

# Module 7: Effective Project Management

## Facilitator's guide

Follow this guide to facilitate delivery of this module with young people.

It is suggested that students can work individually or in small groups. Ensure all students / groups have internet access to view video material where applicable. Student activities may be downloaded and completed on the PDF form or you may also wish to print the accompanying student resource pack.

### Activity 1 (10 minutes)

Encourage students to consider projects they have been involved in using the questions provided as prompts for discussion where appropriate.

- What were the aims of the project?
- Did you break the project down?
- How did you make sure you kept the project on track?
- Who was involved in the project?
- Did you face any challenges?
- How did you overcome those challenges?

Students should then reflect on the [The Project Management Process](#) (2 minutes watch) and compare their answers.

You may wish to enhance this activity by sharing examples of projects that are currently being managed within your organisation.

### Activity 2 (10 minutes)

This activity encourages students to consider the key elements of project management and give reasons as to why these elements may be important in the project management process. You may wish to use the following to prompt a discussion with students after they have completed the table.

- **Setting clear goals and objectives:** to know what needs to be achieved through the project
- **Planning and setting realistic schedules and deadlines:** to ensure everyone knows the tasks that need to be done in order to meet the goal or objective
- **Identifying clear roles and responsibilities for people in the team:** so all people involved know how they contribute to a project and are aware of what others are doing and where they can work together.

- **Effective communication:** particularly in an increasingly digital environment where projects can be managed across different countries with ease, being able to communicate, talk and write effectively with each other is crucial as you might not see people regularly
- **Considering challenges / risks:** understanding from the outset where you might face challenges that could stop you from meeting your goals or affect your plans
- **Applying problem-solving techniques:** using strategies to overcome challenges identified throughout projects
- **Adapting to change:** as a project moves forward it will evolve or a problem might emerge, meaning you need to change in order to still meet the goal
- **Monitoring progress and evaluate work:** regular check ins with both the team and assessing the plan is within timescales, budget and is still achievable
- **Learning from experience:** project managers are not 'born' they are made from delivering previous projects, being able to draw upon their knowledge and experience. Good project managers have often run several projects that have had considerable problems or even failed!

You may want to demonstrate how projects are set up and managed in your organisation.

### Activity 3 (10 minutes)

In this activity, students will consider what skills they feel are important in project management. Students should write down 5 skills a project manager needs to be effective. These could include:

- |                                |                     |
|--------------------------------|---------------------|
| ▪ Leadership                   | ▪ Communication     |
| ▪ Strong organisational skills | ▪ Teamworking       |
| ▪ Problem solving              | ▪ Ordered           |
| ▪ Visionary                    | ▪ Detail orientated |
| ▪ Goal orientated              | ▪ Adaptable         |
| ▪ Decisive                     |                     |

Students use the [project manager job](#) profile provided, to compare the skills they identified to that listed. You may wish to enhance this activity by introducing students to a project manager in your organisation to talk about their skills or journey to becoming a project manager.

### Activity 4 (20 minutes)

Students to apply principles of project management and apply some of the skills required to be an effective project manager to the scenario of making a cup of tea for their friend or relative. Introduce this activity by highlighting that project planning often depends on different circumstances and environments. For example, making a cup of tea in a kitchen will differ greatly from when camping, what would you do if you had no budget and no kettle?

You may wish to tailor and adapt this scenario, however it is suggested that this is not the same task as set in the company workplace challenge. At this stage it may be best to keep it relatively straight forward and relatable to students' experiences in school / college e.g. putting up a new notice board, selecting a charity to support or designing a logo.

Once students have completed their project management table, encourage students to reflect on whether they agreed with the way the project had been started.

### Activity 5 (45 minutes)

This activity is designed to give students an opportunity to plan a project using some key project management tools and techniques before they are set their workplace challenge in Module 8.

Students are in the role of Project Manager at their local library working alongside a team to design a campaign to encourage more young people to access and use the library. Students are required to consider the roles and possible strengths of their team members when allocating tasks to achieve the project, you may wish to highlight links to Module 4 (Teamwork) if completed by students as part of their overall experience.

Students are provided with a template to complete and are encouraged to produce a project timeline/ Gantt chart to illustrate their project plan. Students may wish to complete the project timeline by hand, use Excel or utilise free online templates / platforms. This activity intends to prepare and provide structure to students' approach to their workplace challenge (Module 8), considering deadlines they need to meet.

Facilitating employers may wish to share examples of project management tools used in their organisation with students.

### Extension Activity

This can be used as an extension or as independent self-study and encourages students to explore pathways into careers in project management and qualifications needed. Facilitating employers may wish to include their own material in addition to the suggested resources below.

Students may want to look at:

- [Project Manager Jobs: What are the different project management qualifications](#)
- [Prospects: How to become a project manager Prospects: How to become a project manager](#)
- [Become a Project Manager](#)
- [Manage a project with digital tools](#)
- [Project Management Principles](#)