

# FACILITATOR GUIDE

## **INTRODUCTORY STUDIES FOR PROJECT MANAGERS**

**MODULE #:** 121905000-KM-01

**NQF LEVEL:** 5

**CREDITS:** 4

**NOTIONAL HOURS:** 40

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## 1.1 FACILITATOR GENERAL GUIDELINES

This **Facilitators Guide** is a **resource**, which will help you to:

- ❑ Understand the programme, as well as its objectives, characteristics and the requirements it places on you the trainer.
- ❑ Work through this Leaders Guide thoroughly in the early stages of delivering this programme.
- ❑ Develop your confidence and ability to deliver, in a way that is best for you.

You will probably find yourself moving through **three stages of your development as a trainer** of the Demonstrate an understanding of the principles of the internet and the world-wide-web Programme:

- ❑ **Learning:** While learning to train this programme you may need to use the Leaders Guide as it will provide you with a simple and low-risk method for delivering the training.
- ❑ **Prompting:** As you become more comfortable with the programme, you may be able to move onto using the **Lesson Plan**. This document has been written as a prompt sheet to remind you of the contents to be covered, the structure and the sequence.
- ❑ **Creating:** You will inevitably reach a stage when you experience the facilitators guide as being "restrictive" and find that you can contribute many additional ideas in the delivery of this programme, go ahead, keeping to the **Lesson Plan**.

The notes are generally governed by a **key verb**. These are usually **Explain** or **Elicit**.

- ❑ **Explain:** will be followed by information that you need to tell the group.
- ❑ **Elicit:** will be followed by information that you need to make clear to the group either by asking them questions or that they generate information for themselves or by telling them and seeking their agreement/testing their understanding. How you elicit is up to you, you will need to plan your own questions, which you may state slightly differently each time that you train.
- ❑ A number of other **key words** have been used, i.e. discuss, model, demonstrate, etc, which will be self-explanatory.

The way you deliver the programme and the selection of the additional role-plays and exercises will be affected by the **experience of the delegates**. Get to know more about them prior to the training session:

- ❑ How many people do they do reviews with, i.e. how much time do they spend on performance management?
- ❑ When they do reviews (currently), i.e. how much more time do they need to invest in performance management?
- ❑ How long have they been doing reviews, i.e. their experience and knowledge of dealing with employees in this context?
- ❑ Their style of conducting reviews, i.e. how much participation do they encourage from their employees?



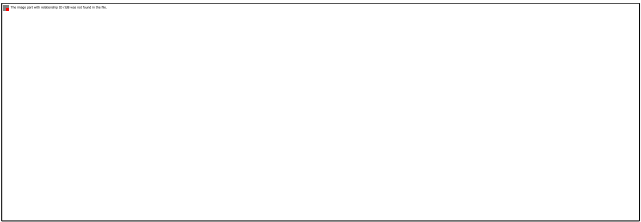
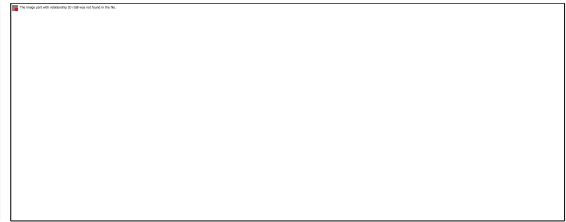


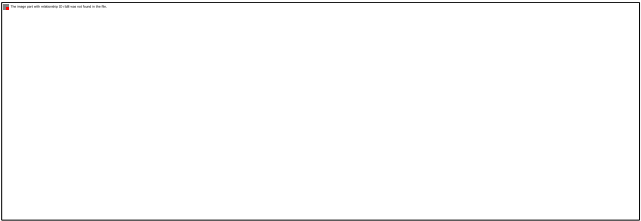
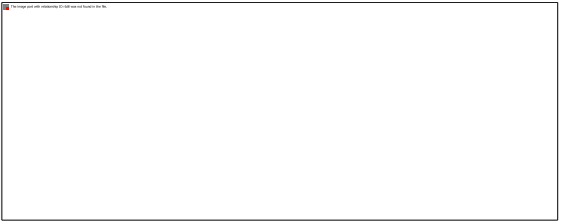


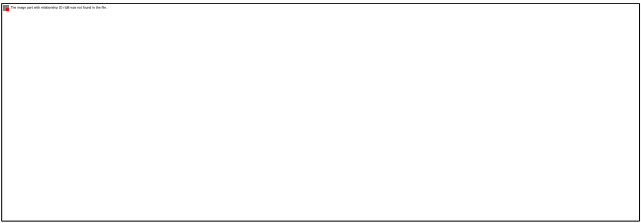
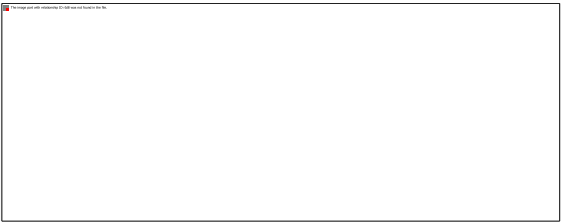
If you have not attended the programme as a delegate, you should spend time **reflecting on your own experiences of performance reviews**, as a Manager or as an Employee.

This will help you to:

- ❑ Apply the contents of the programme to your own experiences and develop a level of authority on the subject. Think about the various people who have reviewed your performance and how they did it. Think about the various people whose performance you have reviewed and how you went about doing it.
- ❑ Generate examples and case studies of your own to illustrate points as you make them.

The Facilitators Guide has been compiled using symbols to assist you identifying different requirements as you work through the manual. The following symbols indicate these different requirements:

ICONS

## 1.2 KEY SKILLS FOR A FACILITATOR

You will be required to be proficient in the following competencies.

### 1. **Presentation of Content:**

- ❑ Understanding and explaining key concepts.
- ❑ Effective presentation skills, i.e. use of training aids, verbal and non-verbal communication.
- ❑ Summarizing key points in an effective and succinct manner.

### 2. **Management of the Group:**

- ❑ Using facilitation skills to promote a positive, comfortable learning environment for each delegate while maintaining appropriate control of the group process in order to achieve the learning objectives.
- ❑ Using questioning techniques that draw relevant information maximize group participation and check for understanding.
- ❑ Dealing with unplanned behavior/events so that the objectives are still achieved.
- ❑ Managing time.

### 3. **Management of exercises/skills practices:**

- ❑ Providing sufficient rationale/instructions for exercises/skills practices to enable delegates to carry out the exercises.
- ❑ Following the procedure in the Leaders Guide in a proper sequence.

### 4. **Feedback Skills:**

- ❑ Analyzing behaviors during role-plays accurately.
- ❑ Representing feedback accurately, meaningfully with appropriate evidences, i.e. using the same guidelines as in the Workbook.
- ❑ Presenting feedback that highlights learning, involves delegates in the process, specific actions are applied.

### 5. **Facilitation of Skills Transfer:**

- ❑ Using relevant examples/analogies to link concepts/skills practices to on the job experience.
- ❑ Stressing the value of the use of the skills in the workplace and making it easy for delegates to "transfer" this training.
- ❑ Drawing out connections from delegates by using knowledge of the organization, their job environment and responsibilities.
- ❑ Modeling the skills with energy and enthusiasm.



## 1.3 FACILITATOR FEEDBACK SKILLS

As feedback skills are critical throughout this programme, we have provided some guidelines, which will assist you.

### **Provide Structure:**

Providing structure means telling people what is going to happen next, and what is going to be expected of them when it happens. This information will help them to relax and to prepare themselves.

### **Specifically:**

- ❑ Give an overview of the feedback process at the beginning of the session.
- ❑ Give clear explanations of the next stage at major shift points; for example: at the end of the introduction; the end of group feedback; the end of individual feedback.
- ❑ Summarize the main conclusions reached by the group or individuals periodically for example; the end of a graph slide, or group feedback; the end of an individual's feedback.

### **Shift the Focus of Power:**

In the face of objective data, the group can feel pretty powerless. The power rests with the data and with the person presenting it. It is important to shift the focus of power away from the facilitator/trainer and towards the group.

### **Specifically:**

- ❑ Providing structure will help the group to feel in some control of the session.
- ❑ Clarifying the purpose of the feedback will help the group to take some responsibility for the session (for example the session is to help them make decisions, etc.)
- ❑ Getting the data up in front of the group as quickly as possible, so that there are no unnecessary delays (for example over-explanation of behavior definitions or pieces of research; or perception gap exercises).
- ❑ Encouraging the individual and group to take ownership of assessing their own progress and development.

### **Be Quick:**

One of the advantages of Behavior Analysis is that it can help someone decide on a practical action for skill development relatively quickly.

This is because:



- ❑ It doesn't go for the whole picture.
- ❑ It doesn't explore in great depth why people behave in the way that they do.
- ❑ Ensures that you move through feedback at the right speed and do not become "bogged down"
- ❑ Focuses on the impact of someone's behavior rather than its causes; understanding of impact provides the motivation to change.
- ❑ Moves from problem to solution; having established an area of concern or difficulty, explore what can be done, behaviorally, that will help.

### **Use Questions:**

The role of the facilitator/trainer should be as a guide. This will involve some explanation; behaviors; explaining the slides; covering on research models. But the behavioral style should be primarily a questioning one.

### **Specifically:**

- ❑ Seek information to encourage the group to discuss the data. In particular use Seeking Information to help the group evaluate the data, their own and the impact of other people's behavior.
- ❑ Test Understanding to clarify the group's understanding of the data and meaning to them. Use it also to challenge people whom are avoiding or resisting messages from the data or from the rest of the group.
- ❑ Seek Proposals from the group and individuals about how they could improve their effectiveness.

### **BE SPECIFIC:**

As much as possible, be specific when you are giving feedback.

### **Specifically:**

- ❑ Give specific examples of people's behavior when appropriate. This is especially useful of Defend/Attack behavior, when it is important to let people know exactly what was said. It is relevant for other behaviors and helps people to relate the data to what actually happened.
- ❑ Avoid vague comments such as "That's interesting" or "You might want to think about that". Comments like these, if left in the air unexplained, create the impression that you're withholding (negative) information from the group. The locus of power will shift back towards you and away from the group.
- ❑ When members of the group are talking, ask them to be specific and give examples. If they are talking about their job, ask them to give details.

### **BE NON-EVALUATIVE:**

Because the source of the feedback is objective data, the facilitator/trainer cannot afford to be evaluative or judgmental in any way. Subjective opinion will undermine the data and confuse the group. When you've just spent an hour observing a group make a complete hash of an activity or being irritated beyond measure by the level of someone's Shutting Out behavior, being non-evaluative and non-judgmental can be hard.

Specifically:

- ❑ Avoid using words which betray your value judgments, for example: "That's a good level of summarizing there"; "If you Shut Out too much you're going to start irritating people". Not only do these words express your opinion, they suggest to the group that there are "right answers" that you are judging them against.
- ❑ Get the group to do their own evaluation. They may feel very differently to you (found the Summarizing tedious or the Shutting Out acceptable). They may feel exactly the same as you. Either way, how they feel is more important than how you feel.

### **BE SOLUTION-CENTRED:**

Behavior Analysis feedback is essentially solution-centered. Put it another way; Behavior Analysis is about asking: "How could you be more effective?" rather than: "Why are you ineffective?" A common reason why people initially take a long time giving Behavior Analysis based feedback is because they focus too heavily on problems, and often don't switch to solutions at all, which means that it's difficult to know where to stop! It also means that the person receiving the feedback has no way forward; they have been left with the problem.

As the facilitator/trainer, your role is to help people to:

- ❑ Identify areas where they have behaved inappropriately or not as effectively as they could have.
- ❑ Ways in which they could change their behavioral strategy so that they are more effective.
- ❑ Specific skills that they can develop in order to carry out their new strategy and ways in which they can develop these skills.

### **BE NON-PRESCRIPTIVE:**

The emphasis must always be on the receiver of the feedback identifying his/ her own solution. There may be times when it is blindingly obvious to you what someone should do. If you tell them, the chances of them actually doing it are reduced. They will be far more committed to the solution if they identify it themselves.

Specifically use:

- ❑ Seeking Proposal behavior to encourage them to find solutions to issues that have arisen.
- ❑ Testing Understanding to clarify their proposal, and as an alternative to disagreement if you think

it is a poor solution.

- ❑ Building behavior to modify the proposal in order to overcome any flaws that you have identified.

### **INTEGRATE TO OTHER POINTS:**

The same issue will often arise at different points in the session: points raised during group feedback will re-emerge in someone's individual feedback, or the same point is reflected in two different graph slide displays. When this happens, try to refer back accurately to what people have said earlier.

This is important because:

- ❑ It shows you have heard and respected what they said.
- ❑ It avoids needless repetition and thus saves time.
- ❑ It can allow you to go into the issue more deeply, using their earlier responses as a starting point.

### **MAKE IT RELEVANT:**

With Behavior Analysis based feedback, it is easy to become absorbed by the data and thus focus too heavily on the "snapshot" that the data represents. It is important that you use the data, rather than, as can sometimes happen, the data using you.

### **Specifically:**

- ❑ Help the group to explore whether the data is typical of their behavior in other situations.
- ❑ Explore problems they experience in their job situations, to see if they are reflected by the data on display.
- ❑ Explore the ways in which they would like to be more effective in their present (and possible future) job situations.
- ❑ Identify action plans that are practical and which will be a step towards achieving greater effectiveness.

## 2.1 PREPARING FOR THE SESSION

- ❑ Use the Session Preparation Checklist (see Addendums) as a guideline to ensure that all required resources and materials are available prior to the training session.
- ❑ The lesson plan will also assist in preparing for the session.

### NOTE:

- ❑ The Attendance Register should be completed by all candidates attending the training session.
- ❑ The pre and post assessment results must be filled in by the facilitator at the end of the training session.



### Introduction

**Welcome** everyone to the session. Give a general overview of the training modules you will cover during the entire training process.

**Confirm** the training session by showing the OHT.



### Exercise - Ice Breaker

To help set the atmosphere and put delegates at ease use one of the following ice breakers.

**Explain** how you would like delegates to introduce themselves.

**Write** the following on the flip chart:

- ❑ Who are you?
- ❑ What is your current job?
- ❑ Share some personal information about yourself.
- ❑ How many employees' performance will you be reviewing?
- ❑ Suggest a ground rule for the day.
- ❑ What are your expectations and/or reservations for this session?

**Explain** what you mean by ground rules. They should think about likes/dislikes about training, i.e.

confidentiality, cell phones off, no interruptions, keep to agreed breaks, etc.

**Explain** that unless people have thought about what they want to get out of a training session, they rarely achieve anything of value from the session. Expectations include getting answers to questions, learning new skills, hearing different opinions etc.

**Model** how long you want delegates to take by introducing yourself using the questions on the flip chart.

**Explain** that introductions should not take much longer than one to two minutes. These introductions can be carried out in a variety of ways.

**Trainer Tip:** It is possible that delegates have attended training courses together and know each other well. Here are a few variations that you can use for the ice breakers.

**Option One:** Divide the group into pairs. Request the individuals to introduce themselves to their partners. Ask their partners to introduce them to the group.

**Option Two:** Ask each individual to introduce themselves to the group.

**Option Three:** Non-verbal introduction. This icebreaker can be used very effectively if the delegates know each other very well and do not want to do the usual introductions. Divide them into pairs. Demonstrate the introduction to them by doing a non-verbal introduction of yourself and asking them to tell you what you have “told” them about yourself. Give them two minutes each to introduce themselves. When you have returned to the larger group get the partner to introduce the individual while the individual evaluates how accurately the partner introduces himself/herself. You can use this as a short discussion on the importance of non-verbal communication.

**Option Four:** Unprepared introduction. This introduction may be used to demonstrate that even if we work with people day after day, we don’t often get to ‘really’ know them. Change the list on the flip chart to read: Name of person, what is their current job, some personal information about their family, their hobbies, and their favorite possession. Ask a delegate to introduce another delegate by using the above topics. The only rule is that they may not ask the delegate the information, they simply have to guess. Once the delegate has completed the introduction, ask the person he/she was introducing to supply the correct information where applicable. Also ask them to share a ground rule and their expectations and capture this on the flip chart. Debrief by explaining how important it is to get to know your employees in order to manage their performance effectively.

**Review** the ground rules you’ve captured on the flip chart to ensure that everyone agrees with them.

They can be added onto as needed. Place flip chart on wall.

**Summaries:** the expectations and reservations. If there are any expectations that will not be covered in the session, highlight them and discuss with the group how best to deal with it, i.e. build it in, discuss in with the particular delegate, send them follow up information, etc.



### Administrative Arrangements

**Explain** the administrative arrangements with the group in terms of:

- ☐ Smoking arrangements;
- ☐ Breaks;
- ☐ Meals and refreshments;
- ☐ Starting and finishing times; and
- ☐ The importance of attending the full session.

**Elicit** whether any special arrangements need to be made regarding times, special meals, etc.



### Training Methodology

**Explain** the training methodology of the session, i.e. that the session is practical and experiential:

- ☐ Minimal theory just enough to cover principles, models and processes;
- ☐ Experiential by learning as much as possible through participation as individuals (sharing their experiences in group discussions).

**Explain** that this session belongs to the delegates and that they should feel free to question, argue constructively and ensure that they understand the process by the end of the session.



### Workbooks

**Hand** out the workbooks and explain how it is designed and how it should be used.

**Tell** the delegates that the manuals are theirs and that in order to make their learning effective, they should feel free to make additional notes, jot down questions they have or simply sketch diagrams which will help them link information.

**Discuss** how the workbook is designed and meant to be used by talking them through the information in the workbook.

### Course Contents and Outcomes

Explain the course outcomes and contents in context with the Unit Standard and the Index below

## 2.2 FACILITATOR CHECKLIST

Preparation	Yes	no
<b>Content Knowledge</b> I have sufficient knowledge of the content to enable me to facilitate with ease.		
<b>Application Knowledge</b> I understand the program matrix and have prepared for program delivery accordingly.		
<b>Ability to Respond to Learners Background and Experience</b> I have studied the learner demographics, age group, experience and circumstances, and prepared for program delivery accordingly.		
<b>Enthusiasm and Commitment</b> I am passionate about my subject and have prepared my program delivery to create a motivating environment with real commitment to success.		
<b>Enterprise Knowledge</b> I know and understand the values, ethics, vision and mission of the service provider under whose auspices the program will be conducted, and have prepared my program delivery, reporting and administrative tasks accordingly.		
<b>Equipment Checklist:</b>		
Learner Guides: 1 per learner		
Learner Assessment Guides: 1 per learner		
Writing material and stationery for facilitator and learner		
White board and pens		
Flip chart paper		
Proxima projector and screen		
Notebook computer and program disk		

<b>Documentation Checklist:</b>		
Attendance register		
Course evaluation		
Learner course evaluation		
Portfolios of evidence		

## 2.3 FACILITATOR REPORT



**Tip:**

The Facilitator is required to complete a Facilitator Report for the facilitated contact session per Learning Unit.

The provider will have a Facilitator Report as part of the standard facilitation administration – alternatively, the Facilitator Report below may be used:

<b>Learning Programme Name</b>	INTRODUCTORY STUDIES FOR PROJECT MANAGERS	<b>Facilitator Name</b>	
<b>Learning Unit</b>		<b>Learning Unit Name</b>	
<b>Dates of Facilitation</b>		<b>Date of Report</b>	



**Self-Assessment:**

*Please complete the Facilitator Report as accurately and honestly as possible. Please take time to add your comment on every subsection, in order for us to continuously improve our training quality!*



The purpose of the Facilitation Report is to evaluate the following:

- logistics and support
- facilitation
- training material
- assessment

Your honest and detailed input is therefore of great value to us, and we appreciate your assistance in completing this evaluation form!

No	Criteria / Question	Poor	Below	Sufficient	Above	Excellent
		1	2	3	4	5
1	Was communication regarding attendance of the programme efficient and effective?					
2	Was the Programme Coordinator helpful and efficient?					
3	Was the training equipment and material used effective and prepared?					
4	Was the training venue conducive to learning (set-up for convenience of learners, comfortable in terms of temperature, etc.)?					
<b>Additional Comments on Logistics and Support</b>						

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent

		1	2	3	4	5
<b>B</b>	<b>Facilitator Evaluation</b>					
1	Learners were prepared and motivated to attend the programme					
2	Learners participated well and provided constructive input					
3	The programme allows for the use of a variety of methods, exercises, activities and discussions					
4	Learners were punctual and kept to the schedule					

	<b>Additional Comments on Facilitation</b>

<b>No</b>	<b>Criteria / Question</b>	<b>Poor</b>	<b>Below Standard</b>	<b>Sufficient</b>	<b>Above Standard</b>	<b>Excellent</b>
		1	2	3	4	5
<b>C</b>	<b>Learning Programme Evaluation</b>					
1	The learning outcomes of the programme are relevant and suitable.					
2	The content of the programme was relevant and suitable for the target group.					
3	The length of the facilitation was suitable for the					

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
	programme.					
4	The learning material assisted in learning new knowledge and skills to apply in a practical manner.					
5	The Learning Material was free from spelling and grammar errors					
6	Handouts and Exercises are clear, concise and relevant to the outcomes and content.					
7	Learning material is generally of a high standard, and user friendly					

Spelling/ Grammatical Errors		
Trainer/Learner File, etc.	Section/Page	What?

	Additional Comments on Learning Material

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
<b>E</b>	<b>Assessment Evaluation</b>					
1	A clear overview provided of the assessment requirements of the programme was provided					
2	The assessment process and time lines were clearly explained					
3	All assessment activities and activities were discussed					
<b>Additional Comments on Assessment</b>						

**Further Comments:**

(Please note any relevant information, difficulties incurred, etc. that you regard as important.)

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<b>Facilitator Sign:</b>		<b>Date:</b>	
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## 2.4 ATTENDANCE REGISTER

<b>Programme Name</b>		<b>Facilitator Name</b>	
<b>Dates of Attendance</b>		<b>Venue</b>	

[illegible]


### 3.1 LESSON PLAN

Welcome and opening 8:30- 9:30		
Activity	Resources	Time minutes
Welcome	-	5
Ice breaker	Ice breaker	10
Introductions	Name tags	10
Expectations	Flip chart	5
Programme over view	Flip chart	5
SA learning environment	Flip chart/ Projector	5
Programme outcomes/assessment process (refer to the assessment guide)	Flip chart projector	15
Rules	Flip chart	5
Time management	Flip chart	3
Resources and facilities	-	2
Programme lay out	Flip chart/ projector	5

## Day one

<b>Session one:</b>		<b>9:45 - 10.30</b>
<b>Section 1 Project Management careers and qualifications</b>		
<b><u>Section Outcomes</u></b>		
<ul style="list-style-type: none"> <li>• KT0101 Career opportunities in Project Management</li> <li>• KT0102 The skills development landscape for Project Managers</li> <li>• KT0103 The structure and focus of this qualification</li> <li>• KT0104 The structured of learning and delivery of the project manager qualification</li> <li>• KT0105 The final assessment and certification of as a Project Manager</li> </ul>		
Explain the career opportunities in Project Management	<b>Section 1</b> Facilitator led discussions Group exercise Individual activity <b>Pages 9-18</b>	
Identify the skills development landscape for Project Managers importance and benefits of a project charter		
Describe the structure and focus of this qualification		
Explain the structured of learning and delivery of the project manager qualification		
Describe the final assessment and certification of as a Project Manager		
Debrief and conclude		
<b>TEA BREAK</b>		<b>10:30-10.45</b>
<b>Session two:</b>		<b>10:45 – 12:30</b>
<b>Section 2: Project management framework</b>		
<b>Section outcome</b>		
<ul style="list-style-type: none"> <li>• KT0201 Definitions and key concepts</li> <li>• KT0202 Project, program and portfolio management</li> <li>• KT0203 Relationship between project management and operations management and organisational strategy</li> <li>• KT0204 The business value of projects</li> <li>• KT0205 The role of the project manager</li> <li>• KT0206 The impact of the project environment on project management options</li> <li>• KT0207 The project life cycle</li> <li>• KT0208 Project stakeholders and governance</li> <li>• KT0209 The project process groups and knowledge areas</li> </ul>		



Explain the definitions and key concepts	<b>Section 2</b> Facilitator led discussions Group exercise Individual activity <b>Pages 21-48</b>
Describe the project, program and portfolio management	
Identify the relationship between project management and operations management and organisational strategy	
Explain the business value of projects	
Describe the role of the project manager	
Explain the impact of the project environment on project management options	
Describe the project life cycle	
Explain Project stakeholders and governance	
Explain the project process groups and knowledge areas	
Debrief and conclude	
<b>Lunch break</b>	<b>12:30 - 13:15</b>
<b>Session three:</b>	<b>13:15-16:00</b>
<b>Section 3 Project management processes</b>	
<b>Section Outcomes</b> <ul style="list-style-type: none"> <li>• KT0301 Initiating</li> <li>• KT0302 Planning</li> <li>• KT0303 Executing</li> <li>• KT0304 Monitoring and controlling</li> <li>• KT0305 Closing</li> </ul>	
Explain the term initiate	
Define planning	
Describe project executing	

Explain monitoring and controlling of projects	
Explain closing of the project	
Debrief and conclude	<b>Section 3</b> Facilitator led discussions Group exercise Individual activity <b>Pages 51-64</b>

## Day Two

<b>Session one:</b>		<b>9:45 - 10.30</b>
<b>Section 4: Business ethics</b>		
<b><u>Section Outcomes</u></b>		
<ul style="list-style-type: none"> <li>• KT0401 Codes of conduct</li> <li>• KT0402 Values and ethics</li> <li>• KT0403 Consumer rights and protection</li> <li>• KT0404 Client services</li> <li>• KT0405 Supplier relations, tenders and procurement</li> <li>• KT0406 Stakeholder expectations</li> </ul>		
Explain codes of conduct of a business	<b>Section 2</b> Facilitator led discussions Group exercise Individual activity <b>Pages 67-85</b>	
Describe Values and ethics		
Describe the Consumer rights and protection		
Explain the Client services		
Explain Supplier relations, tenders and procurement		
Describe the term Stakeholder expectations		
Debrief and conclude		



## SECTION A: FORMATIVE ASSESSMENT

### Question 1 (KT0101)

List and most common career choices of project management course [10]

#### Model answers

- **Assistant Project Manager:** This is an entry-level position in which you would work side-by-side with experienced project managers to help accomplish tasks and learn the ropes of project management.
  - **Associate Project Manager:** This is another entry-level position in which you would work with other project managers to oversee a project.
  - **Business Project Manager:** This is typically a corporate position that may work with clients, work within company infrastructure, or consult with other business projects.
  - **Contract Project Manager:** As a contractor you would not have the same responsibilities as a full-time project manager. Contract project managers must apply skills to new situations and work well with strangers.
  - **Construction Project Manager:** Project management within the construction industry involves supervision of construction projects. Examples of tasks may include supervising the building of residential homes, commercial properties, or other building projects.
  - **Information Technology (IT) Project Manager:** In this position you would work with computers, servers, and entire networks, including building and maintaining computer systems.
  - **Product Manager:** Within this position you would focus on a specific product, its manufacturing, promotion, and pricing.
  - **Project Coordinator:** This is another entry-level position that focuses on doing lighter tasks, such as planning and organization, that assist the main project managers.
  - **Senior Project Manager:** This is the highest position that you can obtain as a project manager. It takes about ten years of experience as a project manager to become a senior project manager.
  - **Software Project Manager:** This position is similar to an IT project manager, but it deals specifically with updating software. In this position you would need to oversee the development and improvement of existing and new software
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### Question 2 (KT0102)

State and explain skills required for a project manager?

- **Communication:** Project managers spend most of their time communicating with staff, reporting progress or problems to clients, or negotiating with vendors. Verbal and written communication skills are keys to success. They may be called on often to give presentations, so it is important to be comfortable using presentation software and speaking in front of large groups of people.
- **Leadership:** The ability to lead and motivate a team is critical to progressing any project. Project managers need to resolve personality conflicts and boost team spirit while also guarding against late or sloppy work.
- **Management:** To work effectively, managing people is essential. From delegating work to holding individuals accountable, it's a project manager's responsibility to set goals, evaluate performance, and encourage collaboration.
- **Negotiation:** Project managers will negotiate with clients on an appropriate schedule and scope of work. They will bargain for certain resources and manpower. Knowing how to negotiate to get what they need to succeed and keep everyone involved satisfied is a skill developed and improved through experience.

- **Organization:** Project managers are unlikely to be successful if they are sloppy or forgetful. Because they are juggling so many different aspects, they need to be organized in both their professional and personal lives. It's important for project managers to develop an organizational system, whether it's an electronic note-taker or a paper planner, to keep all of the details on top of mind.
- **Problem Solving:** Issues that need attention regularly come up for project managers, and it's their duty to predict potential problems in advance and brainstorm solutions in case these issues arise. Having backup plans and alternatives available can prevent costly delays and keep work on track. Most risks are not urgent if they are anticipated. However, not every issue can be predicted, so it's also important for project managers to nimbly deal with unexpected problems and make sure that minor issues do not turn into major setbacks.
- **Budgeting:** All projects are going to have a fixed amount of funding available to them. It's a project manager's responsibility to develop a budget for that money and make sure it is being followed closely. This is a skill that requires experience. Only with time spent working on large projects can managers develop the knowledge necessary to know where costs likely will mount and where savings can be found.

[illegible]

### Question 3 (KT0103)

### 3. State Three Types of Project Management Structures

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- Functional Organizational Structure
- Matrix Organizational Structure – This can be further broken down into – Balanced matrix, Strong Matrix, and Weak Matrix
- Projectized Organization Structure

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### Question 5 (KT0201)

- I. Define Project management framework
  - II. What are the basic elements of project management frame work?
- 
- I. (PM framework) is a subset of tasks, processes, tools and templates used in combination by the management team to get insight into the major structural elements of the project in order to initiate, plan, execute, control, monitor, and terminate the project activities throughout the management life-cycle. PM framework allows using various methodologies and approaches to plan and schedule the major phases of the life-cycle.
  - II. Initiation.



- Planning.
- Execution.
- Control.
- Closure.

### Question 6 (KT0202)

- I. What is project management?[1]
- II. What is the name of a person responsible for managing a project [1]
- III. State the responsibilities of a project manager [5]
  - I. is the discipline of using principles and procedures to manage a project from conception through to delivery of an outcome, such as an application, event, product or service.
  - II. Project Manager
  - III. Project scoping, scheduling, and approvals
    - Resource management
    - Budget management
    - Risk management
    - Status reporting to team members and stakeholders

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### Question 7 (KT0205)

## What is the role of a project manager [8]

- Planning and Defining Scope
- Activity Planning and Sequencing
- Resource Planning
- Developing Schedules
- Time Estimating
- Cost Estimating
- Developing a Budget
- Documentation
- Creating Charts and Schedules
- Risk Analysis
- Managing Risks and Issues
- Monitoring and Reporting Progress
- Team Leadership
- Strategic Influencing
- Business Partnering
- Working with Vendors
- Scalability, Interoperability and Portability Analysis
- Controlling Quality
- Benefits Realisation

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### Question 8 (KT0206)

## How does unanticipated Environmental Changes affects a project

(disasters or economic shifts) can affect the project at any stage of its implementation.

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### Question 9 (KT0207)

State and explain five phases of project management.[25]

- Initiation
- Planning
- Execution
- Performance monitoring
- Closure

Note learners should expand the above points

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**Question 10 ( KT0208)**

- I. Define Stakeholders: [1]
  - II. What is the focus of project governance? [5]
    - I. *"An individual, group, or organisation who may affect, or be affected by, or perceive itself to be affected by, a decision, activity or outcome of a project"*
- 
- II. Strategic Alignment
    - Structured Authority Levels and decision making
    - Following Processes and Procedures
    - Communication standards, processes and procedures
    - Guidelines to align the project objectives with the strategic direction and targets
    - Processes for stage gate/phase reviews, project reviews, identifying lessons, change and configuration control, decision making

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### Question 11 (KT0403)

The consumer protection act and the Bill of Rights allow consumer certain rights. You are required to state and explain any 5 consumer rights.[10]

1. Right to privacy.
2. Right to choose your product.
3. Right to fair and honest dealing.
4. Right to disclosure of information.
5. Right to fair and responsible marketing.
6. Right to accountability by suppliers.
7. Right to fair value, good quality and safety.
8. Right to fair, just and reasonable terms and conditions.
9. Right to Equality in the consumer market and protection against discriminatory marketing

Note Learners should expand the above points

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[illegible]

### Question 12 (KT0406)

Explain the term managing stakeholder expectations [4]

When expectations of the stakeholders are actively managed, the project gets a higher likelihood for success. The project manager should continuously negotiate and influence desires of the stakeholders to achieve strict conformity of project goals and expectations and maintain the project management effort.

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## SECTION B: SUMMATIVE ASSESSMENT

**Question 1 (KM-01- KT0104, KM-01 KT0105)**

You are required to visit any college of your choice and ask how they deliver their project management qualification and how they assess the final assessment.

Attach your findings in the POE

Note Assessor discretion can be applied

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**Question 2 (KM-02- KT0202)**

- I. What is a project portfolio?[1]
- II. Define Project Portfolio Management (PPM) [2]

- I. is the group of projects being worked on by an organization.
- II. is typically a function of the PMO team and is a formal approach to orchestrate, prioritize, and analyze the potential value from a set of projects. An organization that employs project portfolio management centralizes the identification, prioritization, authorization, and management of projects within a portfolio

[illegible]

### Question 3 (KM-02- KT0203)

What is Operations Management and give a clear example of any operational management?[6]

Note: Assessor discretion can be applied

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**Question 4. (KM-02- KT0204)**

- I. Define the Value Triple Constraint [3]
- II. Write a summary of the Value Triple Constraint **Tracking Four Distinct Phases** [10]
  - I. is an evolution of the Triple Constraint. It is a framework for measuring the on-going value delivered through projects and for bringing to light the "value left behind"
  - II. **Realization Phase.** This is where we implement the output product or service and begin to harvest the results. Naturally, we want to deliver a positive value. In reality, this may be considered mostly outside the project, since it occurs after the project is complete.
    - **Delivery Phase.** This is our current focus of attention. It consumes most of the effort, attention and costs of the project. It is the phase where we apply the classical triple constraint. However, the conditions for business success are largely set before this phase, outside the actual project. Also, while the project is being delivered, the eventual benefits are being delayed and so speed of delivery is important.
    - **Decision Phase.** This is the phase where we select among the many to decide which projects will go forward and when. Although this phase doesn't consume significant costs or effort, it does often consume significant calendar time. It focuses on cost-benefit, not value delivered.
    - **Identification Phase.** This is not a phase with which many organizations are even familiar. There is a point at which we recognize that there is an opportunity. However, that opportunity may have existed for many months or many years. Just because we didn't see it until now, doesn't mean it didn't exist.

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Total marks are:

Learner achieved \_\_\_\_\_ marks.

Assessor Name\_\_\_\_\_

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