely to propose (several scenarios) and your approach to it
  - A rock bottom position, a desirable position, the most profitable but unlikely to win
  - What can be compromised
  - What cannot be accepted.
- In dealing during the negotiation:
  - Open with the most favourable position
  - Concede until the middle-of-the-road (desirable position) is reached
  - If pushed beyond what is acceptable, walk away with a final offer
  - Do not be afraid to walk away - this ensures cool-down time for logical thinking.
- There are times in business when you must walk away from a business deal:
  - Unacceptable technical risk
  - Unacceptable terms and conditions risks
  - Risky supplier dependencies
  - Legal issues and intellectual property and practices issues
  - Too many unknowns for fixed price offer
  - Unprofitable or otherwise cannot be done
  - It is better to walk away and end a project than fail.

Caution: You should get proper counsel before walking away with a final offer. The counsel should completely understand and support all related staff and project groups, including any company parties such as marketing and legal. In addition, the understanding of the relationship and experience with your opponent will be essential to the negotiations and decision. You should also seek legal counsel to ensure no contractual agreements or obligations are being breached and that you are not liable if sued.

- If you must walk away, the other side might realize they have received a final offer and reevaluate their position, resulting in a win-win compromise. Use the time to ensure that there is nothing more that could be given up and still have a good deal.



**3.2.1 Mechanics of Successful Negotiations**

Negotiations can be over project changes or other business differences of opinion. In any case, be patient, disciplined, observant and confident. Exploit your strengths and avoid situations that expose your weaknesses.

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Some rules of thumb:

- Use judgement but stick to a strategy
- Be conservative at first
- Never bluff unless you are prepared to lose:
  - If a bluff succeeds, never share the information
- - Bluffing is most successful if you have exhibited accurate judgement with regularity making your opponents uneasy.
- Emphasize the serious commitment to the venture. Stress that undercapitalizing an investment compromises prospects for success
- Remind your opponent that in a losing deal, no matter how committed you are, business people cut their losses, limit liability and get out
- Do not let a development make you too timid or too aggressive
- Adapt quickly to changing conditions and arguments

### 3.2.2 Reading Your Opponent in a Negotiation

Negotiation can often be a power struggle. Winning the battle must not take priority over getting what is needed. People often end up vying for positions they don't even care about. You must understand when a negotiation becomes a battle for power or territory even when it is expressed in terms of other issues:

- Look for incongruities between what people are saying and what they really want
- Consider if the approach to the problem will make it impossible to solve
- Express feelings about the situation, forcing the other to do the same
- Focus on what would get desired results for both parties
- Project positive expectations
- Encourage cooperation and reduce conflict by avoiding words like but and disagree:
  - Use and to string positive and negatives together rather than but=, which leads to arguments,  
so instead of saying "It's a good idea but too expensive", say "It's a good idea and expensive".
  - Instead of saying "I disagree", say "It's an interesting idea and I would like to suggest a few more ...".

### 3.3 Reviewing, Appraising, and Counselling (RAC)

The RAC program is designed to ensure that all project members have the opportunity for regular formal discussions with you or their Subproject Manager on all aspects of their present job and their aspirations. This is part of the MITP people technique that helps the project team achieve tangible results through personal improvement.

In addition to providing a forum for formal discussion, the RAC program also seeks to:

- Align the outputs required of the individual with the project objectives



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- Improve individual contribution by:
  - Providing success indicators against which individuals can be measured or measure themselves
  - Providing an opportunity to review and assess results already obtained
  - Counselling individuals about their present assignment and to help them manage professional and skill development.
- Identify those who are available for a broader or more specialized project role.
- Provide feedback to line management on an individual's performance.



### 3.3.1 Performance Objectives against Job Descriptions

You must set objectives for individuals so that you can measure their performance. You must tie these objectives to the project objectives and, in particular, the job description against which the individual is working. You should define this as part of the engagement process of joining the project, or it could be a line responsibility when the individual has been seconded to the project. These objectives should be documented.

It is important as part of the RAC program that you define performance objectives as soon as possible so that each individual has something against which to work. You can set these objectives for the Subproject Managers and they can set them for the staff. You will have something similar documented with the Project Sponsor.

The RAC program will be ineffective unless these objectives are set. Objectives should be:

- Related to the work content required for the project
- Attainable and measurable
- Agreed between both manager and worker
- Specified for a date
- Relevant to the relationship between manager and worker.

#### 3.3.1.1 Commitment to Levels of Responsibility and Delegation

MITP project management is built upon all levels of project management. Committing to their responsibilities and the RAC program provides a semiformalized method for incentives and management chasing.

Defining performance objectives is a means of keeping individuals motivated towards the project goals and objectives, with the ability to provide feedback to line management and the normal personnel business processes. In some cases, acceptance of responsibilities and the successful completion of delegated work can be achieved without the need for such a process, thus you must decide what is required by the project and implement it as part of the second MITP phase 'Establishing the Project'.

### 3.3.2 The MITP RAC Program

Executing the RAC program is usually the task of the personnel manager. However, as Project Manager you might also be or take on the role of the personnel manager. This is the reason for its inclusion here.

The program consists of three interlinked parts:

- Reviewing
  - Discusses individuals' achievements against an agreed set of project-related outputs (key results, services or products) and continuing objectives and responsibilities.



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- **Appraising**  
Measures employees' achievements against an agreed set of project-related outputs or objectives on a scale from one to five.
- **Counselling**  
Advises individuals on ways to improve their performance in the light of the review and appraisal.

### 3.3.2.1 Reviewing

Before a review can sensibly take place both the manager and worker, at whatever level, must understand what it is that is being reviewed. Therefore as soon as a new manager-worker relationship is created it is essential that the manager discusses and agrees with the worker the outputs he or she is required to deliver during the review period. This is covered "Performance Objectives against Job Descriptions" in topic 3.3.1.

Both manager and worker should have a copy of the outputs and success indicators.

### 3.3.2.2 Appraising

The five measures of achievement are given numeric values for convenience and are:

1. Outstanding performer
  - Results and achievements against agreed outputs are of an outstanding nature
  - Measurements show delighted clients
  - Personal skills have an outstanding impact in meeting project objectives, furthering project strategy, and consistently producing innovative solutions to major problems
  - Recognized as a consultant by peers, management, clients, and suppliers
  - Self starter needing no management direction
  - Extends job boundaries all of the time.
2. High performer
  - Results and achievements against agreed outputs have a high impact in meeting project objectives most of the time
  - Measurements show very satisfied clients
  - Personal skills have a high impact in meeting project objectives, furthering project strategy, and producing innovative solutions to major problems
  - Recognized as an expert by peers, management, clients, and suppliers
  - Self starter needing little management direction
  - Extends job boundaries most of the time.
3. Normal performer
  - Results and achievements against agreed outputs have a positive impact in meeting project objectives
  - Measurements show satisfied clients
  - Personal skills contribute to meeting project objectives, for example, sometimes producing innovative project solutions
  - Perceived as reliable and consistent by peers, management, clients, and suppliers
  - Learns from experience and needs formal management direction
  - Extends job boundaries some of the time.
4. Low performer
  - Results and achievements against agreed outputs have little impact in meeting project objectives
  - Measurements show low or neutral levels of client satisfaction



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- Personal skills do not contribute to meeting project objectives, for example, marginal level of contribution that might reflect the need for training, development, coaching, or counselling
- Currently needs considerable management attention or direction.

Note: This can alternatively reflect the developing contribution of someone relatively new to the job or role and has had limited opportunity as yet to satisfy the client, extend job boundaries, or make significant business impact, but training and development plan is on track.

### 5. Unsatisfactory performer

Immediate improvement is necessary based on very low or no overall contribution against agreed outputs, or failure to deliver one or more key outputs or continuing responsibilities.



### 3.3.3 RAC for Satisfactory Performers

You must include the following activities in the project management schedule for all but unsatisfactory performers:

- **Initiation review**  
Sets the initial objectives, is used to complete the project personnel record, and sets a date for the next review. You or the Subproject Manager can do this.
- **Scheduling the next review**  
Should not exceed six months since the last review.
- **Rescheduling the review**  
This might be a common event due to project priorities, however you should make an effort to complete the reviews.
- **Preparing for the review**  
Complete the comments and appraisal sections of the review form.
- **Running the RAC**  
Break the review into two parts. The first part is the review and appraisal with the staff comments being noted as appropriate. The second part is the counselling where you suggest areas and ways to improve.
- **After the review**  
File the review document in the project personnel file. Keep copies for you and the employee if desired. The completed form can constitute part of the staff portfolio.

### 3.3.4 RAC for Unsatisfactory Performers

The main purpose of this procedure is to provide every opportunity and assistance to the staff whose performance or conduct has become unsatisfactory, so that the worker can achieve satisfactory standards. It is only when this fails that the procedure will lead to the disciplining or dismissing the worker.

Go through this process quickly so as not to impact the success of the project, while retaining basic principles of people management and leadership.

#### 3.3.4.1 Warning Procedure

There are three stages of warning. You are strongly advised to consult your Project Sponsor before each stage.

##### 1. First Warning (oral)

When a worker's performance or conduct is deficient you are responsible for taking early action to warn and advise of the consequences. At the oral warning stage you must:

- Make sure the worker is aware this is the first stage in the unsatisfactory performance procedure
- Inform the worker of the standards required
- Explain how the worker is falling short of these
- Inform the worker of the time by which he or she is required to come up to standard
- Allow the worker an opportunity to state his or her case



- Write a minute for file simply recording a summary of the warning and the date that the warning was given.



### 2. Second Warning (written and interview)

If, by the time specified in the first oral warning, the worker has not met the required standards established at that warning, you must interview the worker again and warn him or her in writing that unless his or her performance or conduct improves within a clearly specified time, he or she is likely to be dismissed from the project. At this second stage, having discussed the intention with the Project Sponsor and possibly the line manager, you must:

- Interview the worker at once
- Remind the worker of the first oral warning
- Ensure that the worker understands that this is the second stage in the procedure
- Issue a written warning specifying:
  - The job objectives and standards (the same as those referred to in the oral warning)
  - The deficiencies
  - The period within which the standards are to be met.
- Always allow the worker the opportunity to state his or her case
- Give the worker a written record of the warning and ask the worker to sign one copy, as an acknowledgement of receipt.
- Have this copy countersigned by the Project Sponsor.
- Place the signed copy of the record on the worker's personnel file.

### 3. Your Action after Second Warning

During the period specified above you should carefully monitor the worker's behavior. Not only should review meetings with the worker be arranged, but it is possible that a breach or breaches of the requirements call for dismissal before the end of the period.

### 4. Final Warning

If a worker's performance or conduct is still not up to standard by the time specified in the second warning, you should:

- Interview the worker once more
- Remind the worker of the two previous warnings
- Always allow the worker an opportunity to state his or her case
- Complete the report with the worker
- Advise a date for the final review
- Tell the worker that if he or she has not achieved satisfactory standards by the final review date, he or she will be dismissed from the project
- Ask the worker to sign and, if the worker wishes, to comment on the report
- Give the worker a copy of the completed sections.

Note: You must warn the worker in writing (in the report) that he or she will be dismissed for failing to meet the standards set. Do not suggest that the worker might not be dismissed if they fail.

### **3.4 Project Staff Records**

#### **3.4.1 Personnel Records**

Although it will probably be the personnel manager who deals directly with personnel, you should adopt the following four fundamental principals to achieve a proper balance between the legitimate information needs of the project and the proper handling of personal information:

1. Collect, use, and retain only personal information required for project or legal reasons.
2. Provide staff with a means of ensuring that their personal information in project personnel records is correct.
3. Limit the internal availability of personal information about others to those with a business need to know
4. Release personal information only with worker approval, except to verify employment or to satisfy legitimate investigatory or legal needs.

Project personnel files must contain up-to-date information at all times. These files constitute the central record of project work for each worker, and are the basis on which, for example, benefits to the worker are determined and from which statistical information is derived.

#### **3.4.2 Confidentiality of Information on Project Personnel**

All information about staff is confidential and as such should never be disclosed to a supplier without prior consent of the worker concerned, except as stated below. This confidential information includes not only such matters as rates of pay and assessment ratings but also marital status, address, and age. Occasional exceptions to this rule do have to be made if, for example, a court order requires certain information to be disclosed to the court. In these cases the information will be provided by the line management or directly by the Project Sponsor.

Any documents retained on the project personnel file should:

- Be legal or project-related
- Represent a balanced picture of the worker
- Be retained for only as long as a legal or project need exists.

The worker's line management should only have access to material that is job- or performance-oriented. The worker has access to all the information retained on the file except predictive information, negotiable pay scales, termination documentation, and information confidential to the project.

#### **3.4.3 Filing Method**

The personnel file can be divided into two separate parts:



### 1. General Personnel File

Containing the performance-oriented data and including previous appraisals, significant accomplishments, and biographical information that reflects the worker's career.

### 2. Private Personnel File

Containing documents necessary for legal or personal reasons but that have no bearing on placement decisions or performance.

#### **3.4.4 Redressing Disciplinary or Adverse Memoranda**

When writing disciplinary or adverse memoranda to be filed in the general personnel file, you must ensure that you establish with the worker a date on which you will carry out a review of performance or conduct, and a further statement placed on file to redress the original document, where appropriate.

#### **3.4.5 Updating Personnel Information**

You should check with staff on a regular basis that personal information is correct.



### **3.5 Line Management Responsibility**

Line management has a responsibility to the company to manage the business and the people within the company. This should also extend to technical and personal skills. However, the development and training of the project team can also be your responsibility. Education and external development programs are designed to assist this process - they are not a substitute for it. The development of appropriate skills and attitudes comes mainly through direct learning on the job and includes challenging work assignments, project leadership, teamwork opportunities, contribution reviews, and planned job rotation or promotion.

#### **3.5.1 Education and Training of Project Staff**

Much of the improvements in technical and personal improvement will come from working on the project. This is covered in more detail in "Communications and Teamwork" in topic 5.0.

### **3.6 Management Processes Summary**

A project's organization depends on its need. Small projects with a few project members do not require a large organizational overhead. Similarly, a large project, without the organizational infrastructure required by the number of individuals on the project team, might become ineffective due to the inability of management to devote quality time to issues affecting the project's performance, quality, and morale.

The project team must have the correct mix of technical and nontechnical skills to make the project successful.



## **4 Management and Leadership**

### Subtopics

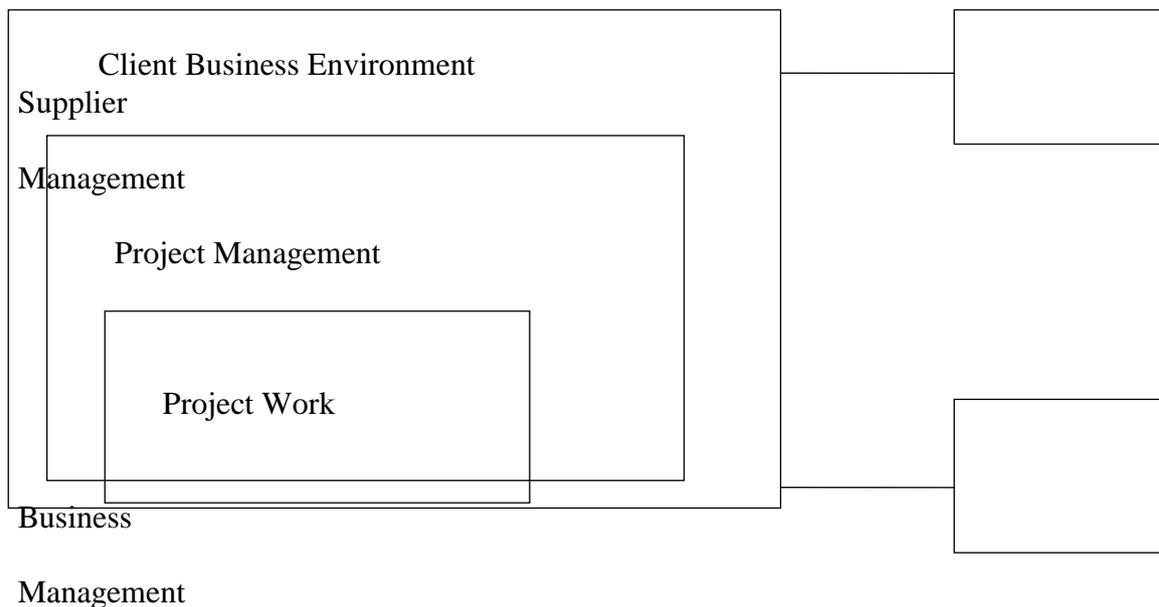
- 4.1 People as a Critical Success Factor
- 4.2 People in the Project Environment
- 4.3 Leadership
- 4.4 Management and Leadership
- 4.5 Matrix Management
- 4.6 Personal Work Plans
- 4.7 Leadership Styles
- 4.8 Management and Leadership Summary

**4.1 People as a Critical Success Factor**

People management is often seen as incidental to management of the project. As many experienced Project Managers will have learned, people are not easily led or motivated, especially in leading edge or stressful environments. You must view people as the key asset to the project's success because you are counting on their personal skills to help you and the project members to work as a team to maximize your output and progress.

**4.2 People in the Project Environment**

The project team, from the Project Sponsor to the project staff, can be graphically represented as follows:



**Figure 1 People in the Project Environment**

- **Project Work**  
The team leaders and team members constitute the staff who build the products of the project. The staff are assigned to the team after the decision is made to go ahead with the project and during the second MITP phase 'Establishing the Project'.
- **Project Management**  
You and the Subproject Managers constitute the managers. You manage the staff and their output and integrate them into the environment. Project management is established before the decision is made to go ahead with the project and during the project definition.



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- **Business Environment**

The Project Sponsor is situated in the business environment. The Project Sponsor is around from before the project has been conceived until after it has been completed. The business environment is the system in which the project products are built and the finished product will exist or operate.

The Project Sponsor has the business need for the project and has delegated, and is relying on you and the project team to do this.

### 4.3 Leadership

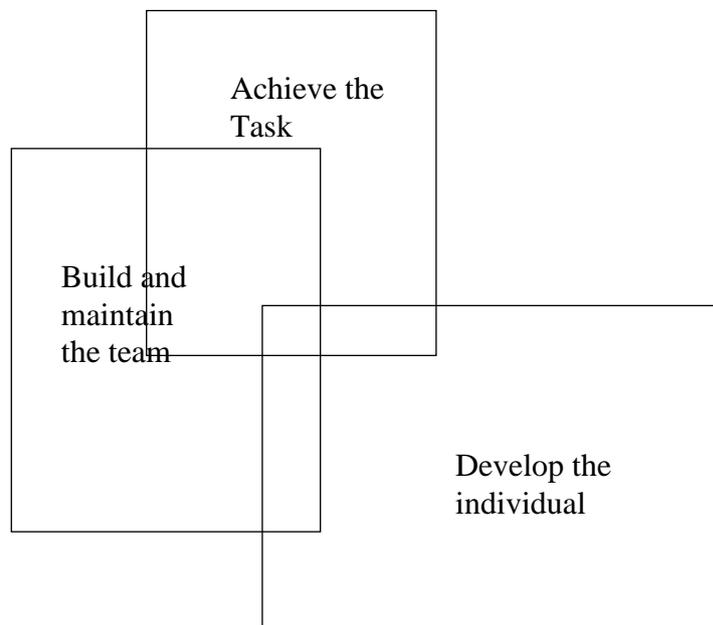
Some of the following information has been adapted from a book by Adair called Effective Leadership.

Effective leadership is about maximizing three aspects of the project and consists of:

- Successfully completing the project tasks
- Building and maintaining the project team
- Encouraging the development of the individuals in the project team.

You should try and build a project that has all three elements built into it.

Note: The more the overlap the more efficient the team:



*Figure 2 Overlap of Leadership Aspects*

#### 4.3.1 Commitment to Levels of Responsibility and Delegation

Leadership is a major success factor in projects and project management. Much of leadership relies on commitment by people to perform tasks as directed to a quality standard, deliver products to an agreed timescale, and many other things. Delegation takes place from the Project Sponsor to the project team and projects tend to be successful where this responsibility of delegation is accepted throughout the team.

Responsibility is delegated from:

- The Project Sponsor to you to complete the project to time and budget
- You to the Subproject Managers to deliver products to time and budget



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- The Subproject Managers to the team leaders to identify and manage the work content
- The team leaders to the team members to do the work according to quality standards

See "Communications and Teamwork" in topic 5.0 for more information about project teams.

## 4.4 Management and Leadership

### 4.4.1 Leadership Style for Project Managers

Management normally means some proactive or reactive activity in the interest of getting the work done. Leadership is a more passive activity that is demonstrated by individuals, not necessarily those in management positions, that also adds to the productivity and quality of the project team.

The following lists some characteristics of a leader who positively assists the project:

- Generates a common goal:
  - Describes the future the project is creating
  - Describes the benefits being realized
  - Sets clear objectives and milestones.

This goal is usually identified by the Project Sponsor when preparing the business case and defined by the project management team during the Project Definition Workshop.

- Is proactively positive:
  - Has a positive outlook on the future
  - Enthuses about the project work
  - Is never negative about higher levels of management.
- Encourages responsibility in others:
  - Delegates decisions and work
  - Demonstrates trust, honesty, and respect
  - Backs up the project team
  - Allows others to take the limelight.
- Recognizes achievement:
  - Celebrates milestones
  - Praises and reward people
  - Tells others about successes.
- Demonstrates belief:
  - Is consistently honest and fair
  - Adheres to values
  - Practices what is preached.
- Learns all the time:
  - Has empathy with the project team
  - Listens to others
  - Has time for the project team.

When managing the project team you should display all of these leadership qualities and use every method to encourage them to be similarly displayed by the subproject management team.

You can use this list of leadership characteristics in the Review, Appraisal, and Counselling (RAC) program, discussed in "Management Processes" in topic 3.0 to measure the leadership ability of the managers or staff.



### 4.4.1.1 Ten Important Points of Leadership

1. Ensure you know the goals and objectives and effectively communicate these to the team.
2. Set up a network of relationships to implement your project agenda within and outside your team and communicate this to the team.
3. Motivate and use the network to get the job done.
4. Recognize, cultivate, and use leadership talent. Find opportunities to lead for those on the team with this talent.
5. Learn from mistakes of others. Look for good role models and learn from the bad ones.
6. Avoid impulsive action or communication.
7. Allow sufficient empowerment to get open discussion of ideas. Conformity and too much control stifles both morale and productivity.
8. Do not be tentative. Fear of consequences inhibits progress.
9. Be organized to maintain focus, set limits, priorities, and channel resources.
10. Be realistic about your own and your team's capabilities.

### 4.4.2 Scope and Authority of the Project Manager

During the initiation of the project you should spend some time thinking about the scope and authority you have on the project. This will need the endorsement of the Project Sponsor and might be drawn up in a formal or semiformal document of engagement.

Styles of management and leadership might also need to be considered. The following example might help define this area of responsibility.

#### 4.4.2.1 Example of Management Responsibilities

As an essential part of your leadership of the project, you should:

- Contribute to project success through pursuit of total client satisfaction by:
  - Understanding and applying effective project quality processes
  - Anticipating and responding to the external and internal business environment relating to the project
  - Acquiring and applying appropriate entrepreneurial and business skills
  - Maximizing the use of project resources and ensure project financial interests are advanced.
- Inspire commitment to project strategy and set appropriate objectives by:
  - Ensuring specific objectives and performance standards are set to achieve relevant levels of project responsibility in the project team
  - Communicating project strategy and inspiring employee commitment and support
  - Establishing challenging and attainable objectives that are measurable, as well as mutually developed and supported by the project team
  - Establishing and maintaining effective two-way dialog with the project team to



understand  
and act on needs and concerns.



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- Empower and enable individuals and teams by:
  - Sharing responsibility with people so they:
  - Have a deep sense of commitment and ownership
  - Participate and contribute at high levels
  - Are creative and innovative
  - Take sound risks and are willing to be held accountable
  - Demonstrate leadership.
  - Providing necessary resources and information
  - Sharing decision making
  - Serving as an effective facilitator
  - Understanding and appreciating the diversity of project work force by ensuring that individual views and skills are utilized for the success of the project.
  - Encouraging and facilitating the development of skills and understanding of opportunities for career development
  - Ensuring equal opportunity in the conduct of all business activities without regard to race, ethnic origin, religion, colour, age, sex, marital status, or nationality.
- Foster teamwork among staff, across project, and business organizations
- Seek continuous improvement by challenging practices and processes that do not serve the project well. Promote those that do
- Motivate personal excellence and superior achievement by:
  - Supporting and personally following continuous learning and development as a means of expanding each individual's skills to achieve both personal and project objectives
  - Encouraging excellence in employees and others through celebration, recognition, and reward of individual and team contributions
  - Periodically appraising team's and worker's contribution to the project
  - Seeking superior achievement by attracting, hiring, and advancing top contributors, managing marginal performers, and assisting career aspirations
  - Rewarding excellence, initiative, innovation, and prudent risk-taking.
- Know, apply, and communicate client and supplier company programs by:
  - Understanding personnel and other programs and effectively applying and communicating their significance to employees
  - Ensuring all safety, health, security and asset protection, and audit requirements are met.
- Understand, promote, and be guided by the client's or supplier's basic beliefs, values, and ethical standards in conducting the project's affairs.

### 4.4.3 Corporate Principles

The organization that is sponsoring the project will, like an individual, be built on a basis of sound beliefs if it is to survive and succeed. It must adhere to these beliefs in

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conducting its business. You must stand by these beliefs in the business actions you take and decisions you make. The following are the sorts of beliefs that guide you:

- **Respect for the Individual**  
The basic belief that respect for the individual is for his or her rights and dignity.
- **Service**  
The dedication to giving the best possible service. Products and services bring profits only to the degree that they serve needs.
- **Excellence as a Way of Life**  
Every task, in every part of the business, including the project, should be performed to the best of ability. Nothing should be left to chance in your pursuit of excellence.
- **Effective Leadership**  
Business and project success depends on intelligent and positive management. This management must be sensitive to the need for making an enthusiastic partner of every individual in the organization.



#### 4.5 Matrix Management

Matrix management is required where a project team has been built from staff drawn from several parts of the organization.

Matrix management is a component of most projects. There are some common pitfalls in projects that involve assigning technical personnel to work with a team of people who are both foreign to them, and over whom they have no control, while retaining their line management responsibilities. The tricky part is to get them to understand that cooperation is key and must be won, in spite of the fact that both organizations and management have committed to the project.

##### 4.5.1 Matrix Management Challenges

- Individuals often perceive that they do not have to take direction from someone not in their line of command or organization
- People revolt against perceived orders from outsiders and respond better to shared decision-making
- Resistance is often passive and therefore even more destructive as it is not visible
- There is more need for continuous communication
- Matrix management requires more time due to the need for linkage meetings and must be considered in the schedules
- Other managers who have individuals committed to the project do not see the project as first priority and often pull resources affecting the schedule
- Matrix managers must be team builders and persons others "want to follow"
- Matrix managers must continually sell benefits to succeed.

In matrix management situations:

- Assess team personalities before assigning leadership
- If the individual does not have interpersonal skills in:
  - Persuasion and communication
  - Negotiation and accommodation

do not place the individual in the leadership situation without a mentor

- Avoid putting "technology personalities" in matrix management situations unless you control the team.

Personality conflicts that led to lack of buy-in have destroyed many projects. Awareness of the challenges of matrix management will help the team members and leaders to succeed in this complex and difficult environment.

##### 4.5.2 Line and Project Management Matrix

In managing a set of people working in a mixed client or supplier environment with a line and project matrix management structure there are going to be many personnel subjects that are not clearly defined. Also it might be difficult to identify where to



find the guidance. Some will need to be defined by the project, others will already be defined in one or another of the client or supplier companies.

### 4.5.2.1 Project- and Company-Related Subjects

The following are examples of subject areas that are likely to be your responsibility to define for the project team

Table 2. Defining Subjects Related to Projects and Company		
	Project-related Subjects	Company-related Subjects
Supplier personnel	Yes	Yes
Absence	Yes	Yes
Project communications	Yes	
Project meetings	Yes	
Appraisal program	Yes	Yes (depends)
Unsatisfactory performance or conduct	Yes	
Personal information handling	Yes	Yes (depends)
Personal interests and business relationships	Yes	
Invitations or appeals to project employees	Yes	
Standards of appearance	Yes	
The policy on alcoholic drinks	Yes	Yes (depends)
Company communications		Yes (depends)
Employee relations principles		Yes (depends)
Appeals procedure		Yes (depends)
Departmental meetings		Yes (depends)
Personnel files		Yes (depends)
Trade union		Yes (depends)
Employee participation in politics		Yes (depends)
Outside employment and fees		Yes (depends)
Off-the-job behavior		Yes (depends)
The policy on entertaining		Yes (depends)
Terminations and resignations		Yes (depends)
Note Depends on whether the Project Manager is also the personnel manager.		

### 4.6 Personal Work Plans

A lot of the personal interaction between manager and worker is about the planning of work for the teams and individuals. The following points might help in good work planning for both the manager and the worker in accepting the plan:



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- Know which part of the assignment requires planning and which requires spontaneous action or reaction.
- Be reasonably aware about personal work habits.
- Know individual desired accomplishments and stick to them (do not get bogged down in details).
- Visualize goals in order to accomplish or set a personal work plan.
- Document plans at a high level and include personal milestones and alternative "workarounds".
- Review personal plans with a mentor to ensure they stay on track - this will help to find out if there are flaws.
- Follow individual plans and stick to them.
- Exercise the same change control on personal work plan as on the project plan but know when to change the plan.
- Recognize early if additional training is needed or experience is too limited to succeed. Get help from more experienced people.

**4.6.1 Individual Priority Setting**

- Make a list of everything that needs to be done tomorrow. Assess which items:
  - Are high payback
  - Are essential to personal success
  - Are essential to the company's success
  - Are essential to the project's success (critical path)
  - Management would view as important
  - Can be done by others (delegation)
  - Must be done personally.
- Use the information to number the list and develop priorities
- Do this each morning prior to the day's activity or at the end of the each business day
- Review and start with the top-priority tasks each day
- Delegate low-priority jobs or defer them to later.  
 Note: Some low-priority tasks never get done and are never noticed or missed.  
 Check to ensure these tasks are not under contract to the client
- Set long-term as well as daily priorities:
  - Include development of skills and education
  - Decide what to do next
  - Consider trends.
- Do not be afraid to change personal priorities:
  - Successful people are flexible
  - Take timely action where needed.

Note: Discussion involves individual or personal priority reevaluation, which everyone should perform. However, only project executives or second line Project Managers have the authority to change project priorities.

**4.6.2 Followership**

Some of the following information has been adapted from a book by Robert E. Kelley called In praise of Followers published by Harvard Business Review.

Management and leadership have been discussed as critical success factors in projects to efficiently motivate and manage the staff. However, the staff also need to have the right attitude in order to work successfully. This might be termed followership and the following details some of the good and bad qualities in these followers.

**4.6.2.1 Bridging the Gap**

Followers can be categorized as follows:

Table 3. Categories of Followers		
	Passive	Active
Independent critical thinking	Alienated	Effective



Dependent critical thinking	Sheep	Yes people
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**4.6.2.2 Who Are Effective Followers?**

Effective followers:

- Are well balanced and responsible people who succeed without need for strong leadership
- Manage themselves well and are committed to the organization and to a purpose, principle or person outside themselves, that is, they are unselfish
- Build competence and focus their efforts for maximum impact
- Are courageous, honest, and credible.



### 4.6.2.3 Who Are Ineffective Followers?

Ineffective followers are either:

- Sheep, who are:
  - Passive and uncritical
  - Lack initiative and sense of responsibility
  - Depend on leader for inspiration
  - Aggressively deferential, even servile.
- Alienated followers, who are:
  - Critical and independent
  - Passive in carrying out their role
  - Cynical.
- 'Yes' people, who are livelier than sheep, but equally unenterprising.

## 4.7 Leadership Styles

Some of the following information has been adapted from:

- Structure and Process, James L. Gibson, 1991, Irwin.
- Management or Organizations and Human Resources, James A. F. Stones, 1989, Prentice Hall.

### 4.7.1 Leadership Styles for the Managers

You and the project executive play leadership roles. Leadership is the process of influencing others to achieve objectives in specific situations without the use of unduly coercive methods or techniques. Leaders generally influence others in a relatively consistent pattern of behavior referred to as leadership style. Although the behavior of most managers is too complex to be described by a single style, and some managers modify their styles to match a situation, the concept of leadership style is useful. There are four commonly used approaches to categorizing leadership style:

- Leadership continuum
- Leadership grid
- Theory X and Y
- Transformation leader.



**4.7.1.1 Leadership Continuum**

This method of classifying leadership styles arranges leadership behavior along a continuum of authority exerted by the leader. The three major styles, or points on the continuum are autocratic, participative (including consultative, consensual, and democratic), and free-rein:

Table 4. Authority Held by Leader and Group Members		
Amount of Authority Held by the Leader		
	High	Low
Autocratic  Style	Participative  Style	Free-rein  Style
Amount of Authority Held by Group Members		
	Low	High

The autocratic leader maintains most of the authority by issuing orders or telling the group members what to do without consulting them. This technique is in general disfavour today, but there might be situations such as working with unknowledgeable employees, where this is appropriate. A participative leader shares decision-making authority with the group either soliciting their opinions, encouraging group discussion before making a decision or confers final authority on the group. The free-rein turns almost all authority to group members and does very little leading.

**4.7.1.2 Leadership Grid**

This method of classifying leadership styles describes your leadership style along the dimensions of concern for production and concern for people. Each of these concerns exists in varying degrees along a continuum for level 1 (low) to level 9 (high). This approach contends that a 9,9 style is almost always best because it leads to such positive consequences as high productivity, satisfaction, creativity, and good career development. You often shift and adapt your styles to match the situation. However, your real style can surface when you are under pressure, tension, or in conflict situations that cannot be resolved readily. The following shows the leadership grid:





faction

1	Low	Task	High
	1	Productivity	9

**Figure 3 Leadership Grid**

Projects tend to:  
 Emphasize tasks  
 Have time constraints  
 Have temporary organizations

but you need people who:  
 Add value  
 Are flexible  
 Are creative and work well in a team.

The best people are near the 9,9 point, but are probably already busy.

**4.7.1.3 Theory X and Theory Y**

This method of classifying leadership styles is based on the leader's assumptions about people. Theory X leaders assume that people are lazy and need to be coerced and controlled. Theory Y leaders assume that people enjoy work and, under the right circumstances, seek responsibility and try to be innovative. Theory Y is closely associated with participative management.

**4.7.1.4 Transformational Leader**

This method of classifying leadership styles relates that a leader is a charismatic person who helps bring about profound changes in people and the organization. In the process this style of leaders revamps the organizational culture.

**4.7.2 Contingency Approaches**

Contingency approaches to leadership contend that the best style of leadership depends on factors relating to group members and the environment in which leadership occurs. Similarly, managerial effectiveness depends on a match between the leadership style and the situation. One such contingency approach specifies the conditions under which leaders need to use task-motivated and relationship-motivated styles. The key factor is situational control, sometimes referred to as favourableness. A leader has the most control when leader-member relations are good, the task is well structured, and his or her position power is strong. In situations of high control and

low control, the task-motivated style is most effective. In situations of intermediate control, the relationship-motivated style is better. Measurements of situational control are based on group acceptance and support of the leader, the extent to which the task structure has been defined in detail, and the extent to which the organization provides the leader power to punish and reward group members.

Table 5. Summary of Contingency Approach Findings		
Amount of Situation Control by Leader		
High	Medium	Low
Task-motivated and socio-independent leaders perform best when they have the most control (high control)	Relationship-motivated leaders perform best when they have moderate control(moderate control)	Task-motivated leaders perform best when they have low control (low control)
Leader-member relations are good Task is well structured Leader has high position power	Combination of high and low control factors	Leader-member relations are poor Task is poorly structured Leader has low position power



When the leader is in a highly favourable situation, the group is prepared to complete its task and therefore appreciates a task-motivated style. Working from a base of mutual trust and clarity about job duties and rewards, the leader can focus on task accomplishment. When the situation is unfavourable and the leader has little control, the leader needs to take forceful charge to grab hold of the situation. A task-oriented style therefore works well in this situation. In situations of moderate control, the leader faces an ambiguous situation and leader-member relationships are strained. A relationship-motivated style works well because the leader must get close to people to reduce anxiety, conflict, and uncertainty.

The major implication is that you should modify the situation to match your style. Task-motivated leaders would want to make the situation more or less favourable. To make the situation more favourable for exercising control the leader might:

1. Smooth out relationships with the group members
2. Define better the tasks to improve task structure
3. Obtain more formal authority.

A relationship-motivated leader who wanted to create a situation of intermediate favourability might create ambiguity by giving out vague instructions. Leaders should be matched to situations where they can exercise the most control, rather than attempting to change their leadership styles.

### **4.7.3 Path-Goal Contingency Approach**

This contingency approach to management style focuses on what the leader can do to increase employees' motivation. Leaders can enhance motivation by increasing personal payoffs to group members for achieving work objectives, and by making the path to payoffs smoother. The effective leader chooses among different leadership styles: directive, supportive, participative, or achievement-oriented, according to the demands of the situation. The key contingency factors are characteristics of subordinates and task demands.

### **4.7.4 Leadership Style for the Project Team**

The purpose of management between two people is towards getting the team member to do what you want in the most efficient manner. To maximize the efficiency you must choose a management style that best suits the team member, rather than yourself. This is often not recognized and you might allow your natural style to dominate. This will work where it fits the requirement of the team member but fails the remainder of the time. This gives rise to you being criticized and is then detrimental to the project.

There are a number of leadership styles that can be selected to best suit individuals in the project team. It is important that the style must be related to the team member, and not to the manager.

The leader must choose from four different leadership styles in order to handle the contingency demands of a given situation. The four leadership styles are similar to other style categories and are:



### 1. **Directive Leadership**

Leaders emphasize formal functions such as planning, organizing, and controlling. They provide specific guidelines on standards, work schedules, rules, and regulations and tell people what is expected of them.

Team members do not have much knowledge of the subject area or the direction that is required. In this case they need to be told what to do regularly and quite frequently. These people are usually working as team members in a subproject and may be new to the team or new to the subject. The management overhead can be quite significant and needs to be accounted for in the planning processes. Unless this high level of manager involvement is provided, team members will not know what to do, become demotivated, distract the other team members and reduce the team's performance.

These people should not have any leadership responsibilities.

### 2. **Supportive Leadership**

Leaders show concern for the well-being of the staff and try to create a supportive climate. They emphasize developing mutually satisfying relationships among members in the group.

As staff gain more knowledge of the subject and direction they can organize the task level work without your involvement. Usually you provide a plan against which staff can perform. Guidance is needed to ensure that the requirements behind the plan are understood by staff. In this case if you revert to 'telling' how the detailed tasks should be performed the team feels that its ability is being undermined and it becomes demotivated. Alternatively, if the guidance is insufficient, the team might progress down a wrong path and when asked to rework down the correct path also become demotivated. These people make up the majority of the project team. They will be the most efficient producers of the project deliverables.

The level of supervision required for this set of people is difficult to get right and needs your constant assessment.

### 3. **Participative Leadership**

Leaders consult with group members to solicit their suggestions and then seriously consider these suggestions when making a decision. This encourages the sharing of information.

Within the team some people rise to become experts. These people can plan their work and should be able to deliver what you want. However, they will generally have a strong view on what should be required and how it will be delivered. In this case you must steer staff towards your own view, perhaps manipulating their views, such that there is harmony between what you want and what the team believes it should be delivering. This also is a very difficult level to get right, with similar consequences if it is wrong.

These people can be solely expert staff, or can have some leadership responsibilities in the project.



#### 4. **Achievement-Oriented Leadership**

Leaders set challenging goals, promote work improvement, set high expectations for staff, and expect them to assume responsibility.

Within the team some people become experts either in the work or in the direction that the work needs to progress (the strategy). They generally believe in themselves and their ability to provide the solution. However these people will normally be self-motivated and have definite ideas about what work is to be done and how to do it. If you or the Project Sponsor want something that is not in the current plan for these people, you must start a selling or marketing campaign to get the team to do what you want.

These people can be solely expert staff, but are more likely to be Subproject Managers. They should also be able to demonstrate leadership qualities in the project team.

Each of these leadership styles works well in some situations but not in others:

Leadership Style	Appropriate Situation
Directive	Positively affects satisfaction and expectancies of subordinates working on ambiguous tasks Negatively affects satisfaction and expectancies of subordinates working on clearly defined tasks
Supportive	Positively affects subordinate satisfaction working on dissatisfying, stressful, or frustrating tasks
Participative	Positively affects satisfaction of subordinates who are involved with nonrepetitive tasks
Achievement-Oriented	Positively affects confidence that effort will lead to effective performance of subordinates working on ambiguous and nonrepetitive tasks

#### 4.7.5 Synthesis of Management Styles and Approaches

Although many of the leadership styles presented earlier seem to compete with one another, they all have some merit. When taken together, they help people understand management and leadership. No one approach is comprehensive. Nevertheless, any style or set of personal characteristics is only effective when it is appropriate to the situation.

In choosing the appropriate style to match the situation, present and future leaders should consider the following factors as starting points:

- Technically competent and well-motivated employees require less guidance and control than do their less competent and poorly motivated counterparts. Competent and well-motivated employees respond well to participative management, while their opposites may respond better to autocratic management.
- When time is of the essence and when the situation is favourable to the leader (such as good relationships with the group), a task-oriented approach may contribute to goal attainment.
- When the group members are facing ambiguity, heavy demands, and heavy job stress, supportive leadership style may lead to increased morale and productivity.

Explanation	Key Variables	Key Outputs
Leadership Continuum	Amount of authority exercised by leader	Productivity, satisfaction
Leadership Grid	Concern for people and production	Productivity, morale
Theory X, Theory Y	Assumptions about the ambitiousness of people	Morale and satisfaction
Transformational Leader	Leader's ability to create profound change	Organizational change



Trait Approach	Inner qualities and subordinate relationships of leaders	Leadership Effectiveness
Contingency Approach	Leadership style and amount of control over situation	Group Effectiveness
Path-goal Approach	Leadership style, characteristics of group members/task demands	Satisfaction and performance

**4.7.6 Management Style for the Project**

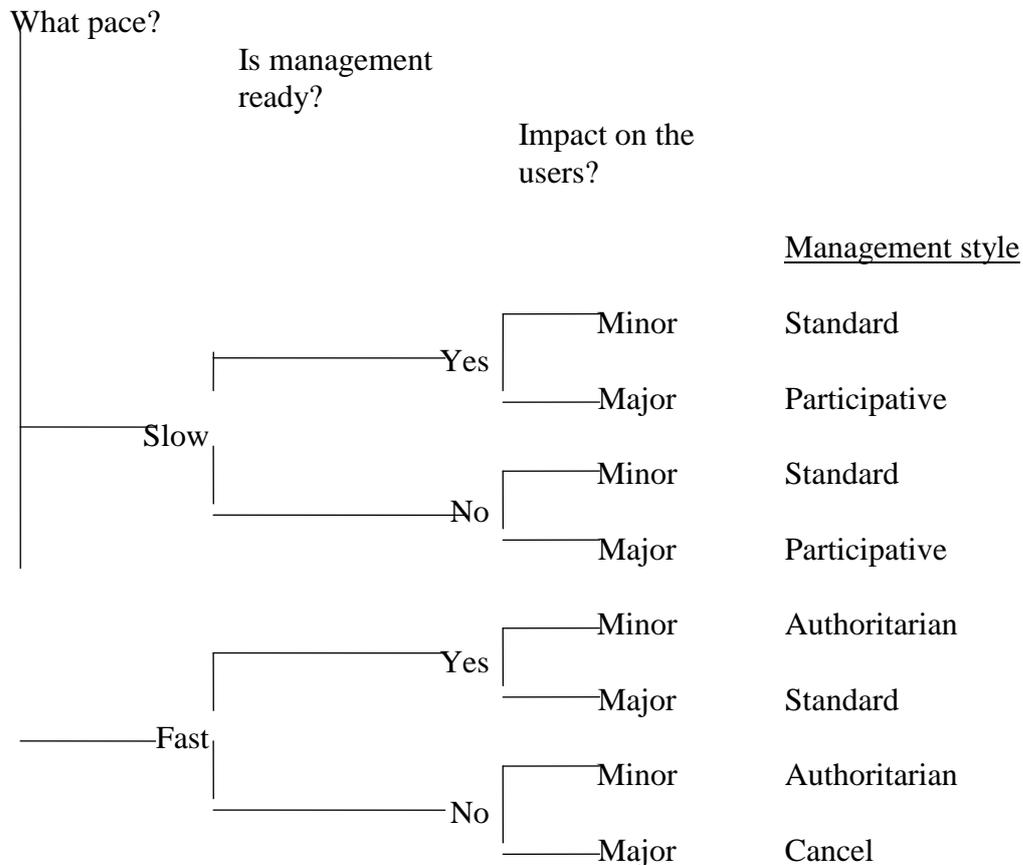
The project will initially dictate what management style is required to maximize the success of the project. You can use the following management styles:

- **Authoritarian**  
You dictate the actions of the project and the team and users will accept these orders. This is much like the military.
- **Traditional/standard**  
You make decisions based on your area of responsibility and communicate these up and down through the project. Most of MITP advocates this way of working.
- **Participative**  
The team and the users are a major part of the decision making process and work only proceeds on agreement by all. This is much like the traditional view of unions.

You can determine which method will best suit a particular project by asking the following questions:

1. What pace is required for the project?
2. Is management ready for the project?
3. What impact will the project have on the users?

More specifically:



**Figure 4 Selecting the Management Style for the Project**



#### **4.8 *Management and Leadership Summary***

The people in the project team must be viewed as the key asset to the project's success. The project team must contain the technical skills needed to deliver quality project deliverables on time. The members of the project team must also have nontechnical skills and personalities that are compatible with a project environment and conducive to working on a team.



## **5 Communications and Teamwork**

### Subtopics

- 5.1 Managing the Project Organization
- 5.2 Methods of Communication
- 5.3 Meetings
- 5.4 Skills Improvement
- 5.5 Team Building and Motivation
- 5.6 Problem Solving through Teamwork
- 5.7 Relationship Thinking
- 5.8 Communications and Teamwork Summary

## **5.1 Managing the Project Organization**

The project organization is the way in which the project is organizationally structured. Once a good organizational plan is in place, success will depend on how well you respond to events. Much of the challenge will revolve around situations and the capability to assess human events and responses. Even if you do not feel confident about your experience in managing human resources and events, some Project Managers who are extremely successful agree that basic psychology is critical to results. It is best to observe, notice cues, and above all, become very sensitive to what is being said.

You must form an efficient and productive group out of the project team. In addition, you must manage interfaces and relationships with other organizations to achieve the project's mission. An understanding of some group dynamics theories are beneficial in achieving these goals.

### **5.1.1 Project Team Formation**

When forming a project team, you must address a natural group formation process and move the group through that process as quickly as possible. A group that is forming will go through four distinct phases:

1. Formative Phase  
Group members learn about each other. Each member of the group is attempting to place themselves in the group hierarchy.
2. Storming Phase  
Group members with conflicting agendas battle for like positions.
3. Normalized Phase  
Group members accept their role and position within the organization.
4. Performing Phase  
Group members do their most productive work and the performance of individuals is at its peak.

Every group will go through these phases. The time it takes the group to advance from one phase to another depends upon the familiarity of group members to one another, your strength in people management, as well as many other factors. This time can vary from one hour to many days, weeks, or even months.

### **5.1.2 Changes in a Group**

In some groups, the addition or removal of a single individual at any level can cause it to revert to an earlier phase of group development, thus hindering group performance. This is especially apparent in smaller groups. However, in some groups, like a large company or a large project team, group dynamics are not as severely affected by the departure or arrival of an single individual, unless the individual was a very influential contributor. For example, the replacement of an individual in a management position might have a significant impact on group dynamics.



### **5.1.3 Moving a Group to High Performance**

In forming a project team, you should expect the group to pass through all four of the phases of group development. The more clearly each team member's role on the project is defined, the quicker the group will progress to the high performance phase. However, the group's formation as a "team" will not be complete until the nontechnical relationships have been established among all the team members. Holding frequent group meetings, where the team works together, is one method of fostering a teaming attitude among the project team members. The more the team works together, the quicker the team is likely to achieve the performing phase of group formation.

### 5.1.4 Group Personality

Once the group has formed and has entered that level of high performance, it will have taken on an identity. This identity is the group personality. The group personality is determined by the individuals in the group as a whole but more frequently by the management of the group or stronger personalities of the individual members in the group. You should adjust your management style to fit the group personality.

### 5.1.5 Effects of Geography on a Project Team

There are several ways in which a project team can be geographically dispersed. A single individual might be separated from the remainder of the project team. More common though is when several individuals are physically together, separated from the remainder of the project team (either in another city or another work location) and project management.

A project team that is geographically dispersed adds additional complications to the management of the project. Several areas of project management are affected including:

- **Team Building**  
The team cannot form as a complete unit when the members are separated. Each unit may form individual teams, but the entire project team will likely remain polarized (from a team standpoint).
- **Team Communications**  
Because part of the team is located in a separate location, communication becomes a very critical factor. The team members who are located away from the main source of activity or decision making must be kept in touch with the mainstream. They must be made part of all formal communications channels. In addition, informal communication on the local decision making end must be critically managed.
- **Morale**  
Without adequate team building and communication with remote team members, team morale might begin to diminish.

Since a dispersed project team cannot work together, it cannot go through the normal phases of efficient team formation. While the geographically dispersed team might or might not be part of the same organization, if it isn't together, it will function as a totally separate unit. You must therefore recognize this discontinuity, and manage it accordingly.

You must be aware of the potential for problems when managing remote teams or individuals. The following are some techniques you can use when fostering communication, morale, and teamwork of remote project teams.

#### 5.1.5.1 Maintain Visibility



Frequent visits to the remote team members will give them the feeling that they count and their efforts will be noticed. Keep in touch and visible and do not let their remoteness diminish their importance.

The cost of travel should be the only concern (if at all) with visiting remote team members. However, proper planning and accounting during project planning periods should include this need and justify it before the project begins. Of course, if visiting a remote location isn't dependent upon expensive travel, there can be no excuse for not keeping a high profile.

### **5.1.5.2 Hold Frequent Team Meetings**

The more often the remote and local team members can associate with each other, the higher the potential for team-like activity. Frequent team meetings help the team members understand formal and informal team member roles. In addition, team meetings help all project members get a sense for the status of the project from both formal and informal, for example, word of mouth, facial expressions, and other individual mannerisms.

### **5.1.5.3 Enforce High Quality and Regular Communications**

Do not inundate local or remote employees with volumes and volumes of paper or redundant phone calls, but do provide high quality project status reports on a regular basis to all employees.

Hold regular phone status and problem solving calls with the remote team. Include project team leaders and project architects on these calls to give the remote staff a sense of importance, if appropriate.

### **5.1.5.4 Keep Work Packages Autonomous**

Try to keep the work of the local and remote team members dependent only upon the efforts of other team members at their location. This will prevent the frustration of not being able to get immediate assistance of team members located elsewhere.

Caution: This technique works against team building techniques mentioned previously in that it works against total team communication. You must weigh the need to maintain high team morale by avoiding communication frustrations against the need for total team spirit. It may be that there isn't a need for the remote and local teams to communicate at all because of the nature of the work. In that case, maintaining team communications is not important. However, maintaining the remote team's sense of belonging is important and so the need still exists to visit regularly and keep the remote team informed.

## **5.2 Methods of Communication**

### **5.2.1 Communication Structure**

When the initial schedule work and organization is complete, it will be necessary to develop a communication structure. The bigger the project, the more important the communication structure becomes. Everyone should understand who is responsible for what. The structure will have normal defined reviews, management reviews and any other planned or foreseen meetings. The objective is a good communication plan. A suggested sequence is to:

1. Develop a project overview presentation including objectives, scope, schedule, work plan summary, meeting schedules, and organization.
2. Set up a project kick-off meeting for the presentation.
3. With cross-functional team members, develop a communication plan to ensure that all company members know about the project and progress using:



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- Company newsletters
- Bulletin boards
- Key meetings or other media events.

This is helpful with small projects but critical to large ones that affect large numbers of users, or where labor issues or perceptions are involved.

4. Set up a communication focal point or hot-line to answer project questions.
5. Plan your management briefings ahead to ensure calendars are open.

### 5.2.2 Project Office

You can set up a project office for a particularly large project. The mission of the project office is to coordinate and manage the relationship between a number of related projects. The project office will have varying levels of responsibility depending on the implementation. However, one responsibility is common to all project offices and that is the responsibility to provide control and communication among and between the several projects that are part of the overall project.

As the manager of the project office, you must establish a method of communication that is common to all of the related projects. This communication often takes the form of status reporting from the individual projects that are coordinated and analysed by the project office. This analysis is then communicated to clients and to the other the projects.

The project office must also be concerned with changes that take place on the individual projects. Within an individual project you will evaluate the impact. The project office must ensure that the other projects are made aware of the change and they are given the opportunity to evaluate the impact on their project. Again, this becomes a communication issue and the project office must establish a method of communication that is understood by all projects.

### 5.2.3 Ongoing Organization Communications

A well documented and published procedure for communications within an organization is not only good management, it is paramount to the success of the organization. The inability of management to formally convey direction to the organization will lead to chaos and eventually the inability of the organization to deliver its product.

Communication can be written, verbal, electronic, and visual. Consistent use of different kinds of communication is good. However, some forms of communications are not practical for the environment, or information content. Additionally, some forms of communication are better suited for certain types of information than others. You must determine the forms of communication best suited to the dissemination of information in your project.

The following shows the forms of communication best suited to communication type:

Table 8. Relating Communication Forms to Types	
Communication Type	Form of Communication
Procedures and guidelines	Written, electronic
Status reports	Written, electronic, verbal
Performance appraisals	Written, verbal
Presentations	Written, verbal, visual, electronic
Documentation	Written, electronic
System Designs	Written, visual, electronic



Lack of adequate formal communication within a group, especially during high stress situations, can lead to poor morale, a breakdown in team performance, and the establishment of informal communication channels, which can be dangerous.

One form of informal communication is the grapevine. The type of information on the grapevine is generally confidential and usually damaging. Its source can be the lack of adequate controls on the dissemination of information, the improper confidential handling of information, or the general lack of timely formal communications. It is very difficult to control speculation when information is communicated in this manner. The only means of controlling grapevine communication is to ensure that all members of the organization know the proper communication channels, and realize that information is freely communicated when required or useful to the organization. All other types of communication should be treated as speculative, hearsay, and prone to be wrong.

**5.2.4 Normal and Informal Methods of Communication**

Within the project team communication creates a sense of ownership and awareness, and outside it provides reassurance that the project is moving to plan and that issues are being addressed. The following shows examples of four complementary styles of communication:

Personal Informal Example: Ad hoc meeting	Personal Formal Example: Board or Committee
Written Informal Example: Electronic mail or memo	Written Formal Example: Proposal, paper, minutes

*Figure 5 Communication Styles*

**5.2.4.1 Personal Informal**

Important interactions are face to face, largely verbal, and are set up as necessary. Much information gathering is similarly gathered by keeping an ear to the ground. Meetings can be arranged at anyone's initiative and attendance is composed of those with relevant contribution. Documentation is largely for the record or to meet statutory needs, and it usually follows the meetings.

**5.2.4.2 Personal Formal**

Again face to face and verbal, but taking place in constitutional boards, committees, and task forces. Many have a standing membership, regular meetings and support staff. Formal presentations are common, often using visual aids. Other detailed documentation may be generated in support of or to meet formal needs, much of it retrospectively.

**5.2.4.3 Written Formal**

Important interactions are started through papers, memoranda, proposals, submissions, minutes, and so on. Meetings held tend to be explanatory, supportive or 'rubber stamping' in intent, the substantive work having been in exchanging documents and in written comments on them. Meetings follow the papers that are produced to a calendar and that have established distribution and sign off procedures.



### **5.2.4.4 Written Informal**

Important interactions occur through electronic mail or paper, but form is less important than content. Letters and memos are the commonest forms of communication. Face to face communication does take place, but serves mainly a social purpose such as emphasizing a caring or responsive attitude.



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### 5.2.4.5 Which Method to Use

In deciding which method to use, first decide:

- What you want to communicate
- With whom you want to communicate
- What would be most receptive
- How urgent is the communication.

Much of this subject is included as fundamental processes within the MITP techniques. For example:

- Personal informal, that is, through facilitated workshops
- Personal formal, that is, through reviews
- Written informal, that is, through MITP forms
- Written formal, that is, reports and minutes.

In deciding how to communicate, consider the following:

- Be sensitive to the corporate culture and style
- Two 'opposite' styles can often be used in a complementary manner
- Most importantly, communicate somehow, and too much is better than too little. Undercommunication is a common failing in projects.

## 5.3 Meetings

### 5.3.1 Guidance for Meetings

This guidance is aimed at those who organize or run meetings of more than two people.

Before you arrange a meeting, consider whether it is the right thing to do.

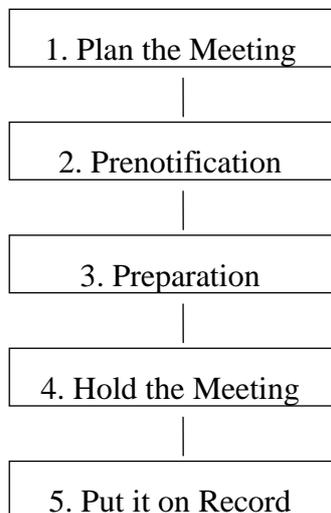
As an alternative to a meeting you can:

- Discuss the subject with your manager or a peer
- Delegate the subject to someone else
- Decide the result yourself and communicate it appropriately.

Meetings are excellent for ensuring good communication and getting consensus among a number of people, but to gain maximum value from them, they must be well organized. Remember that they are expensive in time and money, but that an appropriate and well-run meeting will repay the investment handsomely. Meetings ideally should consist of no more than eight people, and preferably less. The fewer the participants, the quicker the meeting is likely to be.

### 5.3.2 The Meeting Model

The following model has five stages, with the aim of making meetings shorter, more productive, more appropriate, and more satisfying.



*Figure 6 The Meeting Model*

1. Plan the Meeting  
Think through the objectives of the meeting in advance so that you are clear about what the meeting is intended to achieve:
  - Decide the objective of the meeting
  - Decide who must attend the meeting
  - Decide who will take the minutes
  - Arrange the agenda in its proper sequence in terms of:
    - Logical flow
    - Urgency
    - Importance
    - 'Any Other Business' (AOB) - only include items that you or other participants wish to discuss. If the subjects under here are not planned, there may be surprises during the meeting.
  - Allot the correct amount of time for each subject. Bear in mind the consequences of allowing those items which seem urgent to take up rather more time than those which are really important.
2. Prenotification  
Let the meeting participants know what is to be discussed and why.
  - Notify speakers and ensure their availability
  - Book the room, coffee, and other items
  - Distribute the objective, agenda, location, time and any briefing papers
  - Specify what general or individual input is needed for the meeting.
3. Preparation  
Make sure that all arrangements are in place for your meeting. If it is well organized and unhurried, it will appear more professional.
  - Retrieve and check through the last minutes so you are clear about them.



- Ensure you have spare copies of briefing papers and previous minutes in case participants fail to bring their own.
  - Organize the room layout and equipment, for example, tables, chairs, overhead projector, flipcharts, and pens.
  - Choose your seat.
  - Arrive early.
  - Look after guests of the meeting.
4. Hold the Meeting
- Structure the discussion of each item to avoid the pitfalls of repeatedly going over old ground.
- Introduce participants and roles
  - Introduce the minute-taker and agree when and how the minutes will be distributed
  - Agree agenda items and items under AOB
  - Take items in the agenda one-by-one:
    - Lead the discussion of each item
    - Pass the job of explaining the item in more detail to the relevant participant, but remember to take control back
    - Identify actions, a person responsible for that action and a deadline date for that action
    - Identify decisions and ensure that they are recorded in the minutes
    - Ensure that important information is recorded in the minutes (unless it is written up as a special document)
  - - Summarize what will be minuted for each agenda item before moving on.
  - Actions from the last meeting:
    - Close as many as possible
    - Be firm with participants who consistently do not take part.
  - Keep the action list to a minimum but ensure that nothing is omitted
  - Agree the date and time of the next meeting.
5. Put it on Record
- This summarizes and record decisions and action points for future reference, reminds participants of what occurred and what actions they now have to take, and enables corrections to be made if there are errors in the minutes. Include the following:
- Participants, absentees, apologies, and recipients of copies
  - Date of the meeting and start and finish times
  - Updated actions from the last meeting with new information, dropping those completed with an explanation if necessary
  - Decisions made by the meeting
  - Actions and who is responsible for taking them further
  - Information from the meeting, where applicable, in a concise manner
  - Time and place of the next meeting.
- File the meeting information in an appropriate place, for example, minutes, briefing papers, or foils.

### 5.3.2.1 Meeting Follow-up

Discussing a meeting afterwards with participants provides a useful and informal way of gauging how the meeting went. To ensure that maximum progress is made on actions, you should contact the people responsible before the next meeting to query their progress, understand what their plans are, and to give appropriate encouragement or allow you time to put other actions in place.

### 5.3.3 The Role of the Chair

The Chair should control the meeting and in doing so, may need to use powers of persuasion to deliver deals, bargains, and compromises.

The following suggestions should make the job easier:

- Get to know the behaviour of the group. This can help to direct the meeting.
- Control private discussions and disagreement between the participants, to reduce disruption.
- Cut the meeting short if it is making no progress.
- To speed up the review of minutes from the last meeting, it can be very effective to merely jump from action to action, instead of reading the entire minutes. However, ensure that the participants understand what you are doing and can keep up with you.
- In a meeting that is required to make a decision, the chair can reduce the emotion, if any, by addressing the decision from the point of view of the requirement.
- Keep an eye on the time and stop discussions not relevant to progress.
- Be aware of whether the meeting is solving problems or putting in place agreed actions to solve those problems. Both approaches are valid, but problem-solving is often more time-consuming. Where necessary, institute appropriate meetings to resolve technical problems or other items that do not require the full group.
- Control the talkative. Ask those you dominate to clarify a generalization. Invite someone else in if they hesitate.
- Bring out the silent.
- Come to the most senior person last.
- Go for what you think you can achieve, even if it is a smaller slice of what you hoped to achieve.
- At the end of the meeting, go around the participants to check that they have had a chance to say all they need to say.

### 5.3.4 The Role of the Minute-Taker

This should be someone who is good at summarizing what is occurring and able to take accurate notes. The minute-taker should not be one of the key participants as their ability to contribute to the meeting will be reduced. Someone with no direct interest in the meeting is more suitable. During the meeting, they work hand-in-hand with the Chair to help in summarizing and confirming points made, confirming items have been minuted and ensuring that responsibilities and deadlines are assigned.



### 5.3.4.1 Structure of Minutes

In structuring the minutes, take note of the needs of the recipients. Meetings are usually designed to be well ordered, but in most cases the discussion will range across a wide number of subjects and the resulting notes, while complete, might be difficult to follow unless they are reproduced in a more logical way. This includes ordering the minutes by the topics in the agenda, and within that, grouping actions that belong to one person. However, beware of changing the order of what happened if the order of the minutes proves illogical. Suggested minute headings are:

- Title, date, time and location
- Participants, absentees, apologies, and copyees
- Background
- Objectives
- Decisions
- Brought forward actions
- New actions, responsible person and deadline
- Information
- Next meeting information
- Request for corrections if required
- Author and position or role.

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Minutes should be produced:

- As quickly as possible but within two days:
  - For the convenience of the recipients, not the minute-taker
  - The earlier they are done, the fresher memories will be
  - The recipients have longer to perform their actions
  - Errors can be corrected quickly (how this is done should be decided between the 'wronged' participant and the minute-taker).
- So they are as brief as possible, to reduce paper usage and the time required to read them
- So that those responsible and their deadlines should appear quite clearly in the document, usually in columns on the right hand side, separated from the text.
- So that narrative of what occurred in the meeting is not included. It rarely adds any value to the item, and makes the minutes very large.
- So that the flow of actions from meeting to meeting is clear. Either close actions from a previous meeting specifically in the minutes, or state that actions not brought forward are assumed to have completed.

### 5.3.5 The Role of the Participant

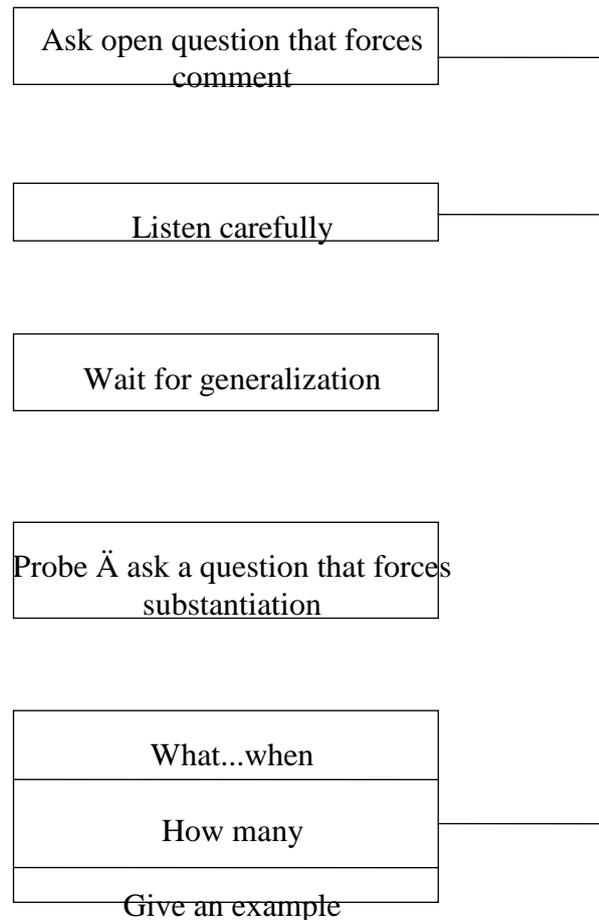
Points are most effectively made in thirty seconds (like a 'soundbite', in broadcasting terms). Your aim is to make the meetings you attend as effective as possible. Four types of interactions occur within meetings:

1. Proposal-making:
  - State the problem or issue
  - State what the effect is (quantify if possible)
  - State your solution
  - Quantify the benefit of your solution
  - Clarify what decision is required.
2. Questions and answers: follow the model as shown in Figure 7 in topic 5.3.5.1
3. Information sharing and getting your point across:
  - Involve the listener:
    - Use 'you', 'us', or 'we'
    - Make eye contact.
  - Make it interesting
    - Quote facts
    - Cite examples.
  - Ensure understanding
    - Use short sentences of between eight and 10 words
    - Remove conjunctions
    - Get your timing right
    - Illustrate with good visual aids
  - Help retention by using analogies, even silly ones.
4. Group decision making:
  - Decide method of reaching decision, can be unanimous, majority, or consensus



- Agree level of commitment from the group (should be total).

### 5.3.5.1 Questioning Model



*Figure 7 Questioning Model*

## 5.4 Skills Improvement

### 5.4.1 Education and Training of Project Staff

While this may be considered the responsibility of the line manager, some projects require technical skills to be acquired as part of the project work. This then falls to you or the Subproject Manager to plan this into the project program. Sometimes you may accept responsibility for the personal skills improvement of the project members, thus increasing the scope of your involvement in the personal development of the project team members. Identifying education requirements and the enrollments procedures are not covered in this document.

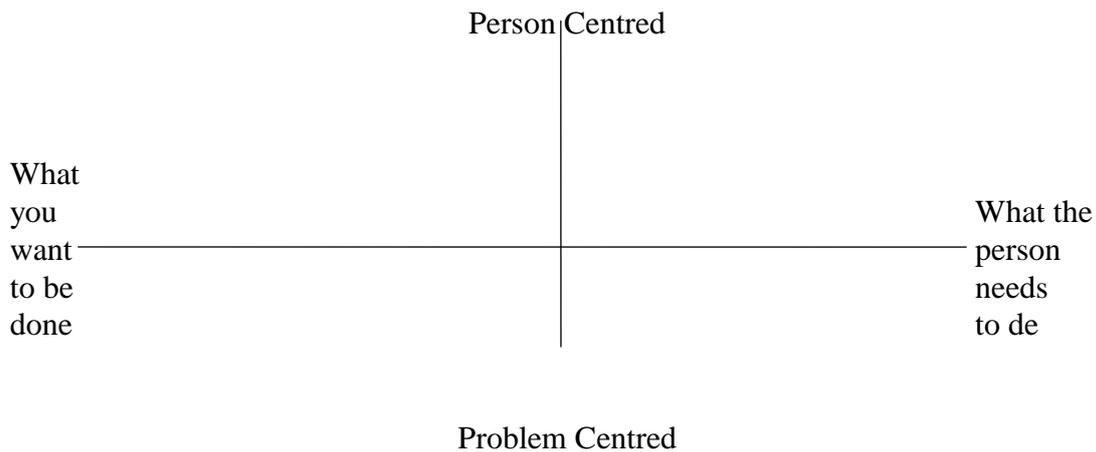
One of your areas of responsibility is to encourage the project management discipline within those under you including Subproject Managers, team leaders, and even team members. As well as formal education, this is best done through mentoring and coaching, since most of project management is about situations and is learnt through doing it.



## 5.4.2 Mentoring and Coaching

### 5.4.2.1 Helping Styles

The mentor, who could be you, must balance the requirements of the project against the requirements of the individual. This is also discussed in "Management Processes" in topic 3.0, which only discusses the people aspects. The following shows the balance:



*Figure 8 Helping Styles*

### 5.4.2.2 Roles in Skill Building

You should note some differences. Whereas the instructor tells about skills, the coach guides performance, and the mentor enables skills, performance, and career enhancement.

Mentoring is all about establishing a relationship that is both personal and professional.

To the individual, mentoring can bring:

- Self confidence and self worth
- Knowledge of project management as a profession
- Advice on self presentation and behaviour.

To the company or profession, mentoring can bring:

- Enhancement of the profession
- Improved motivation
- Enhanced leadership development.

To the mentor, mentoring can bring:

- Improved job satisfaction
- Increased status.



### 5.4.2.3 Mentoring and Coaching

The mentor or coach has:

- Strong interpersonal skills
- Professional competence
- Knowledge of project management
- Awareness of resources available
- Willingness to help others develop
- Willingness to assume responsibility
- Willingness to share personal experiences
- Willingness to share credit
- Knowledge of self, people, and job.



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The essential steps to mentoring are to:

1. Assess the work to be done
2. Advise on the activities
3. Coach (how to do the job) as required
4. Report to management
5. Evaluate own mentoring.

Before running a coaching session:

- Plan
- Assess.

During running a coaching session:

- Define and agree on the objectives of the session
- Coach provides enough input to start
- Questioning to make the person think
- Further information or questions as required
- Agree what should happen next.

After running the coaching session:

- Evaluate
- Reassess.

### 5.4.2.4 Core Skills of Mentoring or Coaching

1. Questioning - use the appropriate types of question:
  - Opening
  - Finding facts
  - Clarifying
  - Developing
  - Finding feelings
  - Testing
  - Directing
  - Closing.
2. Listening - barriers to listening are:
  - Verbal irritations
  - People think faster than they can listen
  - Own thoughts more interesting
  - The habit of half listening
  - Anticipating the response.

Levels of attentiveness dictate:

- Hearing what is said
- Understanding the meaning
- Separating fact from fancy
- Getting the speaker's viewpoint.

3. Assessment:



- What are you assessing?
- What is the standard?
- Recognizing good work?
- Are you assessing to build:
  - A picture?
  - Skills?
  - A person?
- Are you assessing to confirm achievement?



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4. Giving feedback:
  - Explain what you are doing
  - Feedback should be acknowledged
  - Feedback is part of learning
  - Feedback must be:
    - Wanted
    - Relevant
    - Constructive
    - Achievable
    - Specific
    - Demonstrable.
  
5. Encouraging - try using S-M-A-R-T objectives in encouragement:
  - Stretching
  - Measurable
  - Achievable
  - Relevant.
  - Timed

### 5.4.3 Successful Mentoring

Key areas to successful mentoring are to:

- Understand who owns the development plan
- Practice active listening
- Always give positive feedback
- Develop own style.

When evaluating the mentoring activity:

- Set objectives for yourself
- Review each mentoring or coaching session
- What did you learn?
- Who is your mentor?
- Add mentoring to your career profile?

### 5.4.4 Building a New Skill

Building a team takes practice and effort. Practice, in this instance, means the process of doing. Life is an endless path of learning and growth and being at the top of any discipline requires effort.

Becoming an expert means repetition. The student needs to return again and again to the discipline or task. It is important to improve without pushing too hard. Often a plateau is reached without realizing that this is normal. To get beyond the plateau, it is necessary to persevere and continue practicing until the next growth spurt.

- Practicing is learning and the only road to becoming an expert
- Practicing anything is hard work if you want to become an expert



- Practice requires discipline and self-denial.

You can easily recognize problems on a team by some early symptoms:

- Conflicting life style and interest
- Lack of instruction or time for it
- Ego - the desire not to look like a beginner at anything or show a need to learn
- Inconsistency - an expert is consistent
- No sense of humour - it is difficult to learn without some levity as the "falls" and mistakes are too painful without it.
- Perfectionism - if standards are too high, the goal becomes unattainable.



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When these symptoms are visible, you must change either the:

- People
- Assignments
- Environment.

### 5.4.5 Importance of Discipline

Some people have the inventor mentality, which advocates unstructured environments. They like to work independently so that they have no schedule but their own. This inventor mentality has come about because of the unstructured environments involved in leading edge efforts when someone highly skilled works alone to do something the first time. However, even scientists do not work in this environment all the time. Teamwork by nature requires discipline. To succeed, tasks must correlate and to keep a schedule, you must have discipline, which:

- Means keeping commitments and priority
- Means working on the big problems when they must be solved first
- Often means delayed gratification
- Involves accepting responsibility
- Requires deadlines.

People who do not have discipline often look to others to solve their problems.

### 5.4.6 Importance of Time Management

Both you and the team members need discipline in time management when working with tight schedules. The following are some easy steps to manage time:

- Make master lists of what needs to be accomplished each day. Review these and reorganize every week. This way, you know what is getting done.
- Make appointments with yourself to ensure there is enough time for work.
- Plan for interruptions.
- Expect disorganization in others by:
  - Allowing more time in schedules than what is needed
  - Allow 50% more time for meetings or tasks if beyond your control when dealing with people who always tend to be late.
  - Anticipating more sessions than expected to get work done in group meetings.
- Determine ways you can use to alter events to make more effective use of time:
  - Smaller meetings
  - Work done by experts with concurrence of group at later review.

### 5.4.7 Team Building Secrets

- Don't focus on formal education to the exclusion of skills, competencies, and experience.
- Focus on a skills profile. This will help to eliminate the organization and institutional bias that sometimes prevents assignment from being made to the person most likely to succeed.  
Note: A good way to check on this is to take all organization references out of a career profile leaving only skills and experiences and then make your assessment.
- Value all kinds of work and do not look down on any particular kinds.
- Build success by seeing that others achieve their goals- know enough about the team to ensure that there is something in this for everyone. This can include:
  - Monetary rewards like salary and bonuses
  - Career advancement
  - Professional development (on-the-job training and education)
  - Fame (many want visibility)
  - Recognition (dinners, award certificates, even praise)
  - Saying "Thank You" and meaning it.
- Ensure that the team recognizes not all good ideas can be implemented.  
Encourage the creativity, which comes with leading edge entrepreneurial ideas.  
Good ideas are often turned down by those lacking vision.
- Encourage diversity to let team members "be themselves".  
Self-confidence is essential. Many try to copy others who appear to be successful, but fail due to timing or different circumstance.
- Communicate that mistakes are not failures, but a part of learning.  
Punishing errors not only stifles learning and risk taking but also will lead to cover-ups. Many Project Managers learn about a mistake too late.
- When you are told bad news, it is essential that you keep cool and are constructive in your response. Do not dress up the situation as better than it is.

### 5.4.8 Giving Feedback

#### 5.4.8.1 Guidelines for Giving Feedback

- Ensure your intention is to be helpful and supportive
- If you have not been asked for feedback, check that the group or individual wants it at this time
- If possible, ask the group or individual for their assessment before providing yours
- Deal only with things that can be changed
- Describe specific, observable behaviour, avoiding generalities, evaluations or inferences
- Describe the impact on you and/or the group
- Use 'I' in statements, for example, I saw, I heard, I felt
- Confirm that listeners have understood and encourage them to respond.

#### 5.4.8.2 Guidelines for Receiving Feedback

- Ask for feedback



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- Look on feedback as an opportunity to learn and improve
- Avoid being defensive, do not explain or justify, ask question to clarify and paraphrase to check your understanding
- Consider carefully whether and how you want to change your behaviour; let others know, immediately or later
- Ask for support, if appropriate
- Thank other people for giving you feedback, they might have taken a risk to support your growth.



## 5.5 Team Building and Motivation

### 5.5.1 Building the Best Team

You might remove from the team a person having just the right technical skills and replace that person with someone having unrelated skills who then succeeds. The answer is in personal characteristics.

For example, some people work better alone and can be very destructive on project teams. Some of the characteristics are desirable and some should be avoided if possible when building your project team.

The following helps you define requirements other than skills for the project team.

### 5.5.2 Working Relationships

Within projects the success of the various worker teams depend highly on the working relationships within the team. It is the responsibility of the leader to understand these and promote a good team spirit. However the makeup of the team, in terms of personalities can also have an effect on the effectiveness of the team.

### 5.5.3 Team Roles

When looking for the best mix for a team and analysing teams for missing elements, it is worth noting that individuals may be placed in one of eight role categories:

1. Shaper
2. Chair
3. Resource investigator
4. Plant
5. Company worker
6. Team worker
7. Monitor-evaluator
8. Completer-finisher.

The first four are outward looking and the last four inward looking.

#### 5.5.3.1 Shaper

The shaper's role is to:

- Shape the way in which team effort is applied
- Direct attention generally to the setting objectives and priorities
- Seek to impose some shape or pattern on group discussion and on the outcome of group activities.

Characteristics:

- Outgoing and dynamic



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- Makes things happen
- Enjoys a challenge
- Compulsive drive
- Impulsive and impatient intolerant of vagueness.

Strengths: drive and self-confidence.

Constraints: tends to be highly strung and has an intolerance towards vague ideas and people.



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### 5.5.3.2 Chair

The chair's role is to:

- Control the way in which a team moves forward towards the group objectives by making the best use of team resources
- Recognize where the team's strengths and weaknesses lie
- Ensure that the best use is made of each team member's potential.

Characteristics:

- Strong sense of objectives
- Without prejudice
- Coordinates efforts to meet goals
- A good communicator
- Questions more than proposes
- Intellectually outstanding.

Strengths:

- Can command respect and inspire enthusiasm
- Has a sense of timing and balance
- Capacity for communicating easily with others.

Constraints: marked creative or intellectual power may not be visible.

### 5.5.3.3 Resource Investigator

The resource investigator's role is to:

- Explore and report ideas, developments, and resources outside the group
- Create external contacts that may be useful to the team
- Conduct any subsequent negotiations.

Characteristics:

- Many outside contacts
- Explores new possibilities
- Positive and enthusiastic
- Sociable and gregarious
- Fails to follow through and loses interest.

Strengths:

- an outgoing relaxed personality, with a strong inquisitive sense, and a readiness to see the possibilities inherent in anything new.

Constraints: over-enthusiasm and lack of follow-up.

### 5.5.3.4 Plant

The plant's role is to:

- Advance new ideas and strategies with special attention to major issues
- Look for possible breaks in approach to the problem with which the group is confronted.



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### Characteristics:

- Provides vital spark
- Imaginative and unorthodox
- Trustful and uninhibited
- New ideas and strengths
- Up in the clouds, disregards practical details.

### Strengths:

- independence of outlook, high intelligence, imagination.

Constraints: a tendency to be impractical, with a possible weakness in communicating with others.



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### 5.5.3.5 Company Worker

The company worker's role is to:

- Turn concepts and plans into practical working procedures
- Carry out agreed plans systematically and efficiently.

Characteristics:

- Practical common sense
- Organizing ability
- Efficient and methodical
- Sincerity and integrity
- Lack of flexibility, gives unconstructive criticism.

Strengths:

- self-control and self-discipline combined with realism and practical common sense.

Constraints: lack of flexibility and difficulty in responding to new ideas that remain unproven.

### 5.5.3.6 Team Worker

The team worker's role is to:

- Support members in their strengths, for example, building on suggestions
- Underpin members in their shortcoming
- Improve communications between members
- Foster team spirit generally.

Characteristics:

- Aware of others' needs
- Promotes unity and harmony
- Loyal and supportive
- Dislikes personal confrontation
- Soft and indecisive - uncompetitive.

Strengths:

- humility, flexibility, popularity, and good listening skills.

Constraints: lack of decisiveness and toughness and a distaste for friction and competition.

### 5.5.3.7 Monitor-Evaluator

The monitor-evaluator's role is to:

- Analyse problems
- Evaluate ideas and suggestions so that the team is better placed to take balanced decisions.

Characteristics:

- Handle complex data easily
- Dispassionate analysis



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- Critical thinking
- Excellent judgement
- Lacks inspiration
- Tactless and disparaging.

### Strengths:

- Critical thinking ability
- Ability to see the complications of proposals
- An objective mind.

### Constraints:

- Likely to be hypercritical
- May appear unexciting and a little over-serious.



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### 5.5.3.8 Completer-Finisher

The completer-finisher's role is to:

- Ensure that the team is protected as far as possible from mistakes of both commission and omission
- Actively search for aspects of work that need a lot of attention
- Maintain a sense of urgency within the team.

Characteristics:

- Checks every detail
- Relentless follow through
- Preoccupied with order
- Conscientious
- Impatient and intolerant, a depressing worrier.

Strengths:

- Ability to combine a sense of concern with a sense of order and purpose
- Self-control and strength of character.

Constraints: impatience and an intolerance towards those of casual disposition and habits.

## 5.6 Problem Solving through Teamwork

Technological or business problems in projects often seem insurmountable. It often takes a group session to apply all available mental talent to a problem and also to get team support for any resolution. After you have a good description of the problem and know the characteristics you are better positioned to assess actions required.

About the problem:

- Can you solve it using a documented process? Where the solution is routine and occurrences are repeatable, this works because the goal is to do the same work in the same way reducing chances for error.
- Will the solution require more information? You need more information when actions do not seem clear or choices too numerous. Collect, schedule, and analyse information in a systematic but nonjudgmental way.
- Is the action only doing what is possible given the situation? Consider what is possible and if choices are limited. Do what is sensible. Do not waste additional time on analysis in this case.
- Is it a crisis? Are events disastrous, unexpected, or unpredictable? If there is urgency, do immediate damage control then wait to see what develops. Continue to collect information and reduce danger to personnel.

It is important to:

- Determine who is (still) in charge
- Establish communications
- Work out a plan including contingency fall back to get through the crisis
- Remain flexible and make adjustments promptly
- Stay calm and think.



- Is the team confronting a problem requiring greater understanding of others? Is there an overall need to listen and understand the perceptions in order to diffuse what could be more of a morale problem than a real problem? Perception becomes reality and these situations require the same attention as other problems

### 5.6.1 Team Decision Making - Logistics

During a problem solving meeting, you might hear the following types of responses, which might alter the thinking or brainstorming in the meeting:

- Expression of feelings, but often in a business context. These are intuitive feelings, "gut feelings", or hunches - the human rationalization of similar or like experiences. You should recognize these as important.
- Discussion of facts and bringing out of neutral and objective information. Pointing out gaps where information is missing.
- Negative responses to proposed approaches and discussion of the down-side risks of solutions. Making sure these are logical assessments and not pessimism. Looking at difficulties - why an approach will not work.
- Positive responses to proposed approaches and discussion of the benefits or optimum solutions.
- Discussion of ideas as alternatives that are new to the group. These are possibilities but often turn out to be solutions. Many will view these ideas at first as "off the wall".

### 5.6.2 Team Working Sessions - How to Get the Best

While pessimism has its place, sell optimism. Pessimism might be more appropriate at any given moment but optimists succeed. Seemingly insurmountable problems are often turned around by incurable optimists who succeed in spite of everything. People who have a reputation for getting things done just get things done even when "they can't be done". While it is important to be pragmatic, big accomplishments occur by perseverance in the face of adversity. Projects are like that.

#### 5.6.2.1 Benefits of Optimism

Optimism is good because it:

- Fights depression
- Raises achievement
- Improves your health.

Optimists:

- See failure as temporary and specific. They bounce back and keep working.
- Question and discard negative unrealistic thoughts.
- Do not give up. They do accept pessimistic actions when the risk is too great but continue.
- Try again after an unsuccessful experience.

## 5.7 Relationship Thinking

### 5.7.1 Reading People

People often show what they are thinking through their body language. You should remain observant and sensitive to both verbal and body language. It is often easy to focus on what is being said and miss how it is being said. Poker players and psychologists know that body language has a lot to do with what a person is thinking. Gaining a sensitivity to human cues takes time, but once mastered can provide an important source of information for timing actions. Observing when a client or project participant is anxious, bored, perplexed, disinterested, or skeptical can help you select the appropriate actions and statements, or even postpone the meeting until a more opportune time.

The use of physical cues can be dangerous and easily misread when a relationship is just being established.

Caution: You must not rely too heavily on this technique. You should only use it as a guide to managing relationships. You should acquire further insight into the use of nonverbal communication techniques through other sources and apply these only when mastered.

Physical cues include both body language and facial expressions. You can use the following to judge meanings behind physical cues, although true meanings will differ between individuals:

Table 9. Physical Cues and their Meanings	
Action	Meaning
The person leans toward you	Interest or support
Has a rigid or upright posture	Disagreement or skepticism
Turns away or looks out the window	Either disinterest, knows already or made decision already
Clenches hands, jaw muscles or shows other nervous behavior	Anxiety - knowing the person's business objectives gives you an idea of what this means - their position
Nodding head	Agreement or support

Watch for these cues in a meeting or a presentation.

### 5.7.2 Observing Facial Expressions

Some companies train their people not to show their feelings with either physical or facial expressions. However psychologists have found some common "cues" which can give away even those who have practiced "deadpan" facades. This can be very important when all the issues or positions of the players are not known.



Common facial signals, usually done with the eyebrows, tend to emphasize phrases. The following are some common facial expressions and their meanings:

Table 10. Facial Expressions and their Meanings	
Expression	Meaning
Tightening of lower eyelid	Concentration, trying to think it through
Raising eyebrows	Usually means the person knows the answer when a question is on the table
Lowering eyebrows	Does not know the answer
Nods with slight smile	Encouragement or understanding
Lowering and joining of brows or squinting	Thinking or perplexed you should rephrase what you were saying

### 5.7.3 Recognizing Expression Intensity

Many people "mask" their expressions and only display them to certain people. For instance, in status situations, it would be detrimental to show anger or contempt to managers. People with more status tend to look directly at those in conversation and people with less status often look away. Yet, those who are consciously masking their emotions will often lose control for a microsecond and an expression will flash on their face. You should be watchful since these expressions normally only last between three and five seconds and yet can provide great insight into a persons true feelings:

Table 11. Meanings behind Slight Facial Expressions	
Action	Meaning
Slight narrowing of the lips	Anger or anxiety
Slight widening of the eyes	Fear
Tightening of the jaw muscles	Uneasiness

To really read facial cues, you should observe people more than once. Use the first meetings to establish a baseline of their reactions and notice changes in subsequent meetings.

### 5.7.4 Personal Communication

People with positive attitudes do better in all walks of life. Use positive action verbs to set up an impression of a positive personality, for example:

Table 12. Projecting Positive Attitudes When Communicating <sup>3</sup>	
In this case ...	Say this ...
Project the Positive	"Opportunities" rather than "problems" "Getting better" rather than "its no good"
<sup>3</sup> Adversity	"What you learned" rather than "failure" "Its over" rather than "let's go onward and here is how we fix this"
<sup>3</sup> Responsibility	"My responsibility" rather than "out of my hands"
<sup>3</sup> Conflict	"Counter suggestions" rather than "I disagree"
<sup>3</sup> Questions	Ask "what are your questions " rather than "are there any" (positive way to force discussion as listener responds to



	assumption that there are questions)
<sup>3</sup> Compliments	Tell people when something is done well in specific terms, describing the accomplishment

### 5.7.5 Personality Types

Generally, a group's personality will reflect a combination of individual personalities. Therefore, understanding individual personality characteristics and the value of each characteristic to the group is beneficial in helping you manage the project team.

Basically, there are as many personality types as there are people. Personalities influence the working style of an individual. For some, certain jobs may be more difficult because of their personality. For example, it may be a little more difficult for a counselor or advisor to assist their clients if they have a very abrupt, opinionated, and direct personality type as opposed to an individual with an attentive, listening, and caring type. However, you should assume that any personality type can do any job. This is apparent when all types of personalities can be found in all types of jobs, skills, and management positions.

The following shows some sample personality types and ideas for dealing with them in group settings.

#### 5.7.5.1 The Know-it-all

<sup>3</sup> Table 13. Personality Characteristics of the Know-it-all	
Personality Description	Your Tactics
Usually an expert, very competent but enjoys making others feel confused, inept or inadequate. No consideration of others' judgement or creativity. When they are wrong, they refuse to be dissuaded	<p>Be prepared. Caught in an inaccurate statement, you will be dismissed as incompetent</p> <p>Listen and avoid interrupting Try to rephrase the person's own words and arguments</p> <p>Move from an involved explanation of concept to a discrete discussion of how it will work in actual practice. Ask how they visualize it working a year from now</p> <p>Request a follow-on meeting - postpone until you can meet alone as this type of person is more likely to consider your ideas after reflection or in private</p> <p>If it does not harm the project, defer to the expert within limits of competence. This puts you in a subordinate stance in the expert's eyes and diffuses resistance</p>

### 5.7.5.2 Complainer

Table 14. Personality Characteristics of the Complainer	
Personality Description	Your Tactics
Puts others on the defensive by avoiding responsibility and blaming others	<p>Listen to relieve their passive anger and to help you figure out what to do next. Ensure they know you understand their feelings but may not agree</p> <p>Once you understand, interrupt and stop them politely but firmly. State the facts without comment or apology</p> <p>Concentrate on the present and switch to problem-solving</p>

### 5.7.5.3 Emoter

Table 15. Personality Characteristics of the Emoter	
Personality Description	Your Tactics
Has aggressive tantrums when threatened which intimidate others the person won't calm down, into silence or passivity	<p>Give them time to calm down. If interrupt with sharp inflections and repetition like "hold it, hold it" or "stop, stop"</p> <p>Make it clear you take them seriously but cannot discuss issues in this manner</p> <p>Call for a break even if you are not in charge or just leave, making it clear that you will be back</p>

### 5.7.5.4 Disrupter

Table 16. Personality Characteristics of the Disrupter	
Personality Description	Your Tactics
Intentionally hurt others. They do not stage frontal attacks, but sneak attacks. They use innuendoes and comments in a soft undertone and are disruptive but not loud enough to be heard. They also use hostile jokes. Using the outer limits of accepted social behaviour to mask anger and envy, they normally reduce victims to polite inaction	<p>Draw them out. Ask directly what they meant</p> <p>Ask the group if they feel the disrupter's complaint is a problem. If the group agrees, address it, otherwise move on</p>



5.7.5.5 Passive Resister

Table 17. Personality Characteristics of the Passive Resister <sup>3</sup>	
Personality Description	Your Tactics
Appears to agree and be supportive. They want to be liked and don't want an open fight. They will not follow through or meet commitments. You will not know until too late	Elicit negative feedback. Do not accept without discussion what you believe are unrealistic commitments. See if you can compromise and do so early in the negotiation to relax tension and foster open communication. Use person to person follow-up to ensure support

**5.7.6 Individual Personalities**

It is important that you recognize differences in personalities and take advantage of the strengths and weaknesses of each personality. Each individual, with the proper skills, can positively contribute to the organization regardless of their personality. The following is an example of how you can take advantage of certain personality characteristics to positively influence a project, remembering that individuals might not always exhibit their natural personality characteristics. They might be influenced by the group, environment, or external pressures that result in reactions that are different from the prescribed formula. The following is only a sample of how to utilize natural personality characteristics of individuals to the benefit the organization:

Table 18. Personality Characteristics and their Project/Organizational Value	
Individual Personality Characteristics	Potential Value to the Project <sup>3</sup>
<ul style="list-style-type: none"> <li>• Very imaginative</li> <li>• Good sense of the big picture</li> <li>• Keeps team focused on the overall goal</li> <li>• Resistant to structure</li> </ul>	<ul style="list-style-type: none"> <li>• Useful in helping infuse energy into work groups</li> <li>• Good at moving the group out of too much detail</li> </ul>
<ul style="list-style-type: none"> <li>• Bottom line orientation</li> <li>• Eager to identify sources of conflict</li> <li>• Intervenes often</li> </ul>	<ul style="list-style-type: none"> <li>• Assist in definition of bottom line issues of problems</li> <li>• May help in identifying problems</li> <li>• Good at taking impossible goals and inspiring others to follow</li> </ul>
<ul style="list-style-type: none"> <li>• Structured individual with low tolerance for ambiguity</li> <li>• Good organization skills</li> <li>• Works well under pressure</li> <li>• Good at keeping things under control</li> </ul>	<ul style="list-style-type: none"> <li>• Assists in bringing structure to chaotic situations</li> <li>• Good at taking theory or concepts and implementing them</li> </ul>
<ul style="list-style-type: none"> <li>• Process oriented</li> <li>• Thorough</li> <li>• Likes to make things work</li> <li>• Likes control of information</li> </ul>	<ul style="list-style-type: none"> <li>• Good at clarifying issues and fuzzy situations</li> <li>• Good at taking emotion and subjectivity out of topics</li> </ul>
<ul style="list-style-type: none"> <li>• Rational/calm demeanor</li> <li>• Understands systemic complexity</li> <li>• Does not adapt to imposed deadlines</li> <li>• Seeks more information</li> </ul>	<ul style="list-style-type: none"> <li>• Good data gatherer - knows how to get more information, what questions to ask</li> <li>• Good System Assurance and program tester</li> </ul>
<ul style="list-style-type: none"> <li>• Very team oriented</li> <li>• Attentive listener</li> <li>• Seeks other's fit into organization</li> <li>• Seeks organization cooperation</li> </ul>	<ul style="list-style-type: none"> <li>• Good at creating teams and fostering team spirit</li> <li>• Brings about group cooperation</li> <li>• Good at building relationships</li> </ul>



### 5.7.7 Individual Personalities and Work Styles

All personality types do all types of job. What will differ from one individual to another in the same job is the way that individual approaches the job. You can have one programmer who is a 'big picture' type of personality and another who is a 'detail-oriented' personality type. They do the same job, but approach it differently. You should understand this concept and not try to change someone's approach to working, but should demand the same quality output and performance regardless of an individual's approach. Changing someone's approach can affect their performance and work quality.

### 5.7.8 Behavioural Characteristics

Behavioural characteristics are different from personality characteristics. Behavioural characteristics are manifested as a result of the environment, the individual's discipline, and their personality.

Stubbornness, moodiness, lethargy, and giddiness are behaviours that are not based on personality. However, a person's display of these behaviours is related to personality. For example, an individual whose personality is prone to direct confrontation may show outright stubbornness while an individual whose personality seeks to avoid confrontation may show stubbornness in a more subtle manner. You should understand the differences between personality and behavioral characteristics, and learn to identify the way that each personality displays behavior.

### 5.7.9 Common Personality Types

Recognizing differences is important for getting along with most people in the business world. Understanding personal motivations and likes is still a critical success factor in any relationship.

Table 19. Some Common Personality Types		
Personality Type	Characteristic	Management Approach
Sensitive	Emotional and reactive to others' feelings like warmth, appreciation. Worries about opinions of others	Reinforcement and appreciation.
Work-Centric	Logical, organized thinkers, 'just give me the facts'. Finance and Lawyers. Quantitative thinking. Analytical	Be direct and to the point
Free Spirit	Creative, spontaneous, playful. Dislikes rigidity, schedules. Likes stimulating people-oriented assignments. Pursuit of "fun". Sometimes experts in field	Give them some slack if you can afford it. Often they are visionary, well worth it
Old Reliable	Steady, conscientious, observant dedicated, loyal Often in management positions. Strong beliefs. Does not accept criticism well. Long-term strategic view	Show them you value their accomplishment and direction
Socialite	Persuasive, charming, and	Tell them what's in it for



	action-oriented. Likes special favours. Bends rules. Egocentric, sales. Tactical short-term focus	them, what needs to be done self-centred, marketing,
Loner	Imaginative, like solitude peace and quiet Some dreamers, scientists visionaries in this group Tends to be shy, dedicated to some interest, cause, or technology	Take initiative both work and social. Give them personal space



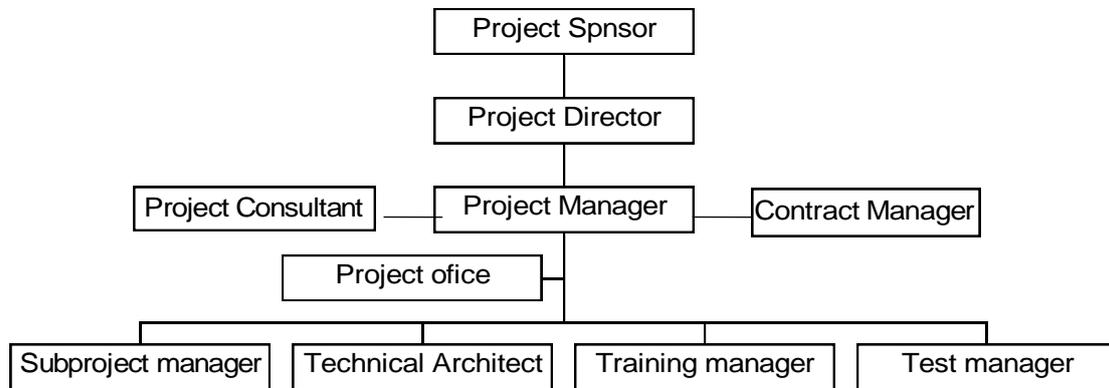
### **5.7.10 Keep these Relationship Factors in Mind**

- Timing - chose the right moment for your message or program.
- Appreciate others' problems when requesting things.
- Listen and then use people's own words to sell the message or program to them.
- Gather all information about the client and team and use it to get them where you want them to go.
- Need-based persuasion - When asking people for something, show them that they are uniquely qualified to provide it. The most powerful and flattering convincer is "I need you".
- Compromise - Do not get greedy. You might get nothing if you insist on everything.
- Avoid direct contradiction - Appreciate other points of view and try to move them in another direction.

### **5.8 Communications and Teamwork Summary**

Once the project has a good organizational plan, further success will depend on how well you respond to events. You must be able to assess events and responses in individuals, by using basic psychology and in groups, by knowing the basics of group dynamics.

## 6 Example Project Structure



*Figure 9 Typical Project Structure*

- The Subproject Manager role equates to:
- Application development manager
- Training manager
- Installation manager
- Test manager
- Quality assurance manager
- Communications manager
- Conversion manager.

### Subtopics

- 6.1 Setting Up the Project
- 6.2 Example Job Descriptions
- 6.3 External Groups

### **6.1 Setting Up the Project**

This topic describes the use of the Organization and People Management technique throughout the four phases of the MITP life cycle and lists the key roles on a project.

#### **6.1.1 Identifying the Project**

You must start the project. One of your first actions will be to consider setting up a project office. If the project is technically challenging, you should also appoint a technical architect. A representative from the business is also required to ensure the benefits of the project are being addressed by the project.

#### **6.1.2 Establishing the Project**

During this phase you will work with the project office, the technical architect, and the business representative to:

- Define and document the project structure and organization.
- Appoint the remaining members of the project team.

#### **6.1.3 Managing the Project**

You work closely with the project management team using the project processes, procedures, and skills of the team members to achieve the project objectives.

The project organization needs to be self-monitoring to obtain maximum contribution from each team member. The project team feeds back progress, problems, and issues up through the project hierarchy.

#### **6.1.4 Roles on the Project**

A number of key roles must be uniquely established, depending on project size and complexity. There may be a need for other roles either separately established or discharged by the key players.

The key members of a typical project team are:

- Project Sponsor (possibly supported by a Project Review Board)
- Project director (if the project is large)
- Project consultant
- Project Manager
- Project office
- Subproject Managers, who may have any of the following roles:
  - Technical architect
  - Technical specialist (possibly supported by a Technical Office)
  - Test manager

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- Education and Training manager
- Application development manager
- Installation manager
- Quality assurance manager
- Communications and publicity manager
- Conversion manager.

See "Example Job Descriptions" in topic 6.2 for specimen job descriptions for these positions. Tailor these job descriptions to create a precise job description for a specific project. Modify the skills section to reflect the requirements for the size of the project. Edit the responsibilities sections to define the specific responsibilities for the project. Add an objectives section to define precisely what needs to be done, by when, and the quality that is expected.

The skills and number of people required on a project will obviously vary widely depending on the scale and complexity of the project.

### **6.2 Example Job Descriptions**

This topic describes the role, skills and responsibilities of the key project personnel.

#### **6.2.1 Project Sponsor**

##### **Role**

The owner of the project. This role is performed by the senior manager or executive with overall responsibility for the project.

The Project Sponsor should be in a position to remove organizational and business obstacles for the Project Manager.

##### **Skills**

- Leadership
- Communication
- Well respected within the organization.

##### **Responsibilities**

- The person with the most to gain or lose, in business terms, from the project.
- Demonstrate the benefits.
- Major responsibility for generation and approval of the business case.
- Develop a job description for the Project Manager.
- Agree project definition.
- Commit all resources needed by the project or guarantee the commitment of these resources (the Project Sponsor is not necessarily the line manager responsible for all the resources required by the project).
- Appoint personnel to the project.



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- Resolve escalated issues.
- Communicate project activities and progress to the business.
- Chair the regular project review board.
- Approve project expenditure.
- Approve project plans.
- Approve agreed contract changes.
- As part of normal business processes, reviews the project with (other) executive management.



### 6.2.2 Project Review Board

In some organizations, the Project Sponsor's role may be supported by a project review board, project board, or project steering group. If there is no review board, these responsibilities should be handled by the Project Sponsor (and not the Project Manager).

Note: The following refers to a project board but some organizations have steering committees, which may cover many activities, including the day-to-day operations of parts of the organization as well as projects. The following list concentrates on activities related to a single project. A general steering committee is likely to have to address a number of issues outside the project and will probably include members who have little interest in the project, whereas a project review board focuses only on the project. For these reasons a general steering committee is less effective than a project review board.

- Responsibilities
- Ensures that long-term business requirements are met.
- Ensures that the objectives of the project continue to stay in line with the changing goals of the enterprise.
- Ensures that the interfaces with other parts of the enterprise are handled in an effective way.
- Ensures that the cost and benefit case for the project is maintained.
- Agrees overall scope, cost, timescale, resources.
- Marshals the necessary people and resources and ensure they are committed to the project.
- Monitors project progress and priorities.
- Resolves points of dispute.
- Approves implementation plans.

### 6.2.3 Project Director

#### Role

Responsible for achievement of overall project objectives and overall satisfaction with the project.

The project director, also known as the project executive, usually has a higher level contact than the Project Manager.

#### Skills

- Leadership
- Negotiating
- People management
- Ability to communicate with senior management in the organization.

#### Responsibilities

- Establish a close working relationship between the organization components on all aspects of the project.

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- Attain acceptance by the organization as the business manager directly responsible for all aspects of the business involvement with the project.
- Develop a support plan for the project and gain the commitment of the organization and the suppliers to carrying through the plan.
- Ensure the quality of contributions by giving appropriate direction to all the business staff engaged on the project.
- Monitor the quality of supplier contributions, negotiate actions to improve it if required, and advise the organization of progress as necessary.
- Liaise with the project teams to ensure that the project activities are smoothly meshed to attain project success.
- Manage issues which the Project Manager is unable to handle.
- Participate in and negotiate contract changes, as necessary.
- Manage the contract budget with the client Project Manager.
- Retain responsibility for contract until completion.



### 6.2.4 Project Consultant

#### Role

Advise you on project management techniques. Can be project director or project assurer.

The project consultant may also be known as the project assurance officer or solution assurance officer.

#### Skills

Several years' experience of running projects and working with suppliers.

For a small project, significant experience as either a subproject manager on a large project, or Project Manager or key team member of a small project is required.

- Innovative
- Leadership
- People management
- Negotiating
- Ability to communicate with senior management in the client
- Political astuteness
- Project management
- MITP tools and techniques.

#### Responsibilities

- Advice and guidance to the Project Manager
- Be your deputy as and when required
- Run a full project definition workshop
- Manage the overall risk assessment, both technical and project
- Advice and guidance to the client.

### 6.2.5 Project Manager

#### Role

You are responsible for the total 'health' of the project, ensuring that it meets its objectives, that is, the commissioned deliverables are complete, produced to schedule and budget, and meet the quality specified.

#### Skills

For a large project, several years' experience of running small projects and working with suppliers. For a small project, significant experience as either a Subproject Manager on a large project, or Project Manager or key team member of a small project.

- Leadership
- People management
- Negotiating
- Ability to communicate with senior management
- Political astuteness.



### **Responsibilities**

- Set overall project plan or strategy.
- Develop and document the project plan including a milestone plan.
- Own the project plan.
- Decide whether or not a Project Office is required. If it is, define the scope and objectives of the project office.
- Secure a committed project team and the project budgets, with the assistance of the Project Sponsor, and line management.
- Write job descriptions for Subproject Managers and project office.
- Participate in a project definition workshop to define the project ensuring it is run by an independent facilitator.
- Produce and maintain a project definition document.
- Hold a kick-off meeting to brief all parties involved.
- Keep project members up-to-date with project progress.
- Arrange regular reviews with the client and any suppliers.
- Arrange project assurance reviews and technical reviews of the project.
- Set up a project management system, and set project standards.
- Produce a regular status reports for the client and client management.
- Monitor and maintain project progress, contain costs, and resolve issues where necessary.
- Manage the Subproject Managers.
- Use a change management system to manage changes to the project plan.
- Manage the risk.
- Escalate issues when senior management action is required.
- Achieve a satisfactory handover with appropriate publicity at project completion and run a project debriefing.
- Achieve overall project quality as defined in the project quality plan.
- Achieve all the objectives and complete the project.
- Produce project completion report.



### 6.2.6 Project Office

#### Role

Behind every successful Project Manager there needs to be a good management and administrative support system for tracking issues, tracking changes, producing status reports and ensuring that the project runs smoothly. The project office provides this process support for the project, and the level of this support, and the skills required to man the project office, depend on many factors, including the size of the project, the complexity of the change being introduced by the project and the geographic and cultural spread of project members. The project office manager is your personal or administrative assistant.

#### Skills

- Should have attended a basic project management course and have previous project office experience or some MITP project management experience including project planning and tracking skills (using an automated project management tool).
- Strong organizational and communication skills plus a mature approach to relationships with client and suppliers.
- Technical skills in either spreadsheets, word processing, basic PC skills, host documenting tools, electronic Mail, or the project office support system.

#### Responsibilities

- Set up and run the project office support system (manual or computerized).
- Assist you proactively on a day to day basis.
- Ease the administration load of all project staff, with priority given to your requirements.
- Hold and maintain the project plan
- Hold all project controls. These include the management control systems for deliverables, quality, inventory, costs, time recording, billing, security/confidentiality, service level agreements, risks, issues, problems, and changes (both technical and contract).
- Own the project processes and procedures. Review regularly and update to reflect the changing needs of the project.
- Ensure the project is adhering to the processes and procedures.
- Establish the appropriate tools.
- Document and maintain project specific procedures for each of the control management systems employed on the project.
- Maintain project status against plans by collecting tracking information from Subproject Managers on a regular basis (weekly or monthly).
- Produce regular, accurate status reports for you, the Project Sponsor, and project members.
- Alert you to all out-of-line situations.
- Schedule, organize, prepare material for, and minute all regular project meetings or reviews as well as any special meetings or reviews.
- Control the flow of information within the project and own and maintain the central repository of information for the project. The central repository contains the project plans, the library of project deliverables, project filing and general project information, such as the contract, a holiday chart and contact points



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(telephone numbers, addresses - business and home) for all people associated with the project.

- Ensure that the project team is working with the same (current) level of data.
- Be your deputy when you are absent.
- Only allow authorized personnel to access project data.
- Maintain backup copies of project data.

### 6.2.7 Subproject Manager

#### Role

To manage the provision of agreed project deliverables to schedule, within budget, and with the quality specified.

#### Skills

- Significant experience as either a Subproject Manager or as a key member of a subproject similar in scope
- Leadership
- Ability to communicate with senior management
- Political astuteness
- Project management
- MITP tools and techniques.

#### Responsibilities

- Responsible for achieving the subproject objectives.
- Participates in an initial project definition workshop to define the project.
- Together with you, ensures that subproject plans fit in with overall project plans.
- Identifies resources and skills required.
- Develop job descriptions for project staff required for subproject.
- Build and manage an appropriate subproject team (including suppliers) to be responsible for completing the work defined for the subproject.
- Develop and maintain morale of all staff assigned to the subproject.
- Manage all activities that make up the subproject.
- Report progress, status, problems, issues and changes to you.
- Produce subproject plans to achieve the deliverables.
- Agree the acceptance criteria for the subproject deliverables and negotiate client's acceptance.
- Ensures that deliverables upon which other subprojects are dependent are delivered on time and meet the agreed function and quality specification.
- Ensures subproject members adhere to quality control and other project standards.
- Keeps subproject members up-to-date with current project status and other information.
- Escalate subproject issues for your resolution.
- Recommend contingency actions if slippage occurs to plan.
- Manage processes within the subproject in accordance with the overall process designated by you and adhere to project standards.
- Assist you in building and maintaining the professional image of the client and help to exploit any opportunities for associated or follow-on business.



### 6.2.8 Technical Architect

#### Role

Your technical consultant on all technical issues across the whole project. The technical architect owns the overall technical solution within the project.

#### Skills

- Significant experience of using end-to-end design techniques on similar projects.
- Leadership
- Ability to communicate with senior management
- Project management
- MITP tools and techniques.

#### Responsibilities

- Document the technical specification. This should define the hardware configuration, software (systems and application), network, documentation (system and user) and the interfaces with associated systems required for the solution.
- Design and define the overall technical architecture to meet the defined requirements.
- Establish, agree, and maintain an inventory of the technical tools and standards that are to be used on the project.
- Develop migration plan keeping phasing in step with the project development.
- Perform an end-to-end design study, to cover areas such as performance, recovery, disaster recovery, and operability.
- Design the development and testing environments.
- Technically assure the suppliers' test environment.
- Design the physical database, and define any modelling requirements including maintenance requirements for the model.
- Achieve overall system performance objective.
- Define and implement a means of performance prediction and performance management for the system. Maintain any performance model throughout the life of the project.
- Define and design system security.
- Assess the technical risk.
- Minimize the effort to resolve any last minutes problems by robust system design.
- Provide technical advice and guidance to the project team.
- Provide technical validation and assess performance impact of proposed changes. 'Model' the performance of the changed system.
- Provide regular status information to project office. Frequency and content to be agreed with you.
- Manage the technical implementation of the project.
- Monitor the development and installation of the total system to ensure the developed system complies with the design (all elements including the application software).
- Correct of any technical errors discovered during the testing.
- Document the technical operational procedures for the system (backup and recovery).

### 6.2.9 Technical Specialist

#### Role

The role of the technical specialist is to:

Support the technical architect in the design, installation, and technical support of the system.

Provide computing facilities for the team and minimize technical problems and issues.

#### Skills

Technical skills dependent on hardware and software products used on the project.

#### Responsibilities

- Act as technical sounding board for the technical architect, especially on system development and test principles
- Help the technical architect to validate system security.
- Act as technical filter, translator, or interpreter between the client and the project.
- Help the technical architect to configure the hardware needed for the project.
- Provide input to the technical architect's technical risk assessment.
- Help you and the project administrator to procure the necessary equipment.
- Ensure that the whole project team have an appropriate level of technical knowledge of the system.
- Generally assist the technical architect to achieve all technical objectives.
- Assist with problem determination and resolution.

### 6.2.10 Technical Office

The technical office, design office, or architect provides technical support to the project. The terms 'technical' and 'system' are used in their broadest sense to cover all parts of the project. In some projects the technical office responsibilities may be split between business responsibilities and IT-technical responsibilities. In any case, many functions will contribute to the technical office role.

#### Role

- Responsible for overall technical integrity of the system.
- Ensures that the total system is built in a coordinated way.
- Assures the quality of the system (may be a project office responsibility).
- Ensures that the interfaces between the various parts of the system and between the system and the outside world, are sound.
- Ensures that the architecture and design of the system follow a consistent pattern.
- Assists Subproject Managers to develop strategies and plans to develop, test and implement the system.



### 6.2.11 Test Manager

#### Role

Test the system rigorously for useability, reliability, function, and performance against the documented requirements.

The test manager is also known as the systems assurance manager.

#### Skills

Several years experience of testing new applications or several years experience as programming team leader.

- Leadership
- People management
- Negotiating
- Full understanding of the technical and physical aspects of the products
- Project management
- MITP tools and techniques.

#### Responsibilities

- Analyse the overall testing requirements.
- Define the testing strategy and produce a rigorous test plan.
- Define and agree a test environment.
- Establish the test facility. This will include the people (numbers and skills), capacity, software and tools, overall technical environment, processes, for example, function test, performance and load test, problem reporting, management, and fixing, and the user functions.
- Define and execute a rigorous test plan.
- Manage the testing team.
- Deliver a system which meets the defined quality requirement and passes client acceptance test.
- Define and manage the effective execution of the test plan. Test plan to include component tests, integration test, regression tests, system test, and acceptance test.
- Own the test plan
- Assess the suppliers' test and quality processes, identify and implement any enhancements that are considered necessary.
- Agree and establish an ongoing release mechanism for the testing and implementing changes that might occur within the project.
- Define and agree acceptance criteria for the system deliverables.
- Ensure an ongoing commitment by the various user functions to provide the required support and resources for test purposes.
- Establish, where appropriate, pilots for the migrated and newly developed applications, ensuring that their operation is closely monitored and that lessons learned are incorporated into subsequent work.



### 6.2.12 Education and Training Manager

#### Role

To train and educate staff on the function and capabilities of the new system and associated business procedures.

#### Skills

- Ability to develop educational and training material
- Ability to give training courses
- Project management
- MITP tools and techniques.

#### Responsibilities

- Own and manage the education and training subproject.
- Define the training requirements for each type of user and agree with the client.
- Define the content of the courses being offered and manage the development of the courses.
- Include in the training course a section on the benefits of the new system.
- Develop the training documentation (presentation material, handouts and exercises) for the new system and the new business procedures.
- Prepare a training plan.
- Set up a booking system for the training courses.
- Define and set up the training environment. Book the training rooms, arrange for installation of projection equipment, all hardware, all software (system and application), cabling plus access to a host training system with a training database.
- Run a pilot course.
- Decommission hardware at end of courses.
- Assist with the running and evaluation of useability tests of the new user interface and business procedures.
- Survey all attendees at the courses for their feedback on the quality of the courses.

### 6.2.13 Application Development Manager

#### Role

To manage the development of the system from requirements specification through the design specification, building, the various levels of development testing, documenting, and acceptance testing. When the development is complete the system is handed over to the testing manager.

#### Skills

Several years' experience of managing application development teams or significant experience as a key team member using structured development methodologies and working with suppliers.

- Leadership
- People management
- Negotiating
- Ability to communicate with senior management
- Political astuteness
- Project management
- MITP tools and techniques.

#### Responsibilities

- Timely delivery of all software developed to defined acceptance criteria, that is, on schedule, within budget, with required function, with required performance, and to the specified quality.
- Define, agree, document, and implement the processes for the development management system, for example, requirements and handover on completion.
- Agree and document the procedure for interfacing with the suppliers.
- Ensuring that the suppliers are adequately resourced and skilled to undertake the work that it is proposed to be subcontracted to them. Also to ensure that they have fully adequate processes to control development quality and to provide full reporting to the standards required prior to the commencement of any activity on behalf of this project.
- Verify and approve the approach, estimates, plans, and assumptions for the development activities. This will include assessment of all risks and the development of adequate containment plans to eliminate or minimize all risk identified.
- Undertake regular performance reviews of progress including monitoring actual versus plan on a task and effort basis.
- Regularly monitor achievement against plan for milestones, development progress (task and effort basis), costs, quality and ensure that any negative trends or items are highlighted and corrective action initiated.
- Involve quality assurance in key inspections, walkthroughs, or other review processes as necessary.
- Maintain a clear understanding of the overall application architecture and ensure that this understanding is conveyed to and maintained current with both suppliers and other areas of the project.



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- Maintain a close and continual liaison with the technical architect to ensure that all matters potentially affecting system capacity and performance are clearly communicated and understood.
- Ensure that the development conforms to the development standards.
- Assist with development of the quality assurance (acceptance test) plan.



### 6.2.14 Installation Manager

#### Role

To install and set up the new system with its associated environment to the agreed schedule.

#### Skills

Should have some experience of project work as a subproject manager or, have played a key part as a team member in similar projects.

- Leadership
- People management
- Negotiating
- Full understanding of the technical and physical aspects of the products
- Operational and system management
- Political astuteness
- Project management
- MITP tools and techniques.

#### Responsibilities

- Develop and maintain morale of all staff assigned to the subproject.
- Develop the plan for the overall installation and the complementary schedule that will include the pilot installations.
- Negotiate and agree the schedule.
- Liaise with suppliers to ensure all requirements are clearly specified.
- Build and manage appropriate team.
- Monitor the delivery against plan and take any necessary corrective action.
- Represent installation team at all project progress reviews.
- Produce regular progress reports for you.
- Develop and write technical operations guidance for help desk.
- Set up and manage help desk.
- Arrange training program for the installation team.
- Define the system migration environment, including the operational data and program libraries to be migrated.
- Install the agreed technical environment, initially for the system migration, subsequently for system enhancements and new systems.
- Manage the migration process, including early data validation and subsequent file conversion, plus validation of the migrated programs.
- Manage problem and change requests arising as a result of the operational use of the systems.
- Advise on any actions required for the successful installation and use of the new systems.
- Production and publish all technical installation documentation and standards required by participants in the installation process.
- Provide installation plans to suppliers and ensure all aspects of the project are fully and clearly understood by them.
- Meet production and delivery requirements.
- Ensure the successful implementation of the agreed installation plan.



### 6.2.15 Quality Manager

#### Role

Responsible for providing a quality assurance capability for each stage of the project.

#### Skills

For a large project, several years' experience of quality assuring small projects.

For a small project, significant experience as either a subproject manager on a large project, or Project Manager of a small project is required.

- Experience in quality management tools and techniques
- Credibility with senior management
- Political astuteness
- Project management
- MITP tools and techniques.

#### Responsibilities

- Define a comprehensive quality assurance strategy for the project, and gain agreement to it
- Assess the suppliers' quality processes. Identify and implement any improvements that are considered necessary.
- Ensure that the deliverables meet the specified quality.
- Ensure an ongoing commitment by the various user functions to provide the required support and resources for validating quality.
- Develop and run acceptance test cases.
- Check and sign off acceptance tests against defined criteria.
- Provide quality assurance guidance to the whole team.

### 6.2.16 Communications and Publicity Manager

#### Role

To advise, guide, and assist you in presenting and representing the project to external bodies.

#### Skills

Experience of working in a communications department or similar experience.

#### Responsibilities

- Work with you in preparing executive briefings.
- Agree the requirements on behalf of the communications department.
- Assist you in securing loan equipment for development, test, and demonstration.
- Select the 'house style'.
- Manage public relations for the project - internal and external:
  - Press release
  - Advertising
  - Brochures
  - Promotional gifts.



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- Liaise with other parts of the business, working in the same area to maximize synergy and minimize conflict.
- Avoid adverse comment from external parties.
- Develop an awareness throughout the business of the project aims and status.
- Promote the business.



### 6.2.17 Conversion Manager

#### Role

To define the conversion strategy, set up the conversion team, document the conversion plan, and manage the conversion team.

#### Skills

For a large project, several years' experience of running small conversion projects and working with suppliers is required.

For a small project, significant experience as either a subproject manager on a large conversion project, or Project Manager or key team member of a small conversion project is required.

- Understanding of the original environment
- Leadership
- People management
- Negotiating
- Ability to communicate with senior management
- Political astuteness
- Project management
- MITP tools and techniques.

#### Responsibilities

- Define the conversion strategy.
- Set up and initiate the conversion team.
- Produce detailed conversion plan and integrate this in the acceptance test plan.
- Manage the resources to the project plan for the conversion.
- Deliver conversion rules, programs, and final data files.
- Provide weekly status information to project office against plan for schedule and deliverables and problem, change, and issues.
- Develop acceptance tests for the conversion project and incorporate these in quality assurance manager's test plan.
- Support the clean up of the data to be converted.
- Ensure that the data is clean before conversion.
- Verify that the newly converted system produces identical results to the original system. Where differences occur, obtain acceptance of these.

### 6.3 External Groups

These may take several forms. In general, they represent the interface to people or organizations outside the project who need to provide information to the project or approve project deliverables. This information or approval is usually at a detailed level, so these groups usually contain a large professional element.

#### Responsibilities

- Provide information to the project on matters such as requirements, existing service, supplier activities, technical, and business strategies.

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- Approve project deliverables on behalf of external bodies such as users, operations, facilities, and administration.
- Commit, or seek commitment of, resources for activities such as stress testing, education and training, data entry and conversion, and cutover.
- Agree, or seek agreement to, plans for activities such as cutover, education and training, and installation.



## **7 Resource Management**

### Subtopics

- 7.1 Human Resource Assigned to the Project
- 7.2 Human Resources Not Assigned to the Project
- 7.3 Nonhuman Resources

### **7.1 Human Resource Assigned to the Project**

Once the project has begun, individuals will be assigned to it. You will be required to form this group of individuals into a productive working team. This activity is often not considered when the planning and estimating for the project takes place.

The team members may be assigned from a number of organizations. This may include:

- Various departments within your organization
- Suppliers
- External specialists

These individuals will probably not have worked together as a team before. You have the task of forming them into a team that cooperates and works together toward the goals of the project.

#### **7.1.1 Employees**

Employees will often question why they were assigned to work on the project. Their perception may be that it is not positive for their careers. This should be addressed by the management team and should not be left to iron itself out.

During a project, employees may also be asked to do things that they do not routinely do in their other assignments. This may include following a specific methodology or more especially, reporting their activities on a routine basis. You have to establish not only the rules of the project but also the rationale for the procedures to be followed. If this is not done, resistance may be encountered that will be difficult to correct.

As you form your team, you should take into account the skills and experience of the employees assigned. Their role on the team should match their skills and they should be allowed to function in a leadership role, as appropriate. This will take advantage of the individual's skills and will help to establish a team structure.

You should also be aware of the employees knowledge and "networks" in the company. These can be a significant help to you as you establish the project and its environment. Simple things such as gaining access to the environment often can be accelerated by a knowledgeable team member.

Finally, recognize that a truly satisfied user or client must be able to easily use and update the system. Once the project is completed, it is the responsibility of the team to use and maintain this system. You should ensure the employees are properly trained for this activity. The user should be comfortable with its system and the ability to use and maintain it.



### 7.1.2 Suppliers and External Specialists

Suppliers must also be given the consideration that is given to the employee from the perspective of not being familiar with the process and procedures. In this case, you must be firm in ensuring that the supplier is meeting the requirements of the methodology. Suppliers should be required to conform with the project's procedures as any other team member and you must take direct action if deviation is detected. These guidelines apply equally to external specialists.

Having worked through the different backgrounds of the assigned team members, you must now form your team. Some assignments will be clear, based on skill and experience. Others will be less clear and will evolve over time. You should set the same expectation of the team members without regard to the source of the assignment. The team members must consider themselves part of your team and you must consider all assigned as belonging to your team. The most successful teams will show no distinction among team members based on their reporting organization.

### **7.2 Human Resources Not Assigned to the Project**

You will also have to manage human resources that are not directly assigned to the project. This presents a matrix management situation that is more complex than the management of resources that are assigned to the project.

#### **7.2.1 Employees**

Employees not directly assigned to the project but who will support the project will come from a number of organizations including:

- User organizations
- Organizations that interface to the system
- Technical support organizations
- Other organizations such as auditor or legal.

Each of the groups will interface at different times and with different levels of resource depending on the phase of the project.

The user resources are the resources that will be most closely associated with the project. Their support is critical to the success of the project and will be required throughout the entire life cycle of the project. The degree of their support will vary depending on the phase of the project.

Key to the successful management of this resource is an awareness of the business needs of the users and the ability to realistically predict the level of support the project will require. The predictability of the level of resource is especially important in the testing and acceptance of the system. These phases tend to be more difficult to schedule and you must be sure to devote sufficient time to determining the activities the users will support, when they will be required for the support and the length of time the support will be needed.

##### **7.2.1.1 Users**

The users of the system are a critical resource to the success of the project. Since the system is being developed for them, they will usually be cooperative and anxious to support the project. Occasionally, you might encounter resistance in the user community and this should be addressed immediately. However, the users will not have unlimited time nor will they have complete schedule freedom as the directly assigned resources of the project. You must be aware of the realities of the user community and take this into consideration as the project is planned. Things to consider include:

- Key users will be required to continue to support the day-to-day business and therefore, probably will not be able to devote large blocks of time to the project without reasonable breaks for them to handle their normal responsibilities.
- If the project is using joint application design (JAD) techniques for design, it will require large blocks of user time. You should work with the Project Sponsor to ensure that the requirement and its implication to the users is appreciated and understood.



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- There are fiscal reporting periods in any business when the key users may have very limited time to devote to the project.
- If the business is cyclical, there will be periods of time when the user will not be available.
- If large numbers of users are required for a particular activity, such as testing, they will have to make plans to cover necessary business activities.
- Early stages of testing often have time periods when there is a limited amount of productive testing to be done. You should plan for this by phasing users into the testing but more especially should be sure to set user expectations so that this does not become a problem.
- During the development cycle, especially between external design and system test, the users will often not be closely involved with the project. In this instance, you should be sure to keep a level of involvement with the users so that they will be eager to support the testing and acceptance of the system.

The users make a significant contribution to the project but they can also cause significant delays to the project. You must develop a method of tracking the support provided by the users. You must also establish communication techniques and reporting techniques that will ensure that the user support is adequate and that deviations are recognized. This can be a sensitive issue and the preplanning of activities with reasonable tracking and reporting can do a lot to establish the support required.

### 7.2.1.2 Technical Staff

The technical staff can be involved in several ways. Primarily they will provide the technical environment for the project. Often this is not well defined in the proposal. In the early stages of the project, the demands on the environment are often not heavy but build over time to where they can be very significant. You must be prepared to work with the technical staff to ensure that the project's needs are clear and that the needs of the technical staff are understood. Things that should be considered include:

- The requirement for special environments for development and testing
- Special security
- Use of disks
- Need for special database support
- System programming support and scheduling
- Change management and how it may affect the project
- Scheduling of support required by the project
- How support should be tracked and reported
- How special requests by the project should be submitted
- The role of the technical staff in the acceptance of the system
- Requirements that must be met for the system to go into production.

### 7.2.1.3 Other Personnel

Other departments may also have responsibilities with regard to the project. Two departments that are often involved but can be overlooked in the proposal and in the development cycle are the audit and legal departments.



In most instances, if a system involves the financial obligations of the business, the audit department is interested in how it is developed. This could represent a significant impact to the project if its requirements are not taken into consideration early in the cycle. This is an ongoing relationship and, similar to the user departments, you must plan and track the support needed from the department.

The legal department will also be interested in the system especially if the system supports a business that is under government regulation or control. On the one hand, the legal department has a concern that the system complies with the regulations. On the other hand you must rely on the legal department to bring forward existing or pending legislation that will effect the implementation of the system.

### **7.3 Nonhuman Resources**

During the proposal phase of the project, assumptions were made about the working environment for the project team. These assumptions may include an estimate of the amount of resources and the duration that the resources will be required. Often these estimates are not precise and you will have to ensure that the needed resources are available when the project plan requires them. The resources include, for example:

- Physical space
- Equipment
- Access to the environment.

### 7.3.1 Physical Space

In most instances, the project will require the provision of physical space. Often, during the setting up of the project, this space is not identified and there may be a question as to where the team will be located. If the project team is large, there may be difficulty in providing contiguous space for the team.

It is important for the team to be located in space that is conducive to productive work. Potentially there will be a number of things you should consider when acquiring space:

- Contiguous space
- Quality of the space
- Safety for the team
- Access to the space
- Access to other facilities
- Access to other personnel
- Access to the environment.

The space provided to the team can affect the productivity of the team. Cramped space or space that does not have good access to the facilities that the team requires can have a negative effect. You must use the approach that the productivity of the team is critical to the successful delivery of the system within the schedule required and in accordance with the budget.

Poor physical facilities can also have a negative effect on the morale of the team. This can be especially true if they have moved to space that is of significantly lower quality than that they moved from. Here there may be a request or temptation to leave the personnel in their current space. This will only fragment the team and will probably cost more than would be gained.

As the project progresses, there may be a need for the scope or schedule of the project to be changed. This would be handled through the change control process. You should be sure to include any physical space requirements for additional team members in the estimates for the change.

### 7.3.2 Equipment

Equipment is usually part of the physical space that is provided. Again, you must be able to establish a productive environment and this includes the equipment the team needs. You should consider:

- Workstations
- Printers
- Workstations for test teams
- Office supplies.



### 7.3.3 Access to the Environment

Access to the development environment is also critical to the productivity of the team. You will have to work closely with the technical staff to ensure that the team will have this access. This might include:

- Development libraries
- Development machines/regions
- Development databases
- Test libraries
- Test machines/regions
- Test databases.

Often these environments will exist at the installation. However, the project may add significant workload to these environments and the availability may be limited. You must understand how the team may affect the environment and how the environment may affect the planned productivity of the team.

It may be advisable for the team to have their own environment, including libraries and databases for the project. This will place a burden on the technical team both from the perspective of the resource and from the perspective of the support that the technical team will have to provide for the additional environment. If this was not clearly defined when you established the project, you must negotiate this support. This can be critical to the project's success and the definition of the need should not be postponed.



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MITP  
Organization and People Management Guide  
Version C5.0

Publication No. MICG1ORG

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## Organization and People Management Guide



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