



education

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NATIONAL CERTIFICATE (VOCATIONAL)

SUBJECT GUIDELINES

PROJECT MANAGEMENT

NQF Level 3

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PROJECT MANAGEMENT

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INTRODUCTION

A. What is Project Management?

Project Management is the discipline of defining and achieving targets while optimising the use of resources (time, money, people, materials, energy, space, etc.). Project Management is an important development strategy for all students, who will need to enter, and compete, in the economic environment. The students are encouraged to look beyond the parameters commonly associated with enterprise. They are encouraged to change and increase their paradigms of thought, supported in the art of identifying gaps in the market that can be filled by employing careful research and planning.

B. Why is Project Management important in the Management programme?

Project Management is essential in developing the economic environment of the country. Typical projects may include, but are not limited to, all projects including technical, developmental and business related projects, including buildings, vehicles, or electronic devices. The duration of a project is the time from its start to its completion, which can take days, weeks, months or even years. In contrast to ongoing, functional work, a project is a “temporary endeavour undertaken to create a unique product, service, or result”. Projects are temporary because they have a definite beginning and a definite end. They are unique because the product or service they create is different in some distinguishing way from similar products or services.

Project Management, a subject in the Management programme allows students to integrate and use technical and management skills acquired to plan, organise and develop along structured lines so as to increase the possibilities of meeting required objectives, in a very competitive market.

C. The link between the Learning Outcomes for Project Management and the Critical and Developmental Outcomes

The outcomes required of Project Management, (which in itself is an identified scarce skill), include experiential application of knowledge, skills and attributes required in business. The ability to prepare a project plan, required in Project Management, in any business, allows for development of the student to be able improve on other skills, to be independent and confident in a very competitive environment.

- Collect, organise, analyse and critically evaluate the role and interests of stakeholders so that appropriate techniques are selected for approaching and obtaining their positive response from stakeholders
- Demonstrate an understanding of the world as a set of interrelated systems by recognising that factors influencing the business operations of the project manager do not exist in isolation and that wider economic issues, supplier and community issues can affect operations
- Demonstrate an understanding of the world as a set of interrelated systems by recognising that factors influencing the business operations of the project manager do not exist in isolation and that wider issues can influence the quality delivery of the business
- Participate as responsible citizens in the life of local, national and global communities by ensuring that business operations of the project manager are managed proactively and that all safety regulations, risk factors and legal issues are considered
- Participate as responsible citizens in the life of local, national and global communities by ensuring that business operation of the project is managed proactively within the context of economic, socio-political and community trends and developments and that all safety regulations, risk factors and legal issues are considered.
- Organise and manage oneself and one’s activities responsibly and effectively to ensure business operations of the project are managed proactively
- Organise and manage oneself and one’s activities in order to be able to deliver quality services to all stakeholders
- Communicate effectively using visual, written and verbal communication modes to manage plans for a project.
- Work effectively with others as a member of a team, group, organisation or community for the project
- Identify and solve problems using critical and creative thinking processes to compile a viable project plan

D. Factors that contribute to achieving the Project Management Learning Outcomes.

- particular interests that can be explored and developed to create an opportunity for self employment,
- predisposition to certain capabilities such as communication or creative flair, ability to take calculated risks, taking initiative,
- analytic ability,
- people-centeredness,
- keen powers of observation

1 DURATION AND TUITION TIME

This is a one year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the candidate meets all the assessment requirements.

Course preparation should consider students with special educational needs

2 SUBJECT LEVEL FOCUS

The learner must be able to;

- Develop a simple project plan.

Range: Simple project plan includes but is not limited to measurable deliverables, milestones, timeframes, activity, time, and resource (human and/or material and/or equipment) information.

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.1.1 Theoretical Component

The theoretical component will form 40 percent of internal assessment.

Internal assessment of the theoretical component of Project Management Level 3 will take the form of observation, class questions, group work, (informal group competitions with rewards), individual discussions with students, class, topic and semester tests, and internal examinations. Daily observation can be made when marking practical exercises of previous day and class questions

Assignments, case studies and tests can be done at the end of each topic. Tests and internal examinations can form part of internal assessment

3.1.2 Practical Component

Practical components include applications and exercises. All practical components must be indicated in a Portfolio of Evidence (PoE).

The practical component will form 60 percent of internal assessment.

Internal assessment of the practical component of Project Management Level 3 will take the form of assignments, practical exercises, case studies, practical examination in a simulated business environment.

Students can compete practical exercises on a daily basis. Assignments and case studies can be done at the end of a topic. Practical examination can form part of internal practical assignments.

It is important to note that the project plan developed in this practical component will be continued in Project Management Level 4.

- **Some examples of practical assessments include, but are not limited to:**

- Presentations (lectures, demonstrations, group discussions and activities; practical work, observation, role play, independent activity, synthesis and evaluation)
- Exhibitions by learners
- Visits undertaken by students based on a structured assignment task
- Research
- Task performance in a simulated/structured environment.

- **Definition of the term “Structured Environment”**

“Structured environment” for the purposes of assessment refers to an actual or simulated workplace, or workshop environment. It is advised that a practicum room is available on each campus for practical assessment.

• **Evidence in practical/application assessment**

All evidence pertaining to evaluation of practical work must be reflected in the students' Portfolio of Evidence (PoE). The tools and instruments constructed and used for the purpose of conducting such assessments must be clear from evidence contained in the PoE.

3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component and the practical component of the internal continuous assessment.

3.1.4 Moderation of internal assessment mark

Internal assessment is subjected to both internal and external moderation procedures as contained in the *National Examinations Policy for FET College Programmes*.

3.2 External assessment (50 percent)

A national examination is conducted annually in October or November by means of a paper set, marked and moderated externally.

Details in respect of external assessment are contained in the *Assessment Guidelines: Project Management (Level 3)*.

4 WEIGHTED VALUES OF TOPICS

| TOPICS/TOPICS | WEIGHTED VALUE |
|--|----------------|
| 1. Fundamentals of Project Management | 10 |
| 2. Project Management tools and techniques | 10 |
| 3. Application of ethics in Project Management | 10 |
| 4. Project estimation and costing | 10 |
| 5. Develop a project plan | 30 |
| 6. Project administration | 10 |
| 7. Leadership within a project environment | 10 |
| 8. Projects are team initiatives | 10 |
| TOTAL | 100 |

5 CALCULATION OF FINAL MARK

Internal assessment: Student's mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student's mark/100 x 50 = a mark out of 50 (b)

Final mark: (a) + (b) = a mark out of 100

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, purposes of moderation and verification.

6 PASS REQUIREMENTS

The student must obtain at least fifty (50) percent in ICASS and fifty (50) percent in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Project Management Level 3 the student should have covered the following topics:

- Topic 1: Fundamentals of Project Management
- Topic 2: Project Management tools and techniques
- Topic 3: Application of ethics in Project Management
- Topic 4: Project estimation and costing
- Topic 5: Develop a project plan
- Topic 6: Project administration
- Topic 7: Leadership within a project environment
- Topic 8: Projects are team initiatives

7.1 Topic 1: Fundamentals of Project Management

7.1.1 Subject Outcome 1: Explain the nature of a project.

Learning Outcomes

The student should be able to:

- Explain with the aid of an example of project plan, the characteristics of a project
Range: Basic terminology and definitions may include but are not limited to project management, project, sub-project, programme, phase, stage, life cycle, process, activities, tasks, milestones, close out, scope, risk, scheduling, timeline, planning, controlling, deliverables/product/service, hierarchy, breakdown structures, operational, stakeholders, budget, estimating, communications
- Differentiate between project and non-project work
- Identify reasons for undertaking projects
- Identify types of projects and their complexity
Range: Type of project may include but is not limited to simple, complex, closed to open, technical, business, community based, development, research and development of new products.

7.1.2 Subject Outcome 2: Explain the nature and application of Project Management

Learning Outcomes

The student should be able to:

- Define Project Management within the recognised published standards.
Range: Projects may include but are not limited to all projects including technical, developmental and business related projects.
Recognised published standards may include but not limited to those published by APM, PMI, IPMA, Global Performance Standards for Project Management Personnel, American National Standard Institute, International Standards Organisation, British Standard and South African National Standards
- Identify and describe project management processes as per recognised best practices.
Range: Processes and sub-processes may include but are not limited to initiating, planning, controlling, execution, close out processes, budgeting, approval, implementation, monitoring, evaluation, elementary risk identification, analysis, quantification, time management, risk management, quality management, resources management, communication management, scope management, contract management and supplies management.
International and local professional bodies linked to project management practice and standards will include but are not limited to Project Management Institute (PMI), Australian Institute of Project Management (AIPM), International Project Management Association (IPMA), and Association for Project Management (APM), Association for Construction Project Managers (ACPM), Cost Engineering Association of South Africa (CEASA) and Project Management South Africa (PMSA)
- Differentiate using examples of each, between project management and general management and technical (end product related) processes
Range: Project management processes are those associated with the management of a project and technical processes are those required to produce the required deliverables to satisfy the objectives of the project.
- Explain and discuss the human resource hierarchies of the project team, in accordance with role descriptors
Range: Roles may include but are not limited to project sponsor, project manager, project administrator, project engineer, steering committee, team member.

7.1.3 Subject Outcome 3: Explain the types of structures that are found in the project environment

Learning Outcomes

The student should be able to:

- Identify the structures within a project.
Range: Structures may include but are not limited to; programme to sub project hierarchy; organisation structures; product /work/cost/organisation breakdowns.
Note - structure is a set of interconnecting parts of any complex thing, a framework
- Discuss and explain the concept of programme and project hierarchies.
Range: Programmes include related projects, which may be broken down into sub projects, phases or other components / units
- Define the concept of decomposing a project.
Range: Decomposing a project is breaking it down from top to lower levels, similar to a functional decomposition.
- Discuss and explain, (with the aid of an example of a project), the purpose of decomposing a project into manageable components or parts.
- Define the terms breakdown structures and deliverables
- Discuss and explain, (with the aid of an example of a project), the concepts of breakdown structures for product, work and cost
Range: Product may include products, services or results. The term deliverable is associated with product, a common interpretation is that deliverables are produced as the project progresses resulting in an end product.

7.1.4 Subject Outcome 4: Explain the application of organisation structures in a project environment.

Learning Outcomes

The student should be able to:

- Differentiate between a matrix and functional organisation structure
Range: Limited to organisational matrix and functional structures not extended to their impact on a project.
- Discuss and explain, (with the aid of an example of a project), organisational structure.
- Prepare an organisational structure in a written format.
Range: Organisation structure includes project roles and reporting such as team leader to project manager to project sponsor. Organisation structure includes identifying but not detailing description of roles, responsibilities and reporting lines, progress and communication reporting, authority hierarchy, decision-making accountability
(Project manager leads the project management team, whereas a team leader leads a technical team and reports to the project manager).
Reporting lines, authority levels, single point of responsibility / accountability
- Describe, (with the aid of an example project), the purpose and responsibilities of the roles attached to the project.
- Prepare a written document that describes at least two of the purposes, roles and responsibilities within a project
- Define the concept of stakeholders on a project.
- Discuss and explain, (with the aid of an example project), at least 6 different stakeholders involved with a project.

7.1.5 Subject Outcome 5: Explain the major processes and activities required to manage a project.

Learning Outcomes

The student should be able to:

- Identify the processes and activities in a project.
Range: The processes and activities may include but are not limited to start up, initiation, planning, controlling, monitoring, execution, implementing, closing, evaluating.
- Describe, (with the aid of an example of a project), all key processes and activities, that take place from the beginning of the project to the end of a project
- Identify the supplementary management sub-processes and activities required to support the key processes and activities.
Range: Supplementary sub-processes and activities includes but are not limited to scope, risk, quality, communications, schedule, cost, change control, resource, stakeholder and procurement management
- Discuss and explain, (with the aid of an example project), the supplementary management sub-processes and activities required to support the key processes and activities.
- Define the concepts of planning and control.
- Explain (with the aid of an example of a project), the reasons for planning and controlling a project.
- Describe (with the aid of an example of a project and the use of planning templates), the consequences of not planning and controlling the project

7.2 Topic 2: Project Management tools and techniques

7.2.1 Subject Outcome 1: Demonstrate an understanding of project management tools and techniques.

Learning Outcomes

The student should be able to:

- Collect and organise information to identify techniques and tools used in accordance with a project.
Projects may include but are not limited to all projects including technical, developmental and business related projects.
Tools are tangible such as a computer, spreadsheet program, template.
Techniques are systematic procedures using one or more tools to produce a deliverable.
- Identify the established standards and procedures for a range of project management tools and techniques.
The range of project management tools and techniques may include but are not limited to Gantt charts, network diagramming, spreadsheets, budget administration, documentation management, e-mail and internet usage and word processing, presentations, desktop calendar, computerized applications (software).
- Discuss and explain (with the aid of an examples from a project), advantages and limitations of project management tools and techniques.
- Demonstrate the application of project management tools and techniques and provide hard copy examples

7.2.2 Subject Outcome 2: Use a range of project management tools and techniques.

Learning Outcomes

The student should be able to:

- Use a range of project management tools and techniques in accordance with established standards and procedures
- Obtain output from project management tools and techniques to meet individual, team and organisational needs and requirements.

7.2.3 Subject Outcome 3: Apply corrective action where project management tools and techniques usage problems occur.

Learning Outcomes

The student should be able to:

- Identify problems with the usage of project management tools and techniques against project requirements

- Identify and discuss possible solutions with a higher authority
- Implement authorised/ agreed solutions according to agreed steps

7.3 Topic 3: Application of ethics in Project Management

7.3.1 Subject Outcome 1: Explain the concept of ethics in relation to property and personal rights

Learning Outcomes

The student should be able to:

- Explain the concept of ethics, in relation to property and personal rights in business
- Explain the role of the South African Constitution in defining the source of ethics for South African society
- Explain the relationship between ethics and generally accepted codes of conduct in project management.

7.3.2 Subject Outcome 2: Apply ethical principles in a specific context

The student should be able to:

- Illustrate the application of ethical practices in the formulation and management of the project plan.
- Explain the process to be followed according to Standard Operating Practices when the code of conduct is breached

7.4 Topic 4: Project estimating and costing

7.4.1 Subject Outcome 1: Identify elements and resources to be costed through interpreting the project scope statement, work breakdown structure and other project data.

Learning Outcomes

The student should be able to:

- Identify the work elements of a given project.
Range: Elements of work may include but are not limited to projects, sub projects, phases of the project, stages, tasks or activities or work packages.
- Identify cost types (elements) of a given project.
Range: Elements of costing and budgeting may include but are not limited to forecasting, estimating. Fixed costs may include but are not limited to rent, labour and overheads. Variable costs may include but are not limited to materials, equipment, transport and resource.
- Assess a given project for work elements and cost types (elements) of the project.
- Determine the resource requirements of the given project, in terms of type, quantity and unit cost, and documented in agreed format.

7.4.2 Subject Outcome 2: Participate in the preparation and production of a cost budget.

Learning Outcomes

The student should be able to:

- Estimate elements of cost for each work element/ package using agreed rules and procedures
- Document a cost budget in agreed format and within agreed time frames
- Explain, motivate and document in agreed format the underlying assumptions of the estimate
- Obtain approval for the budget from higher authority in accordance with established standards and procedures
- Balance cost budget figures and correct in accordance with standard accounting figures

7.4.3 Subject Outcome 3: Contribute to the monitoring and controlling of cost budget performance by maintaining records and communicating.

Learning Outcomes

The student should be able to:

- Communicate cost budget in a manner that ensures that all relevant parties are clear on its contents
- Obtain actual costs against budget elements and update records accordingly
- Identify and communicate deviations of actual against budgeted costs to a higher authority
- Identify opportunities for corrective action or improvement and communicate to relevant authorities
- Maintain financial records according to agreed standards and procedures.

7.5 Topic 5: Develop a project plan for a simple project

7.5.1 Subject Outcome 1: Develop a project plan for a simple project

Learning Outcomes

The student should be able to:

- Assess components of a given project plan (assess component-by-component) e.g. a project to provide students with access to computers, a project of the students' entertainment committee.

Range: Projects may include but are not limited to all projects including technical, developmental and business related projects.

- Collect, and organise information relating to the individual project/sub-project

Range: project, sub-project, programme, phase, stage, life cycle, process, activities, tasks, milestones, close out, scope, risk, scheduling, timeline, planning, controlling, deliverables/product/service, hierarchy, breakdown structures, operational, stakeholders, budget, estimating, communications

- Develop a project plan for a simple project

A simple project/sub-project one that involves few resources and has a limited impact on stakeholders and the environment)

7.5.2 Subject Outcome 2: Demonstrate an understanding of the use of project management tools and techniques

Learning Outcomes

The student should be able to:

- Apply a range of tools and techniques of project management to support documentation of the project plan
- Identify corrective steps where tools and techniques may be used in the project
- Apply corrective measures to tools and techniques used for the project.

7.5.3 Subject Outcome 3: Participate in the costing and budgeting of a small project

Learning Outcomes

The student should be able to:

- Prepare a work element and cost budget for the project. Include the motivations for underlying assumptions of the estimate
- Balance budget figures in accordance with standard accounting practices.

7.5.4 Subject Outcome 4: Provide project templates to team members

Learning Outcomes

The student should be able to:

- Contribute to the monitoring and controlling of cost budget performance of the project, by maintaining records and communication.
- Identify deviations from budget, record and communicate.
- Identify and communicate corrective actions of deviations to budget.
- Prepare templates to be used for the administration work.

7.6 Topic 6: Project administration

7.6.1 Subject Outcome 1: Use a paper based and/or electronic filing system for a project

Learning Outcomes

The student should be able to:

- Identify filing system requirements for the project plan.
- Demonstrate and explain the following features of a filing system,
 - files clearly marked;
 - inventory of project documentation;
 - audit trail for project;
 - maintenance of a filing system to ensure they are current, up-to-date, neat and clean.

7.6.2 Subject Outcome 2: Use standardised processes for identifying, securing and finding documents

Learning Outcomes

The student should be able to:

- Demonstrate and explain the following standardised features,
 - Documents are named and filed;
 - Filing system is structured and indexed reflecting project, sub-project, phase and stage levels, management, quality and specialist (technical) products;
 - annotation of multiple versions of documents;
 - back-up systems;
 - handling of sensitive / confidential documents

Range: Documentation management systems may include but are not limited to computer based document control systems, computer based document tracking systems, manually operated document control systems

7.6.3 Subject Outcome 3: Provide project templates to team members

Range: Templates may include but are not limited to letters, memo`s, faxes, e-mail messages, minutes of meetings, document transmittal forms, various types of drawings, programme schedules, cost reports, equipment data sheets, specifications, procedures, standing orders, materials control documents (Orders, receiving, issued, inventory levels, stock counts), contracts, requisitions, budget authorisations, change notices, change orders, site instructions, rectification instructions, variation orders, petty cash vouchers, petty cash returns, timesheets, travel / expense claims, technical procedure related controls

Learning Outcomes

The student should be able to:

- Identify the need for templates within administrative work.
- Demonstrate and explain, using given templates, the following features, their components and how they can be used to support the team operating in a project.

7.6.4 Subject Outcome 4: Assist in preparing project documents for handover at the end of a project or a project phase/stage.

Learning Outcomes

The student should be able to:

- Demonstrate and explain the preparation of project documents for handover at the end of a project or a project phase/stage

7.6.5 Subject Outcome 5: Describe and explain project documentation management processes

Learning Outcomes

The student should be able to:

- Describe and explain the following features of the project management process,
 - Document control requirements;
 - Storage and retrieval functions and processes;
 - Benefits of documentation management for a project.

7.7 Topic 7: Leadership within the project environment

7.7.1 Subject Outcome 1: Explain the concept of leadership

Learning Outcomes

The student should be able to:

- Explain the different definitions identified with Leadership

Range: At least four definitions are provided.

- Explain, with the aid of examples, the roles and qualities expected of a leader

Range: Qualities of a leader should include at least five examples but are not limited to humaneness, empathy, objectivity, transparency, accountability, responsibility, honesty, integrity, assertiveness, consistency, reference to historical and present leaders. Leadership roles include but are not limited to being a visionary, motivating self and others, creating synergies, facilitating a developmental environment, being an innovator, being creative.

7.7.2 Subject Outcome 2: Differentiate between the concepts, roles and qualities of leadership and management

Learning Outcomes

The student should be able to:

- Differentiate between the concepts of leadership and management
Range: The management styles include, but are not limited to; administer/organise; maintains/controls; focuses on structures and systems.
- Differentiate between the roles and qualities of a leader and a manager in the work context.
- Compare the role of a leader in the project, and a manager in their complementary roles in the work place.

7.7.3 Subject Outcome 3: Identify Leadership styles

Learning Outcomes

The student should be able to:

- Identify leadership styles used by project managers
Range: The project leadership styles include, but are not limited to; directing, coaching, supporting and delegating
- Discuss and explain how the leadership styles can be used for a project.
- Identify basic behaviours that a leader can use to influence someone on a project.
Range: The basic behaviours of leaders may include - directive and supportive
- Discuss and explain the relationship of the basic leader behaviours to the leadership styles identified.

7.7.4 Subject Outcome 4: Apply leadership skills and techniques to the project

Learning Outcomes

The student should be able to:

- Discuss and explain how leadership skills and techniques may be applied within the scope of the chosen project.

7.7.5 Subject Outcome 5: Recognise achievement

Learning Outcomes

The student should be able to:

- Identify the importance of giving recognition
- Discuss and describe systems for recognition of achievement at team level
- Discuss and explain a plan to show recognition of achievement in the team

7.7.6 Subject Outcome 6: Indicate how leaders can empower members of a team

Learning Outcomes

The student should be able to:

- Identify tasks for the team in the project plan.
- Identify the responsibilities attached to the tasks in the project.
- Analyse and discuss the tasks to be allocated to all team members, including supervisors and team leaders.
- Discuss and explain the responsibilities of the tasks to be assigned to the team members.
- Discuss and explain methods that enable a leader to improve the ways in which members of the project team can measure their own performance against the objective of the project.

7.8 Topic 8: Projects are team initiatives

7.8.1 Subject Outcome 1: Demonstrate an understanding of working as a member of a team

Learning Outcomes

The student should be able to:

- Identify criteria and behaviours conducive to working as a member of a team of a small project.
Range: Ethical values, norms and social standards, positive attitudes, perseverance, non-judgemental conduct, and clear communication
Constructive, non-disruptive behaviours may include showing sensitivity, grasping others perspectives, being attentive, showing interest, showing positive attitude, positive reinforcement
- Explain and describe team interfaces and roles.
Range: Includes but not limited to customer/client, sponsor, project manager, project management team, project team and other stakeholders.
Project manager leads the project management team, whereas a team leader leads a technical team and reports to the project manager
- Demonstrate application of behaviours conducive to working as a member of a team, within the identified team interfaces and roles.
- Identify disruptive behaviours, related to the team interfaces and roles.
- Discuss and explain the consequences of disruptive behaviour in a team.

7.8.2 Subject Outcome 2: Collaborate with other team members to improve performance

Learning Outcomes

The student should be able to:

- Define Team Dynamics
Range: Team dynamics may include but is not limited to team goals, priorities, roles, structure, formality, communication channels, flexibility, cohesion, skill levels, trust, conflict, relationships and climate.
- Explain how team dynamics can be improved through the use of consultation and joint decision-making.
Principles for creating productive communication may include but are not limited to listening, consulting, giving feedback, supporting, discussing, negotiating, embracing diversity and exhibiting empathy
- Describe constructive, non-disruptive behaviours that influence
- Identify methods and techniques for building team coherence and spirit
- Describe and explain the following features to improve performance of the project:
 - Consultation with team members for ideas relating to project work and joint decisions are made according to team needs
 - Initiate team work with members in order to achieve project objectives
 - Identify information that a team requires to do to meet the project objectives
Range: Methods for communication may include but are not limited to written, oral, symbols, body language and signals
 - Explain methods to facilitate the information reaching team members
 - Discuss and explain methods of measuring performance, required by the team to meet project objectives.
 - Discuss and explain methods of providing feedback to team members on performance against team objectives.
 - Identify situations that are a cause of conflict in a group and identify a plan to minimise their negative effect on the team and project objectives.
 - Develop methods to provide feedback on an ongoing basis which leads to constructive and productive working relationships
- Identify the kinds of conflict that could arise in a project team
- Demonstrate strategies to deal with issues in a team
- Demonstrate strategies for creating a positive working environment for a project team

7.8.3 Subject Outcome 3: Participate in building relations between team members and other stakeholders

Learning Outcomes

The student should be able to:

- Identify project stakeholders, and their needs.
- Discuss and explain how team work can address the needs of the stakeholders
- Discuss and explain the importance of building relations between team members and stakeholders, and the importance of honouring commitments to stakeholders.
- Demonstrate the building of relations between team members and stakeholders and document and implement instances, according to procedures

7.8.4 Subject Outcome 4: Respect personal, ethical, religious and cultural differences to enhance interaction between team members.

Learning Outcomes

The student should be able to:

- Discuss and explain ethical issues related to the team with reference to:
 - Differences between team members
 - Showing respect to team members
 - Behaviours that are of concern to individuals
- Behaviour is modified and changed to support other team member's feelings and needs

7.8.5 Subject Outcome 5: Use a variety of strategies to deal with potential or actual conflict in a project team.

Learning Outcomes

The student should be able to:

- Identify situations that hamper efficiency in a project team
- Identify support systems available to the project team.
- Demonstrate the application of the support system for a project team

7 RESOURCE NEEDS FOR THE TEACHING OF PROJECT MANAGEMENT – LEVEL 3

8.1 Physical resources

- A computer training venue, with software programmes; (e.g. MS Word, MS Excel, MS PowerPoint); Internet Access and printers
- Theory training venue with adequate ventilation and seating.

8.2 Human resources

- Qualified educators (with a three-year post matriculation qualification) with at least two years teaching experience, with computer skills at least one level higher than the level of delivery, maths as specified for fundamentals, accounting as per the financial subject.
- Project management experience, entrepreneurial skills and industry experience would be an advantage, or shadowing opportunities in industry for educators

8.3 Other resources

• Consumables

diskettes, stationary, lever arch files, daily newspaper, learning materials/resources

• Equipment:

- Computers and printers (as per physical resources)
- In-out trays
- Commercial stapler, commercial punch
- "Gant" system would be an advantage, but a manual template may be used.
- Financial computerised programme would be an advantage