Exercises

**Project Management**

## Best and worst

What do you think about your organizations capability to start, plan, execute and close projects?

Planning

A Excellent (always do)

B Good

C Weak

D Poor (newer have time)

Starting

Executing

Closing

## Why projects fail?

Projects may fail due to many different reasons. What is the opinion in your groups?

Make a list of factors that represent a poor project, which does not perform as it should?

## Carried out as a project?

Which of these examples should be carried out as a project? Motivate your answers.

|  |  |  |
| --- | --- | --- |
| Assignment | Yes/No | Why? |
| Move the organization headquarters |  |  |
| Establish service desk |  |  |
| To plan a wedding |  |  |
| Move to a new house |  |  |
| Participate in a Conference |  |  |
| Implement new regulations |  |  |
| Set up a play |  |  |
| Inform about new regulations |  |  |
| Build a new in-house network (intranet) |  |  |
| Find cheap airline tickets |  |  |
| Develop regulations on travel polices |  |  |
| Land on the Moon |  |  |

## The project lifecycle

## Role analysis

Select and describe a project role by identifying and categorizing tasks that should be performed in a project.

You can ask yourself following question: What does the role do today in your organization and how do you want it to be to work better?

|  |  |
| --- | --- |
|  | |
| Most important task |  |
| Other important tasks |  |
| Tasks that the project owner shouldn’t do. |  |
|  | |

## Purpose and goal

Formulate the purpose and goal for following projects.

1. The business for Food & Goods is booming because the recession is over and the customers have more money to spend. It’s obvious that F&G need to open more stores because the capacity and locations of the existing ones is not optimized for the new demand. However more stores require increased capabilities to store and distribute goods. F&G have therefore decided to build a new warehouse close to their head office and replace the old logistic system with a new and more efficient solution.   
     
   Purpose:

Goal:

1. 20 years ago Skanska started to build a tunnel through the hill Hallandsåsen for Swedish Rail. The background was that trains couldn’t meet on the single-track lane on the top of the hill and that the track became very slippery during the fall due to all wet leaves. Another issue was that the Swedish Rail wanted to cut the time on the route between Gothenburg and Malmö.

Purpose:

Goal:

## Purpose and goal – The conference

The head of the department are planning their yearly employee conference. The location for the conference is a small winter resort in the mountains. The enthusiastic manager Steve has promised time for both work and pleasure, which is appreciated by the young and ski-loving employees. Steve asks Jane who works for a conference and travel agency.

|  |  |
| --- | --- |
| Steve | * Can you help me arrange a conference? We want to go to the mountains the first weekend in February. My budget is 10 000 euro. |
| Jane | * You can take a coach all the way to the location. It gives you more time for the conference. |
| Steve | * Maybe. But my idea was to use the trip for sightseeing. Visit some tourist sites, a museum and have a long nice lunch together. |
| Jane | * What kind of activities are you planning during the conference? |
| Steve | * A trip with snow-scooters. A lot of skiing, maybe to a high spot where we can have an outdoor picnic. However time for the conference is important. As well as time for the employees to meet. |
| Jane | * I will see what I can do. |

Jane starts immediately to look for suitable alternatives. It will be difficult to fit everything into the available time and budget. Three days and 8000 euro is too little amount to cover the costs. On their next meeting Jane informs Steve that he has to prioritize what he wants to do.

*Help Jane to put together a conference that fulfils Steve’s requirements. What is the goal? Is it the conference or is it the skiing or is it the sightseeing during the trip?*

**What is the goal for the conference trip?**

**What is the purpose for the conference trip?**

## Goal setting - The Bridge

## Purpose:

To get ten people to the other side of the river, in order to set up a base camp for a future climbing expedition.

## Requirements:

* A bridge ready to use fifty days from now.
* The bridge should be built according to traditional design.
* The bridge must carry ten people at the same time.
* The bridge must have an attractive design.
* The bridge must be constructed of timber and ropes.
* The work should be performed by the people who will take part in the climbing expedition.
* The bridge should be built using timber from the local woods and assembled by means of ropes.

1. Formulate a goal for the project?

## Do the SMART-test on your goal.

## Team roles - Communication styles

A communication profile model is often used to explain how the teamwork within a group is working. It is a simple model that takes off on four different human characteristics: open, reticent, determined and compliant. This model comes from a book on relationship-oriented communication by Mikael Ohlsson.

## Step 1 – Assess yours communication style

Share three points between alternatives a) and b) in each question. Put (3) if you fully agree with statement and (0) if you disagree completely. You can also split the points (2) and (1) if you find it difficult to choose only one alternative. But the total should always be three for alternative a) + b).

### Question 1.

a) It is easy to get to know me. ( )

b) It is harder to get to know me than most people. ( )

### Question 2

a) I show more enthusiasm than most people. ( ) b) I show less enthusiasm than most people. ( )

### Question 3

a) I prefer working together with others. ( ) b) I prefer working alone. ( )

### Question 4

a) I often share my emotions with others. ( )

b) I often keep my emotions to myself. ( )

### Question 5

a) It is important to have nice colleagues. ( )

b) It is important to have interesting working assignments ( )

### Question 6

a) I seldom take risks. ( )

b) I like to take chances. ( )

### Question 7

a) I am mainly patient ( )

b) I am mainly impatient. ( )

### Question 8

a) I talk calmly with a low voice. ( )

b) I talk fast with a high voice. ( )

### Question 9

a) I try to avoid conflicts. ( )

b) I don’t mind arguing with others. ( )

### Question 10

a) I am diplomatic and willing to compromise. ( ) b) I am controlling and demanding. ( )

## Step 2 Calculate your points:

1a + 2a + 3a + 4a + 5a = ( ) Down

1b + 2b + 3b + 4b + 5b = ( ) Up

6a + 7a + 8a + 9a + 10a = ( ) Left

6b + 7b + 8b + 9b + 10b = ( ) Right

Up (facts)

|  |  |  |  |
| --- | --- | --- | --- |
| Left (Introvert) | **Analytical**  **(Conscientiousness)** | **Driver**  **(Dominance)** | Right (Extrovert) |
|  | **Amiable**  **(Steadiness)** | **Expressive**  **(Influence)** |  |

Down (Emotions)

## Work Breakdown Structure – The Bridge

## Purpose:

To get ten people to the other side of the river, in order to set up a base camp for a future climbing expedition.

Goal: *To have built a bridge over the river fifty days from construction start.*

## Requirements:

* A bridge ready to use fifty days from now.
* The bridge should be build according to traditional design.
* The bridge must carry ten people at the same time.
* The bridge must have an attractive design.
* The bridge must be constructed of timer and ropes.
* The work should be performed by the people who will take part in the climbing expedition.
* The bridge should be built using timber from the local woods and assembled by means of ropes.

The project scope: Make a Work Breakdown Structure (WBS) showing the project goal broken down into smaller parts illustrated in a hierarchical structure. Use the words below.

The bridge

Make the drawing

Make materials list

Acquire tools

Assemble the bridge

Log the timber

Transport poles

Acquire materials

Chop the posts

Acquire poles

Transport the posts

Ground the poles

Test the bridge

Acquire posts

Acquire rope

Attach suspension wire

Assemble walkway

Attach railings

Develop test

Execute testing

## Stakeholders

It can be difficult to navigate a project amongst the stakeholders’ demand and requirement.

Identify and analyse:

Your projects core stakeholders:

|  |  |  |
| --- | --- | --- |
|  | Influence | Impact on the project |
|  |  |  |
|  |  |  |
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|  |  |  |
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|  |  |  |
|  |  |  |

Your projects primary stakeholders:

|  |  |  |
| --- | --- | --- |
|  | Influence | Impact on the project |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Your projects secondary stakeholders:

|  |  |  |
| --- | --- | --- |
|  | Influence | Impact on the project |
|  |  |  |
|  |  |  |
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|  |  |  |

## The project´s pros and cons

What does the present situation look like when the project is being launched? Which are the internal and external factors and what might have an effect on the planning and execution? Remember that the analysis is an illustration of what the current situation is when the project is started, and not speculation on how it is believed to look like when the project is being executed.

## Situational analysis – step 1

|  |  |
| --- | --- |
| +  List factors which facilitate the project | -  List factors which might complicate the project |
|  |  |

## Situational analysis – Step 2

Divide the pros and cons into internal and external factors in your SWOT analysis.

|  |  |  |
| --- | --- | --- |
|  | + | - |
| Within the project and the executing organization | Strengths | Weaknesses |
| Outside the project and the executing organization | Opportunities | Threats |

## Situational analysis – Step 3

Make a ranking in each of the four boxes. Most important factor at the top in your SWOT analysis.

|  |  |  |
| --- | --- | --- |
|  | + | - |
| Internal | Strenghts  1.  2.  3.  4. | Weaknesses  1.  2.  3. |
| External | Opportunities  1.  2.  3. | Threats  1.  2.  3. |

## Situational anaysis – Step 4

Make conclusions from your SWOT by identifying capabilities, advantages, defenses, vulnerabilities and temptations.

|  |  |
| --- | --- |
| Capabilities | Strengths + Weaknesses |
| Advantages | Strengths + Opportunities |
| Defenses | Strengths + Threats |
| Vulnerabilities | Weaknesses + Threats |
| Temptations | Weaknesses + Opportunities |

## Situational analysis – Step 5

Make use of the conclusions when planning your project. Choose solutions and plan for the execution phase so that matches are taken advantage of and gaps are eliminated or avoided.

## Logical network

Show the dependencies between the activities in the Bridge project by creating a logical network (Activity plan). Use the WBS for the Bridge project as input.

## Critical path

Identify and calculate the critical path in below project.



|  |  |  |
| --- | --- | --- |
| Activity | Duration | Resource |
| Make drawing | 3 days | 1 person |
| Make material list | 2 days | 2 person |
| Acquire tools | 2 days | 1 persons |
| Log timber | 3 days | 4 persons |
| Transport poles | 2 days | 2 persons |
| Assemble poles | 4 days | 2 persons |
| Chop posts | 5 days | 3 persons |
| Transport posts | 3 days | 2 persons |
| Acquire rope | 5 days | 2 persons |
| Attach wire | 2 days | 3 persons |
| Assemble walkway | 3 days | 5 persons |
| Assemble railing | 4 days | 2 persons |
| Develop test | 7 days | 2 persons |
| Execute test | 1 days | 4 persons |

## Schedule – Gantt chart

Fill in dependencies for each activity and create a schedule for the project.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ID | Activity | Duration | Dependencies | Resource |
| 1 | Make drawing | 3 days |  | 1 person |
| 2 | Make material list | 2 days |  | 2 person |
| 3 | Acquire tools | 2 days |  | 1 persons |
| 4 | Log timber | 3 days |  | 4 persons |
| 5 | Transport poles | 2 days |  | 2 persons |
| 6 | Assemble poles | 4 days |  | 2 persons |
| 7 | Chop posts | 5 days |  | 3 persons |
| 8 | Transport posts | 3 days |  | 2 persons |
| 9 | Acquire rope | 5 days |  | 2 persons |
| 10 | Attach wire | 2 days |  | 3 persons |
| 11 | Assemble walkway | 3 days |  | 5 persons |
| 12 | Assemble railing | 4 days |  | 2 persons |
| 13 | Develop test | 7 days |  | 2 persons |
| 14 | Execute test | 1 days |  | 4 persons |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ID | Activity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## Resource planning

Create a histogram showing how many resources that are planned in the project day by day.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## Risk management

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Risk event | Likelihood | Impact | Risk value | Risk response |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
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**Risk matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| Impact  3 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 1 |  |  |  |  |  |
|  | 1 | 2 | 3 | 4 | 5 |

Probability

## Johari Window

Develop yourself and the relationship with others by improving your capability to give and seek feedback.

### Step 1 – Give feedback

Never

Always

Always

Never

Seeking feedback

Giving feedback

Evaluate how well you are at giving others feedback. Use the empty graph (see next page) and draw a horizontal line somewhere between Never and Always.

### Step 2 – Seek feedback

Never

Always

Always

Never

Seeking feedback

Giving feedback

Evaluate how well you are at seeking feedback, i.e. how good you are at listening to what others think about what you are doing. Draw a vertical line in the box.

### Step 3 - Analysis

The size of the upper left quadrant, which you created, explains how open you are. It is your so-called arena that contains what you or others know about you. The other three quadrants contain parts of you that are unknown to you and / or others.

Never

Always

Always

Never

Seeking feedback

Giving feedback

Let a colleague or friend assess how well he or she believes that they are at giving and seeking, in the same way as you did in steps 1 and 2. Compare your results with your colleague / friend's assessment. Please discuss about why and how the possible differences arise.

## 17. Giving feedback – good and bad examples 2

Comment the following feedback examples. Are they good or bad?

Motivate!

1. I think you’re doing quite well.
2. Everyone says that you are nonchalant and lazy.
3. Could you tell John to stop making so much noise?
4. I like the way you tell stories.
5. You really can’t talk in a way that is understandable!
6. Your pass from the right was perfect Linda, keep up the good work!
7. You’re running back and forth like a crazy person. You’re keeping me from finishing in time!
8. When you enter without knocking, it feels like you don’t trust me.
9. The next time you’re sloppy, I’ll fire you! You have made the following mistakes:  
   a) ……………  
   b) ……………  
   c) ……………  
   Do you understand?
10. You where looking out the window while I was talking to you. It irritated me and I didn’t feel like continuing.
11. Your lecture last week was interesting.