

Project Management Effectiveness Self feedback report



Mary Sample

Monday, September 28, 2009

Introduction

The following information is provided to help you to navigate the extensive information that is included in this Project Management Effectiveness output report.

1. Overall summary chart

The summary results chart provides a quick visual representation of your scores in eight categories that make up the Project Management Effectiveness profile. Scores upon which to most concentrate are above 3.5, which are considered to be strong and scores below 2.75, which may be in need of further development. Please note that these category scores are averages. Individual question scores can be viewed by clicking on the category label hyperlink.

2. Category description pages

This report contains three output pages for each of the eight categories. The first of these three pages explains the category, list average scores and then provides high and low score interpretation notes. The second page provides a graphical representation of individual question scores. The third page in the set provides broadly based improvement actions for those individuals wanting to develop their competencies in the overall category.

3. 10/10 Report

The 10/10 Report page provides the raw scores for the top 10 highest scoring questions and the bottom 10 lowest scoring questions out of the 96. It also identifies the categories to which these questions belong.

4. Course and Reading suggestions

This output report includes development suggestions for the two lowest scoring categories out of the eight. These suggestions include training courses that may prove helpful, as well as specific books that may provide some useful additional information.

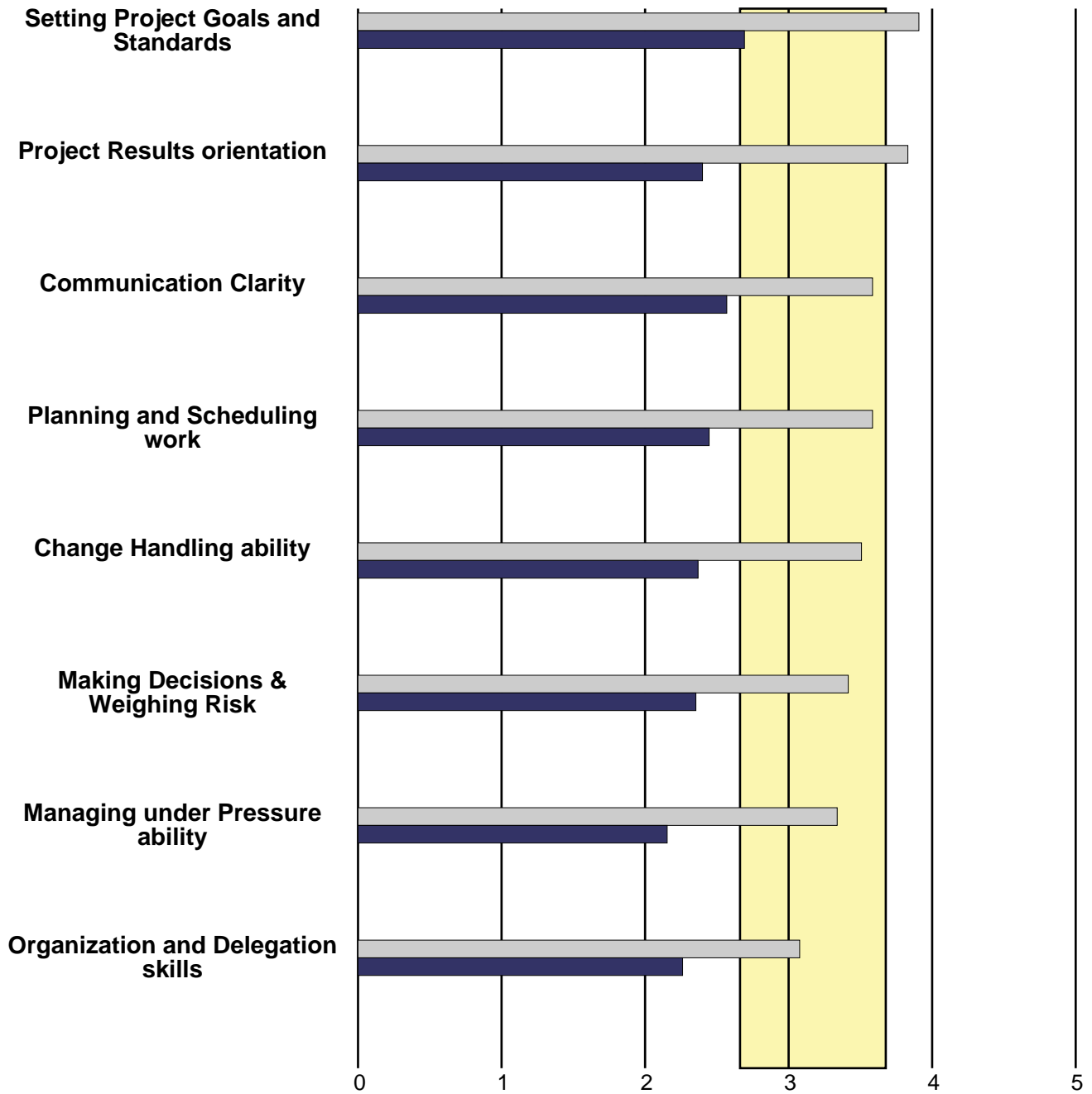
5. Development Plan

The development plan takes the five lowest scoring questions on aggregate and puts them into a single page template for individuals to record the specific actions that they plan to take as a result of their feedback during the forthcoming twelve month period. Individuals may draw upon any of the general guidance offered in their feedback report, or perhaps more usefully, draw upon the coaching tips ideas that are also included (see next section)

6. Coaching tips

The overall output report includes detailed coaching tips for the five lowest scoring questions on aggregate (consistent with the one page development plan). These coaching tips provide not only elaborative information about the particular questions but provide some specific advice on what individuals might do to improve their skills or learn new behaviors in the future.

OVERALL SUMMARY



Self
 Norm

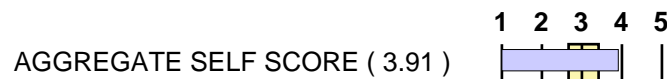
The above chart is sorted in descending order of summary scores. Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves on this questionnaire.

Project Management Effectiveness profile

SETTING PROJECT GOALS AND STANDARDS

Setting Project Goals & Standards refers to your ability to manage activities and projects using measurable goals and standards, while working with others to develop understanding and build commitment. This competency asks the question "How well do you evaluate and prioritize goals, intentions, and action standards, eliminate barriers to the goal-setting process and use targets to motivate people?"

1 = almost never, 5 = almost always.



Interpretation

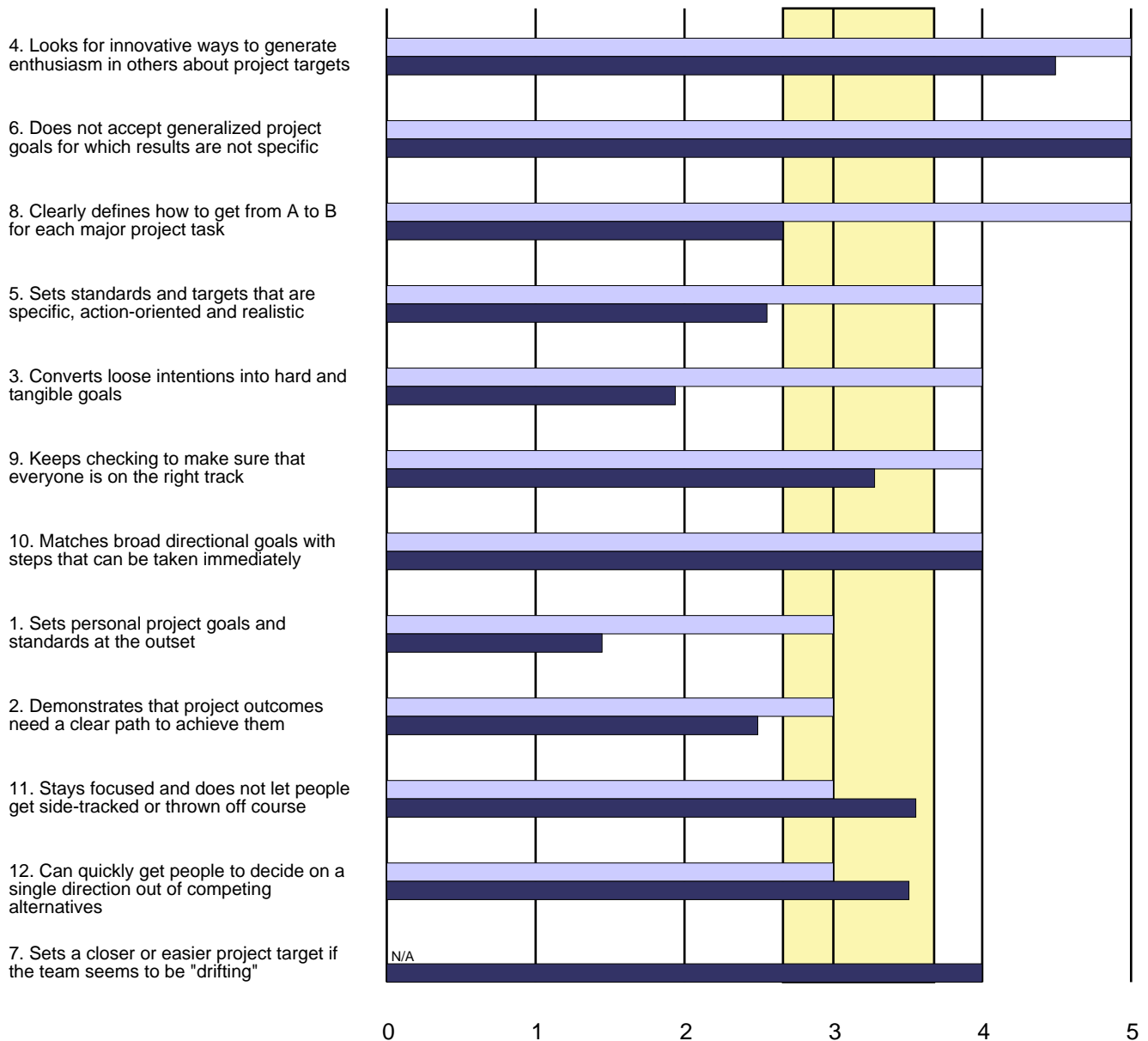
LOW (less than 2.75)

"Scores predominantly in the ones and twos ("almost never" and "occasionally") suggest this person might have trouble identifying and prioritizing project intentions, goals, and standards. However, others need to know which specific goals and standards are expected of them. This person tends to focus more on activities than goals, and is likely to give assignments without first collaborating with others to determine the project goals and standards to be met. "

HIGH (greater than 3.5)

"Scores predominantly in the fours and fives ("very frequently" and "almost always") suggest this person is adept at converting broad, vague, or general project intentions into goals, setting standards by which these should be achieved, and identifying the path to achieve them. High scorers are likely to enjoy developing concrete and practical standards of performance and project action plans that can be quickly and easily followed. This person can remain focused on one overall direction or course and will see that people are not distracted or side-tracked unless absolutely necessary. He/she will adjust course when required and keep everybody informed."

Project Management Effectiveness profile SETTING PROJECT GOALS AND STANDARDS



Self Norm

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Project Management Effectiveness profile SETTING PROJECT GOALS AND STANDARDS

Setting Project Goals & Standards refers to your ability to manage activities and projects using measurable goals and standards, while working with others to develop understanding and build commitment. This competency asks the question "How well do you evaluate and prioritize goals, intentions, and action standards, eliminate barriers to the goal-setting process and use targets to motivate people?"

Improvement actions

Low scorers need to weigh alternative courses of action to achieve a particular project result more effectively. They need to decide on the general direction and communicate it clearly, spelling out appropriate standards to achieve the final project result. Low scorers should try to get one or two other people to help them stay on track and consistently remind everyone of the project goals and targets they are working toward.

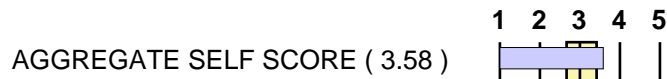
Setting Project Goals and Standards	<ul style="list-style-type: none">-Use a structured process to evaluate the different courses of action that are open to you within the project in order to achieve a particular goal or target.-Start setting clear project outcome goals for yourself, and then use that experience to set targets for others that are clear, concise and action-oriented.-Regularly review your particular project targets to ensure they are realistic and on track.-Before presenting detailed project goals, look for diverse opinions and share information in advance, so that those involved are not caught by surprise.-Work with individuals to develop specific standards for each project goal that you set.
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Project Management Effectiveness profile

PLANNING AND SCHEDULING WORK

Planning & Scheduling Tasks refers to your ability to manage projects and ongoing workflows by applying the major tools and techniques of management. This competency asks the question "How effectively do you analyze complex tasks, select and manage appropriate resources, use systems and techniques to plan and schedule work, and set checkpoints and controls for monitoring progress."

1 = almost never, 5 = almost always.



Interpretation

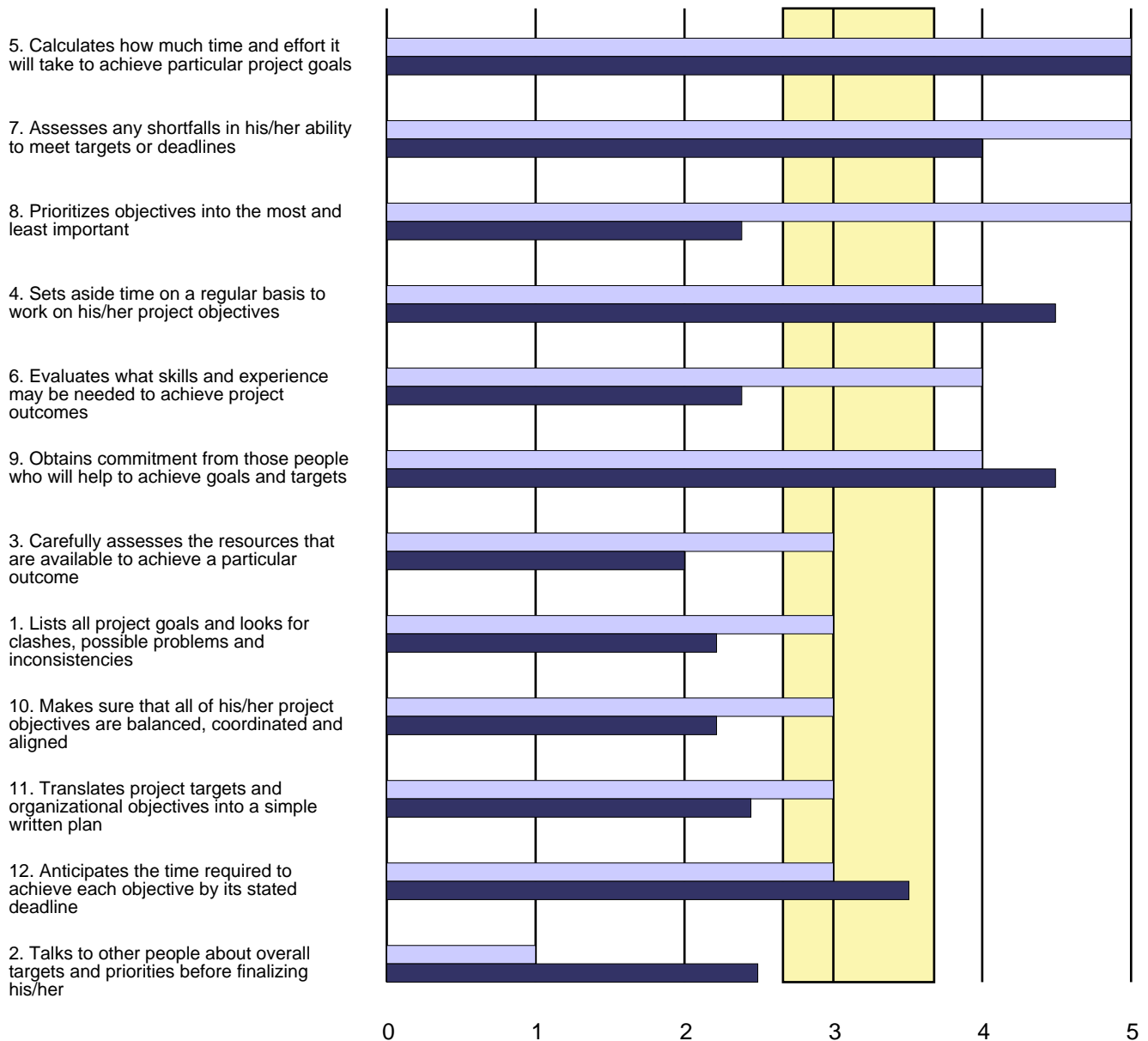
LOW (less than 2.75)

"Scores predominantly in the ones and twos ("almost never" and "occasionally") suggest this person often finds it difficult to exert much influence over the planning and scheduling of project activities. A variety of interruptions ("rush" projects, unscheduled delays, non-productive activities) make it very difficult to plan ahead. This person is therefore often forced to manage reactively by putting out fires instead of preventing them, which can be very frustrating to others."

HIGH (greater than 3.5)

"Scores predominantly in the fours and fives ("very frequently" and "almost always") suggest this person engages in quiet and reflective planning about how to achieve project goals. This person is likely to carefully assess available time and resources and organize him/herself and others to achieve the best result in a planned and ordered way. High scorers are likely to prioritize the time that is available, the people they need to call on to help, and the resources needed to achieve project objectives. A person who scores high in this area will understand risks and potential problems, and therefore develop contingency plans and alternative strategies."

Project Management Effectiveness profile PLANNING AND SCHEDULING WORK



Self Norm

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Project Management Effectiveness profile PLANNING AND SCHEDULING WORK

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Improvement actions

Low scorers need to take more time to plan and organize well before they start trying to achieve their project objectives. They must look for balance and coordination among objectives and be absolutely sure that they can properly meet project deadlines or targets. If not, plans or goals should be reassessed and better scope definition or rescheduling should occur.

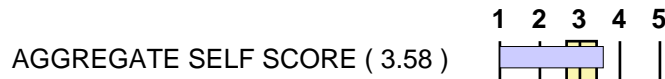
Planning and Scheduling work	<ul style="list-style-type: none">-Use a structured process to evaluate the different courses of action that are open to you within the project in order to achieve a particular goal or target.-Start setting clear project outcome goals for yourself, and then use that experience to set targets for others that are clear, concise and action-oriented.-Regularly review your particular project targets to ensure they are realistic and on track.-Before presenting detailed project goals, look for diverse opinions and share-Work with individuals to develop specific standards for each project goal that you set.
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Project Management Effectiveness profile

COMMUNICATION CLARITY

Communication clarity looks at how effectively you give clear information, as well how much you value they place on feedback. This category asks the question, "How well do you design and transmit your project messages, and take other people's responses into consideration?"

1 = almost never, 5 = almost always.



Interpretation

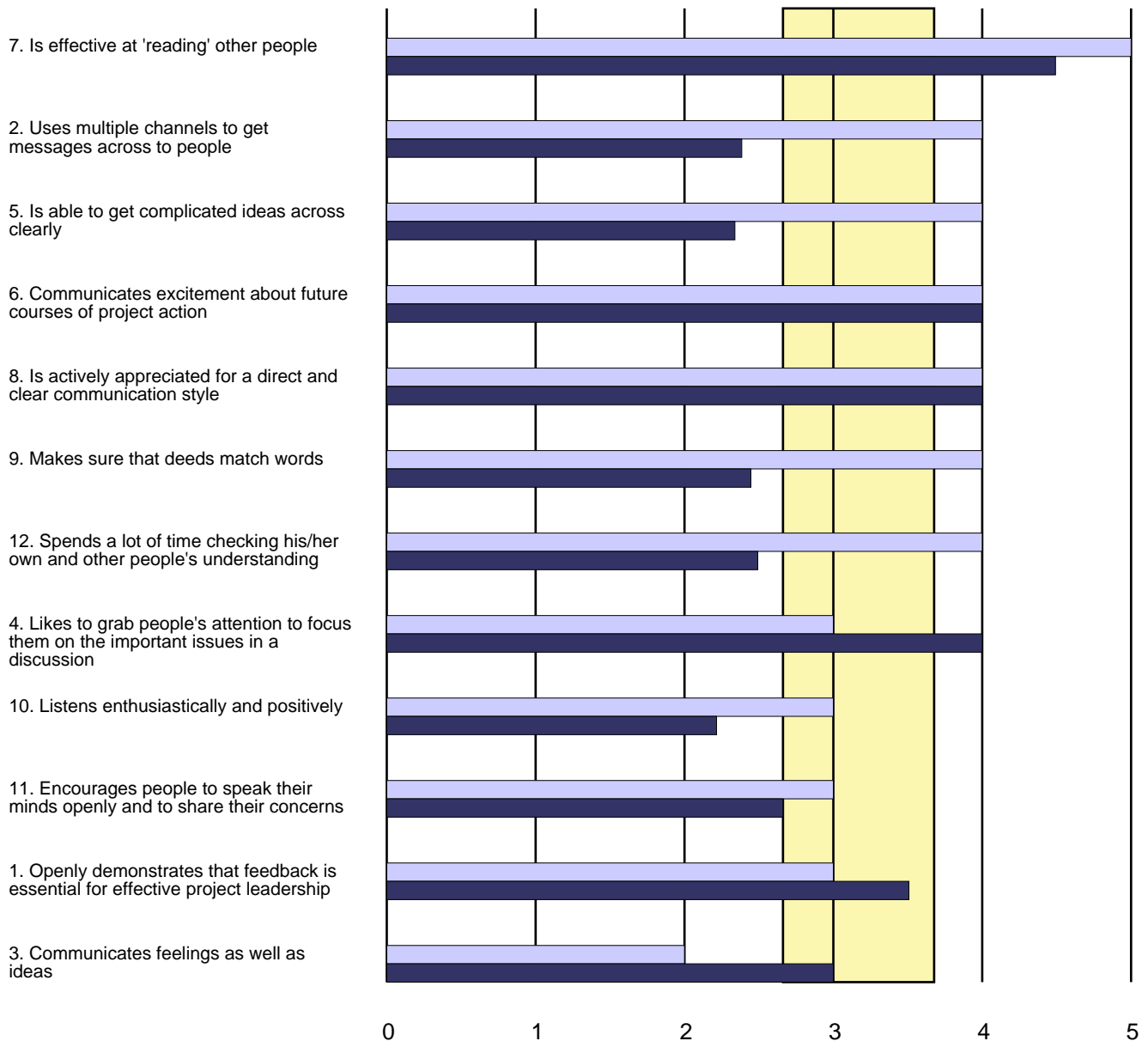
LOW (less than 2.75)

"Scores predominantly in the ones and twos ('almost never' and 'occasionally') are likely to mean that this individual may miss opportunities to communicate or spend too little time in designing the message, and thinking about how it might be optimally delivered. He/she is also likely to find little time to listen to feedback and to adjust accordingly. A low score person is likely to communicate 'on the run' with minimal preparation. Low scorers are likely to be perceived as poor communicators and poor listeners. They will find it difficult to get their messages across credibly, or in a way that inspires or enthuses the project team. "

HIGH (greater than 3.5)

"Scores predominantly in the fours and fives ('very frequently' and 'almost always') are likely to mean that this individual is highly conscious of the need to create an open and positive climate in which to listen and gather feedback effectively and efficiently. He/she is also likely to find ways to maintain clear and frequent communications using a range of different channels and methods. A high score person is likely to be seen as a highly approachable individual who ensures that information flows in both directions freely, sincerely and in a varied and interesting way. High scorers are likely to enjoy talking to and listening to people. "

Project Management Effectiveness profile COMMUNICATION CLARITY



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Project Management Effectiveness profile **COMMUNICATION CLARITY**

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Improvement actions

Low scorers need to engage in a rigorous self-assessment of their relative effectiveness as both listener and communicator. The analysis should be used to focus attention on areas of weakness or limitation. In addition, low scorers can review the actions taken by highly effective communicators and look to practice some of these habits wherever and whenever opportunities present themselves.

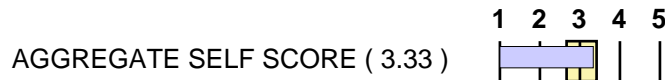
Communication Clarity	<ul style="list-style-type: none">-Give people time to finish speaking before forming a reply in your project conversations, and maintain your focus and concentrate as much as possible.-Use the information you gather to plan carefully what you say and how you say it, so that your message is well received more often.-Experiment with different communication methods or channels to appeal to a wider range of people.-Keep a log or a diary to record project performance feedback or comments, and make a point of talking to individuals in as direct a way as possible on a one-to-one basis.-Follow the main points or issues in all group project review meetings. Put your own views forward in a clear manner, explaining why you hold your particular position.
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Project Management Effectiveness profile

MANAGING UNDER PRESSURE ABILITY

Managing under pressure looks at your ability to keep calm and stay focused when under project pressure or in a crisis. This category asks the question, "When others are in chaos around you, can you remain effective?"

1 = almost never, 5 = almost always.



Interpretation

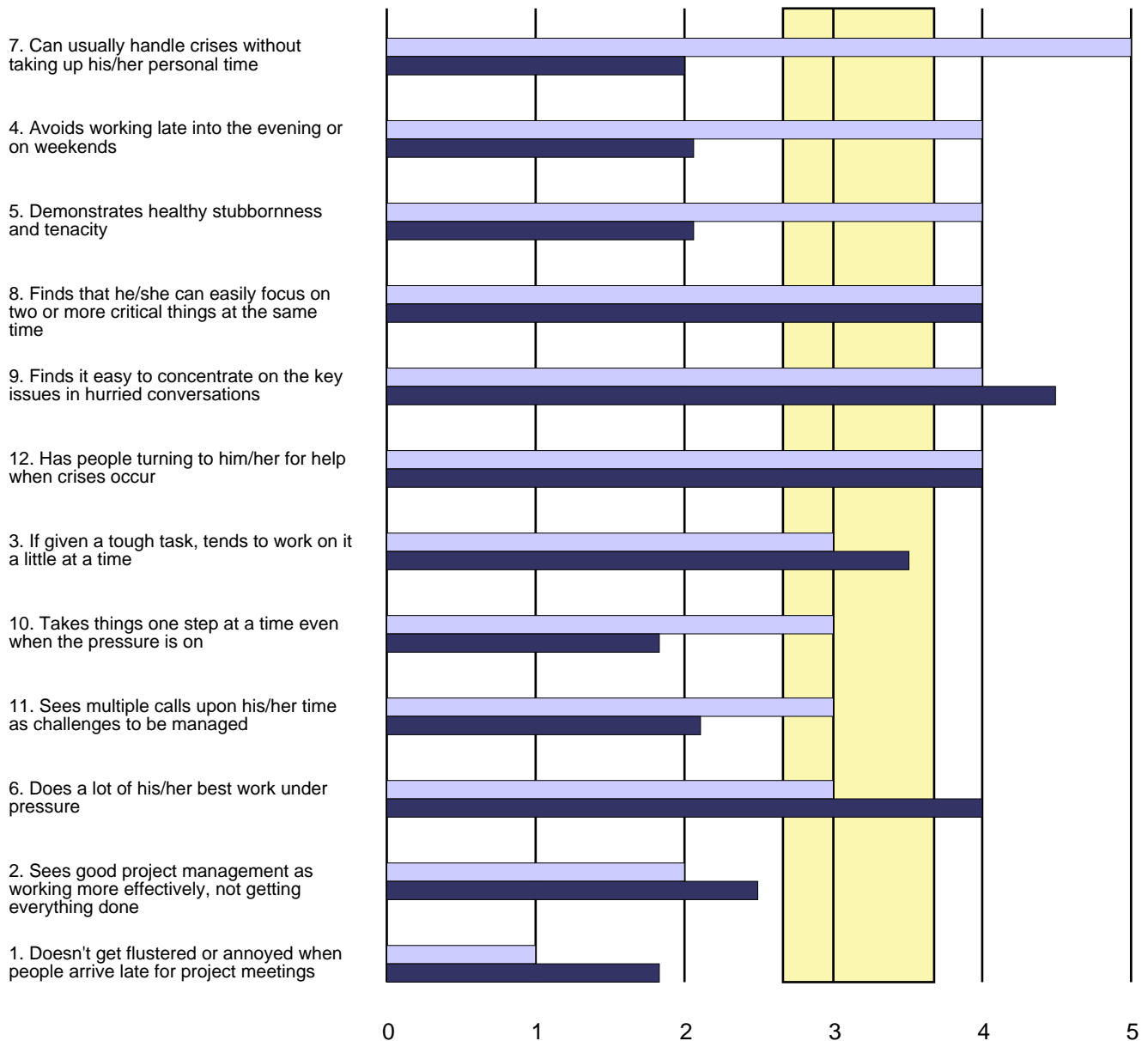
LOW (less than 2.75)

"Scores predominantly in the ones and twos ('almost never' and 'occasionally') are likely to mean this individual sees project pressure as something distracting or even able to take him/her entirely off-course. This can cause strain and worry. A low score person is likely to become flustered, disorganized or destabilized by high levels of project pressure or 'so-called' workload crises. This can lead to cutting corners, dropping priority tasks, working at home or late at night or even pressuring others, in some cases unnecessarily. "

HIGH (greater than 3.5)

"Scores predominantly in the fours and fives ('very frequently' and 'almost always') are likely to mean that this person manages all types of project pressure in a relatively relaxed and flexible way, rather than seeing it as a threat to key priorities or final outcomes to be achieved. A high score person is likely to see pressure as an inevitable part of day-to-day project life and accommodate it in the best way possible when it occurs. This individual is also likely to find creative ways to make extra time available and carefully avoid letting the pressure encroach on personal or reflective time. "

Project Management Effectiveness profile MANAGING UNDER PRESSURE ABILITY



Self
 Norm

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Project Management Effectiveness profile MANAGING UNDER PRESSURE ABILITY

Managing under pressure looks at your ability to keep calm and stay focused when under project pressure or in a crisis. This category asks the question, "When others are in chaos around you, can you remain effective?"

Improvement actions

Low scorers need to accept that project pressure is something to be flexibly managed. Strong efforts need to be made to 'protect' planning time, thinking time, break time and relaxation time, particularly when pressure is at its greatest. Ultimately, project pressure should be viewed as something requiring a creative response. Steps should be taken to reduce pressure, rather than accepting it as a long-term 'norm'.

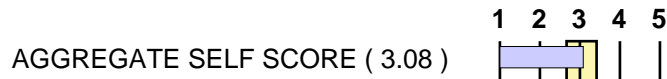
Managing under Pressure ability	<ul style="list-style-type: none">- Regularly engage in some quiet reflective thinking on the types of pressure or crises that can arise in the particular project.- Develop a range of flexible coping strategies that can be deployed when problems occur. This might include more planning, stronger prioritization, delegation, more short breaks or a number of other coping tactics.- Plan short breaks into your day and your week to keep personal energy at optimal levels.- Involve other people on the project team when tough challenges and high levels of project pressure arise.
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Project Management Effectiveness profile

ORGANIZATION AND DELEGATION SKILLS

Organization and Delegation Skills looks at whether you assess what you are capable of achieving and obtain assistance from others in an organized manner when necessary. This category asks the question, "How well do you organize and spread your tasks or workload so you can manage it effectively?"

1 = almost never, 5 = almost always.



Interpretation

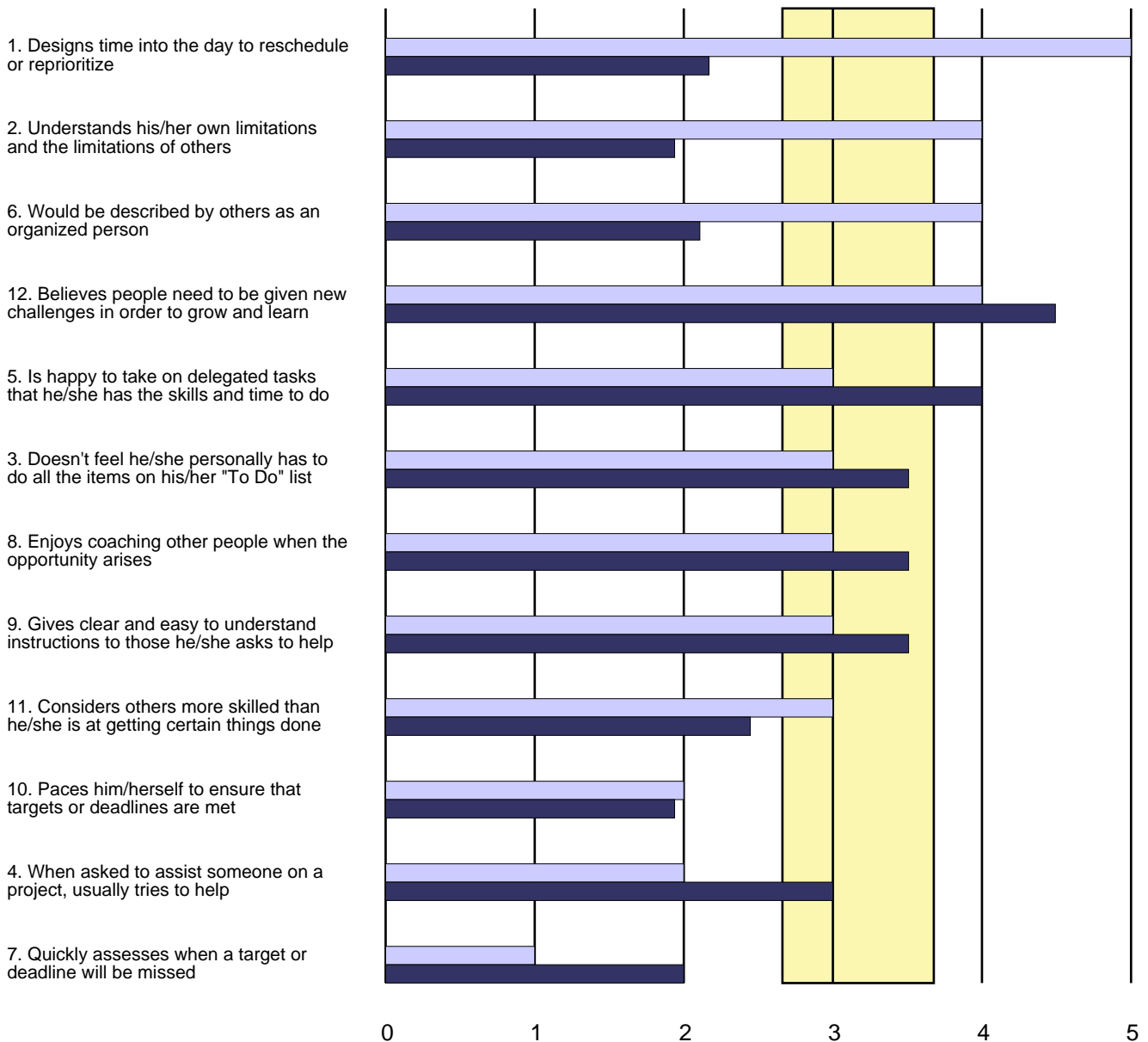
LOW (less than 2.75)

"Scores predominantly in the ones and twos ('almost never' and 'occasionally') are likely to mean that this individual is often disorganized and can take on too much work, seeing asking for help from others as a sign of weakness or failure. Alternatively, he/she may see other people as far less capable or skilled and therefore not trust them to complete project tasks. A low score person is likely to personally take on most tasks and may have an "if a job is worth doing well, it's better to do it yourself" attitude. This can lead to frequently having to work harder to catch up or working longer hours rather than thinking how to spread the workload more creatively."

HIGH (greater than 3.5)

"Scores predominantly in the fours and fives ('very frequently' and 'almost always') are likely to mean that this person recognizes personal organizational challenges and skill limitations and how much time he/she has available, and looks for ways to get others to help. A high score person is likely to carefully evaluate any personal limitations against their project workload and look for ways to match people, resources and tasks as much as possible (even when the available people do not work directly for them at times). "

Project Management Effectiveness profile ORGANIZATION AND DELEGATION SKILLS



Self
 Norm

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Improvement actions

Low scorers need to invest more time and energy in better preparation and organizational activity, and sharing their skills with others. They also need to accept that others are likely to be able to tackle some tasks as well, if not better, than they can. Small tasks can be delegated experimentally to start with, or alternatively low scorers might look to 'trade' work that they enjoy (or are good at) with work that they don't do as well as other colleagues. The more this co-operative way of working is practiced, the more naturally delegation is likely to occur.

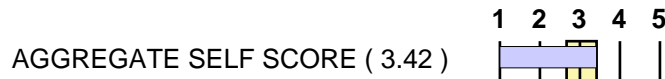
<p>Organization and Delegation skills</p>	<ul style="list-style-type: none"> -Find quiet time each day to look at the outcomes that have to be achieved that day or week (and especially those that are on the project "critical path"). -Think about your colleagues, their skills and abilities relative to your own, and the workload you all face in a given day or week (including the peaks and troughs). -Try not to make commitments until you have looked at your overall project workload, worked out what is possible and considered how much reorganization any new commitments would require of you and others. -Look at your own skills and abilities and develop a list of tasks and activities that could become the basis of discussion for delegating to others.
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Project Management Effectiveness profile

MAKING DECISIONS & WEIGHING RISK

Making Decisions & Weighing Risk refers to your ability to systematically examine project options. This category asks the question "how well do you identify limits, outcomes and risks, assign weights to each possible alternative and select the option that best meets the desired project outcomes?"

1 = almost never, 5 = almost always.



Interpretation

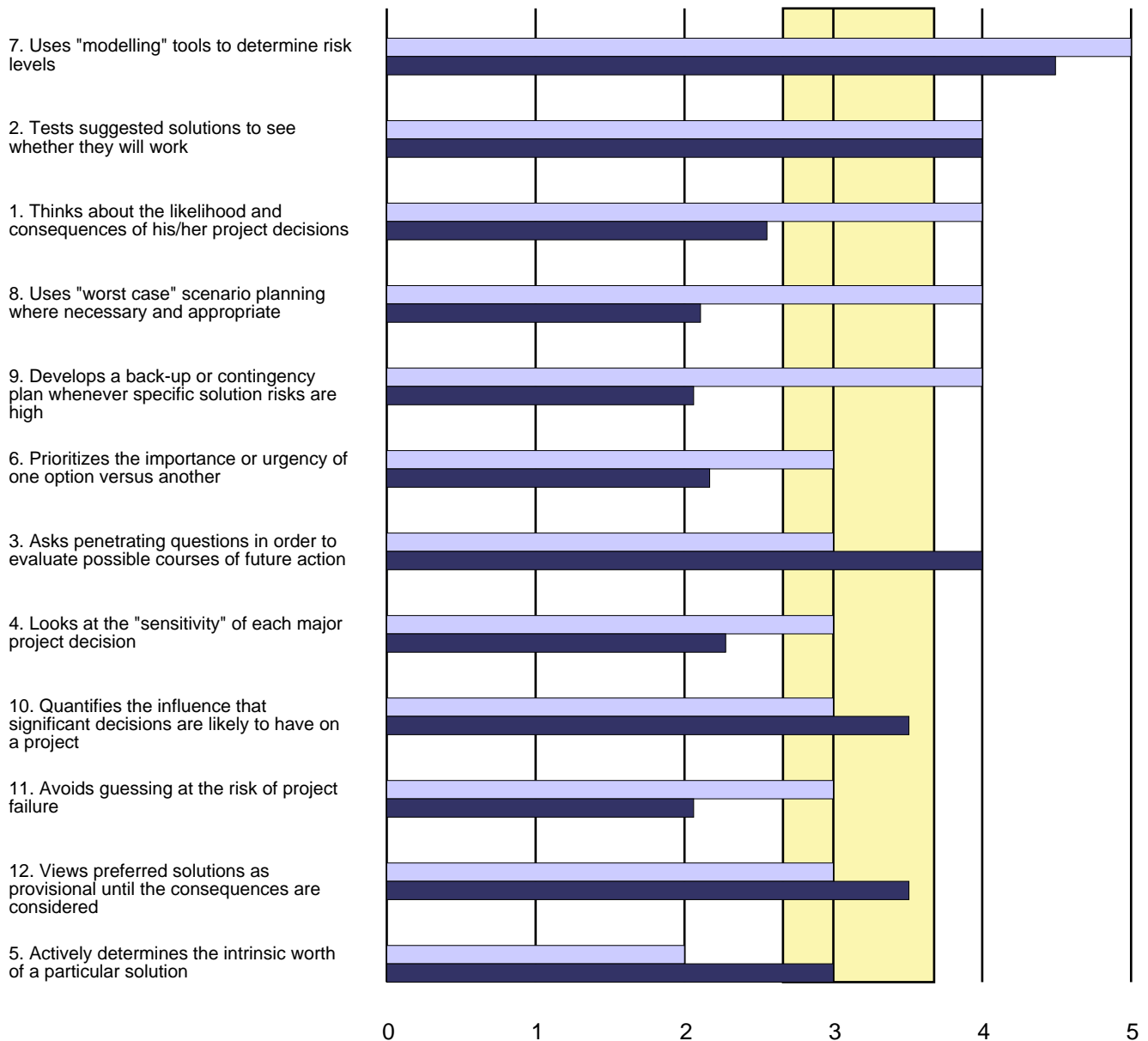
LOW (less than 2.75)

"Scores predominantly in the ones and twos ("almost never" and "occasionally") suggest this person makes dozens of small decisions with ease every day, but has difficulty with larger decisions that require the evaluation of many factors. Low scorers are likely to ignore consequential risk or impact, heavily underestimating any adverse consequences that might arise from a particular course of action. They tend to start implementing a project solution without adequate planning and will either make unnecessary mistakes or find that new and unforeseen problems arise that are not easily resolved. "

HIGH (greater than 3.5)

"Scores predominantly in the fours and fives ("very frequently" and "almost always") suggest this person automatically considers the potential risks that exist for a chosen course of action or significant decision during a project. He/she generally evaluates any possible consequences and the likelihood of their occurring before making a final decision. High scorers tend to evaluate project ideas and strategies in terms of their potential future impact, but will also find ways to raise awareness of possible risks for others. They are likely to point out any difficulties or problems that may need more focus or effort. "

Project Management Effectiveness profile MAKING DECISIONS & WEIGHING RISK



Self Norm

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Project Management Effectiveness profile MAKING DECISIONS & WEIGHING RISK

Making Decisions & Weighing Risk refers to your ability to systematically examine project options. This category asks the question "how well do you identify limits, outcomes and risks, assign weights to each possible alternative and select the option that best meets the desired project outcomes?"

Improvement actions

Low scorers need to understand that all strategies carry at least some degree of risk, and should take more time trying to measure it in practical terms. Where the risk is not obvious, low scorers should question the likely impact of decisions and what contingency plans have been put in place should something go wrong. By learning how to use techniques such as a decision matrix, low scorers can greatly improve their ability to successfully make larger decisions.

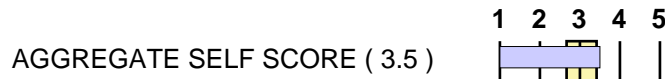
<p>Making Decisions & Weighing Risk</p>	<ul style="list-style-type: none"> -Think about the subject of risk from two perspectives: "likelihood" – the frequency with which project problems or difficulties might occur; and "consequence" – the severity of the potential impact. -Design the criteria by which you are going to evaluate different project execution options with relative risk being a key determinant. -Review all of the forward option options so you know, each time, that you are making a sound decision. -Listen carefully and patiently until all the project information available is understood. Then, and only then, make a decision. -Before reaching a decision, evaluate the factual data and argue in your own mind the pros and cons of multiple courses of action. That will help you confidently reach a decision, present or propose it, and stick with it.
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Project Management Effectiveness profile

CHANGE HANDLING ABILITY

Change Handling Ability looks at how well you deal with project scope and performance changes whenever they arise. This category asks the question "How quickly and flexibly do you adjust your plans and priorities when change inevitably occurs?"

1 = almost never, 5 = almost always.



Interpretation

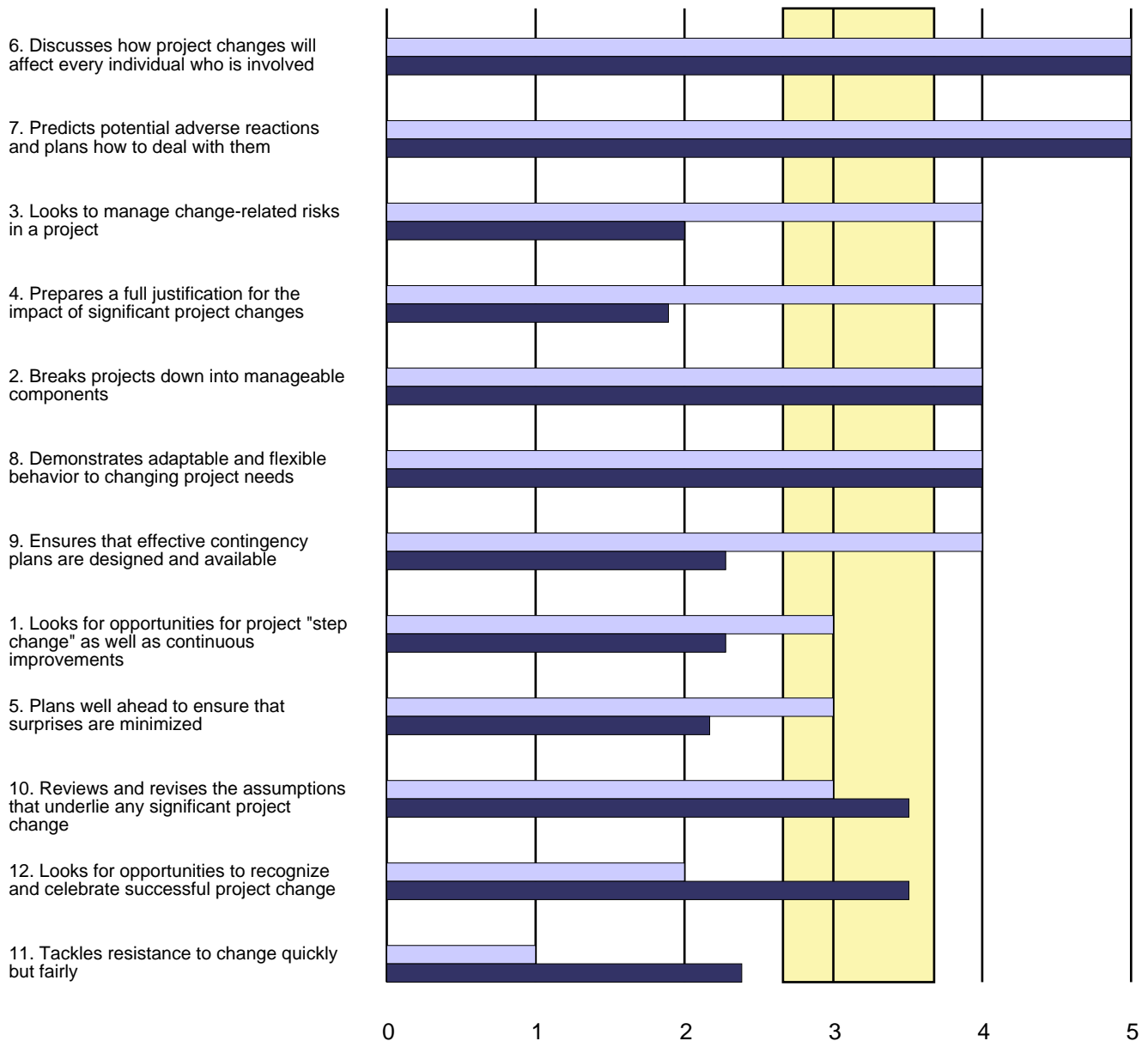
LOW (less than 2.75)

"Scores predominantly in the ones and twos ('almost never' and 'occasionally') are likely to mean that this individual may become caught up in project change situations unwittingly and find that he/she is often in situations that are not easily controllable. This person is also likely to find that such change has a range of unexpected twists and turns, to which there seem to be no easy answers. A low score person is likely to find anything other than minor project changes frustrating and commanding of much more time and energy than desirable. As a result, he/she may feel a hostage to fortune and may therefore suffer higher levels of stress than others. "

HIGH (greater than 3.5)

"Scores predominantly in the fours and fives ('very frequently' and 'almost always') are likely to mean that this individual will be comfortable with both personal change and in helping others to cope with project changes forced upon them during a given project. To do this, he/she is likely to quickly find ways to plan how to tackle what is ahead and then look to strongly work the plan that has been created. A high score person is likely to anticipate change well and take early pro-active steps to be as prepared as possible. In addition, the high score person is likely to maintain a flexible attitude and disposition, and have the apparent time and capacity to readily absorb pressure and even assist others around him/her. "

Project Management Effectiveness profile CHANGE HANDLING ABILITY



Self Norm

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Project Management Effectiveness profile **CHANGE HANDLING ABILITY**

Change Handling Ability looks at how well you deal with project scope and performance changes whenever they arise. This category asks the question "How quickly and flexibly do you adjust your plans and priorities when change inevitably occurs?"

Improvement actions

Low scorers should try to become less consumed by day-to-day activities and priorities and spend much more time in anticipating what might be around the corner. Low scorers can also talk to effective agents of personal and wider project change and learn what coping strategies they adopt for various situations and circumstances.

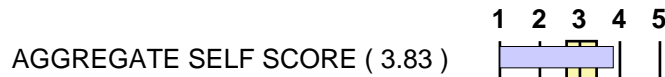
Change Handling ability	<ul style="list-style-type: none">-Design regular time into your day or week to think about the medium or long-term project future (not just your day-to-day or most pressing issues or problems).-Imagine a range of possible project outcomes or results that could come about (internal or external) so as to be better prepared should changes occur.-Carefully consider what you might need to do now to accommodate the most significant change scenarios, if they were to occur.-Actively look for opportunities to introduce 'step-change' project initiatives rather than small incremental improvements whenever the benefits are clear to see.-Help others to come to terms with significant project scope or performance changes and challenge any resistance firmly but fairly at all times.
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Project Management Effectiveness profile

PROJECT RESULTS ORIENTATION

Project Results Orientation looks at how well you maintain focus on the results or goals that are important. This category asks the question, "How well do you distinguish between what is important and what is merely urgent in a project?"

1 = almost never, 5 = almost always.



Interpretation

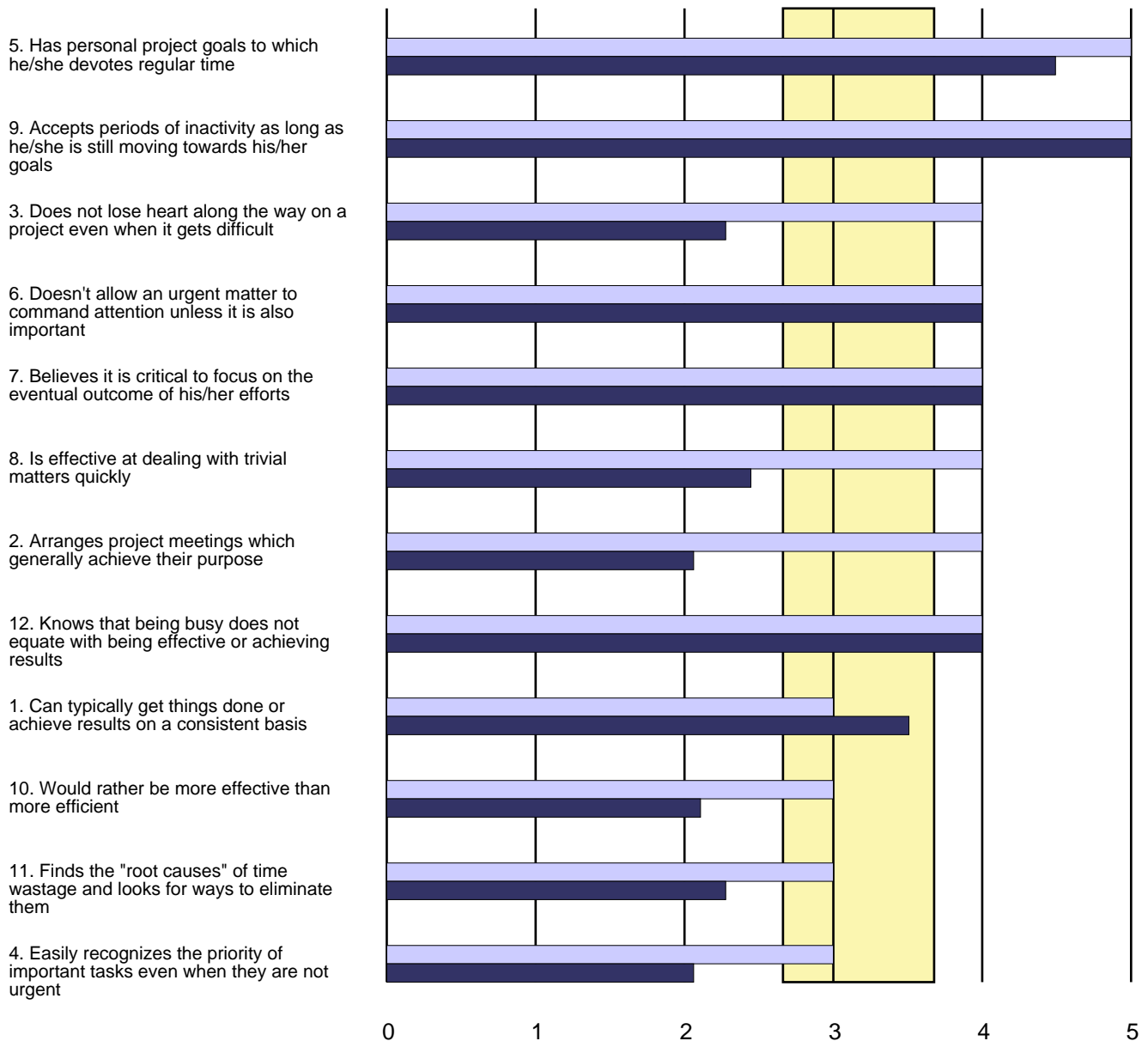
LOW (less than 2.75)

"Scores predominantly in the ones and twos ('almost never' and 'occasionally') are likely to mean this individual may spend insufficient time thinking about which project tasks or activities can move him/her closer to his/her project goals. Low results orientation can also mean incorrectly seeing activity as being synonymous with productive work or output. Low scorers will often think they are "juggling with a lot of balls in the air" but in reality may be achieving little. Completing tasks or expending effort without direction ultimately means that important project work or personal goals do not get done quickly enough. "

HIGH (greater than 3.5)

"Scores predominantly in the fours and fives ('very frequently' and 'almost always') are likely to mean this person retains a strong awareness of what is important and of high priority in a given project. This will often mean asking others to be very clear about what needs to be achieved, and deciding whether this has precedence over current plans. High score people will usually understand that the tasks or projects they spend the majority of their time doing should achieve results that are important to themselves personally and/or to their organization."

Project Management Effectiveness profile PROJECT RESULTS ORIENTATION



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Project Results Orientation looks at how well you maintain focus on the results or goals that are important. This category asks the question, "How well do you distinguish between what is important and what is merely urgent in a project?"

Improvement actions

Low scorers need to keep an up-to-date list of what is important (or what results they would like to achieve) and when it needs to be completed by. Having done this, they should plan their work and organize their time to ensure that anything that is trivial or of low value takes up only minimal time in their day. The majority of their day should be utilized working on things that will move them closer to their project goals.

Project Results orientation	<ul style="list-style-type: none">-Write down your major project-related goals for the week or month ahead and how much time you think you'll need to work on each. Write down the steps and tasks that will help you to move toward your targets and make sure they are built into your project planning, scheduling and organizational processes.-Plan how you will maintain your focus and energy to achieve project success.-Practice being more assertive about your own needs by telling people about your important project targets. Inform them firmly that these cannot be compromised or put to one side or ahead of issues that are less important.-Look for opportunities to improve your skills and knowledge in many and different ways every day to achieve better overall project results.-Always seek to maintain the courage of your convictions and demonstrate calm assured confidence in your decisions.
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THE '10/10' REPORT

Top 10 development needs

		scores
Organization and Delegation skills	7. Quickly assesses when a target or deadline will be missed	1.0
Change Handling ability	11. Tackles resistance to change quickly but fairly	1.0
Planning and Scheduling work	2. Talks to other people about overall targets and priorities before finalizing his/her	1.0
Managing under Pressure ability	1. Doesn't get flustered or annoyed when people arrive late for project meetings	1.0
Managing under Pressure ability	2. Sees good project management as working more effectively, not getting everything done	2.0
Communication Clarity	3. Communicates feelings as well as ideas	2.0
Change Handling ability	12. Looks for opportunities to recognize and celebrate successful project change	2.0
Making Decisions & Weighing Risk	5. Actively determines the intrinsic worth of a particular solution	2.0
Organization and Delegation skills	4. When asked to assist someone on a project, usually tries to help	2.0
Organization and Delegation skills	10. Paces him/herself to ensure that targets or deadlines are met	2.0

Top 10 strengths

Organization and Delegation skills	1. Designs time into the day to reschedule or reprioritize	5.0
Making Decisions & Weighing Risk	7. Uses "modelling" tools to determine risk levels	5.0
Change Handling ability	6. Discusses how project changes will affect every individual who is involved	5.0
Change Handling ability	7. Predicts potential adverse reactions and plans how to deal with them	5.0
Project Results orientation	5. Has personal project goals to which he/she devotes regular time	5.0
Setting Project Goals and Standards	6. Does not accept generalized project goals for which results are not specific	5.0
Setting Project Goals and Standards	8. Clearly defines how to get from A to B for each major project task	5.0
Project Results orientation	9. Accepts periods of inactivity as long as he/she is still moving towards his/her goals	5.0
Setting Project Goals and Standards	4. Looks for innovative ways to generate enthusiasm in others about project targets	5.0
Planning and Scheduling work	7. Assesses any shortfalls in his/her ability to meet targets or deadlines	5.0

COURSE AND READING SUGGESTIONS

The following are general reading and course suggestions that may help you to better understand the two categories in which your scores were the lowest and to assist you in writing your development plan.

Organization and Delegation skills

Organization and Delegation Skills looks at whether you assess what you are capable of achieving and obtain assistance from others in an organized manner when necessary. This category asks the question, "How well do you organize and spread your tasks or workload so you can manage it effectively?"

Course Suggestions

- Delegation skills
- Planning and Organization
- Time management and prioritization
- Giving and receiving feedback
- Project management skills

Reading Suggestions

- Making Things Happen: Mastering Project Management (Theory in Practice (O'Reilly), Scott Berkun
- Getting Organized at Work: 24 Lessons for Setting Goals, Establishing Priorities, and Managing Your Time, Kenneth Zeigler
- If You Want It Done Right, You Don't Have to Do It Yourself!: The Power of Effective Delegation, Donna M. Genett
- A Guide to the Project Management Body of Knowledge: (PMBOK Guide), Project Management Institute
- The Delegation Pocketbook, Dr Jon Warner

Other Suggestions

- Bringing about good overall project organization starts with you so the more time spent on getting your personal workload organized and tasks delegated wherever possible and sensible creates a sound foundation for longer term success.
- If you feel comfortable to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your goal and standard-setting skills and other possible support they may be able to offer.

COURSE AND READING SUGGESTIONS

Managing under Pressure ability

Managing under pressure looks at your ability to keep calm and stay focused when under project pressure or in a crisis. This category asks the question, "When others are in chaos around you, can you remain effective?"

Course Suggestions

- Pressure/stress management
- Planning and Organization
- Neuro-Linguistic Programming
- Personal time management
- Relaxation skills

Reading Suggestions

- Project Manager's Spotlight on Change Management (Project Managers Spotlight), Claudia M. Baca
- The Handbook of Program Management: How to Facilitate Project Success with Optimal Program Management, James T Brown
- The 7 Habits of Highly Effective People, Stephen R. Covey
- Performance Under Pressure: Managing Stress in the Workplace (Manager's Pocket Guide Series), Heidi Wenk Somaz and Bruce Tulgan
- Get a Grip!: Overcoming Stress and Thriving in the Workplace, Bob Losyk

Other Suggestions

- Recognize early on that pressure is an inevitable part of project management and that coping well relies on good planning, effective stress management methods and taking the time to relax for at least some time every day.
- If you feel comfortable to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your goal and standard-setting skills and other possible support they may be able to offer.

DEVELOPMENT PLAN

Use the space below to write out your personal development plan for the next 12 months based on your results. Draw upon the general improvement actions in relevant areas of the report and ideas that are suggested in the attached coaching tips.

Development Area: Quickly assesses when a target or deadline will be missed		1.0	N/A	N/A
Action to Take:	Target Date:			
Development Area: Tackles resistance to change quickly but fairly		1.0	N/A	N/A
Action to Take:	Target Date:			
Development Area: Talks to other people about overall targets and priorities before finalizing his/her		1.0	N/A	N/A
Action to Take:	Target Date:			
Development Area: Doesn't get flustered or annoyed when people arrive late for project meetings		1.0	N/A	N/A
Action to Take:	Target Date:			
Development Area: Sees good project management as working more effectively, not getting everything done		2.0	N/A	N/A
Action to Take:	Target Date:			

Quickly assessing when a target or deadline will be missed

Targets or deadlines are vital to any delegation exercise – they are the main means of project control and feedback that are essential to avoid the delegator’s worst nightmare: failure because the delegate or delegates are not up to the task. There are a number of ways and means of keeping such control:

1. Make sure that all targets and goals satisfy the SMART criteria: that is, they should be Specific, Measurable, Achievable, Relevant, and confined within a specific Timeframe. If they are not, then the fault may be with you, the delegator, for not briefing correctly.
2. Be on the lookout for signs that delegates may be in trouble with their delegated task. For example: project milestones or deadlines are missed, they are making excuses, the quality of work being done is poor, rework is necessary and mistakes made.
3. It’s important not to be a back-seat driver when delegating project tasks; staying too closely involved can inhibit delegates and even prompt them to make more mistakes. On the other hand, it’s important not to step back completely. You’ve got to strike a balance, by always being available, making tactful suggestions when small mistakes are obviously about to be made, but also ready to set aside tact and read the “riot act” when it appears that serious mistakes are imminent.
4. Supervising at a distance can sometimes be harder work than supervising directly. Sometimes management can help by walking around, chatting with people, plugging into the grapevine, listening and observing. Striking a balance between a hands-off and a hands-on presence is quite difficult, but it can be done.
5. If you have reservations about being too overbearing, and have become perhaps a bit too tactful, simply remember who is ultimately responsible to make sure the task is done. That person is you.



Tackling resistance to change quickly but fairly

Change will always meet with some resistance because:

1. Personal dislike/distrust of the person pushing for the change.
2. Fear of the unknown/insecurity/fear of experimenting.
3. Historical factors, relating to how previous situations have been handled.
4. Misinformation; don't understand what's happening and why.
5. People's core skills are threatened.
6. Low trust within the organization.
7. Fear of failure, making mistakes, looking stupid.
8. Strong peer group norms to conform to.
9. Change comes from management, therefore oppose it.

You can often pre-empt resistance by anticipating and understanding people's reservations, taking steps to accommodate concerns in your overall planning and gathering evidence to counter possible objections, fears and difficulties.

We all experience times when there are more opportunities for change to occur than it would be possible to manage or handle without overloading people and systems. Consequently, in order to be effective, we need to establish some sense of order by adopting a planned approach to managing change in some way. The first step in taking such an approach is to recognize that most significant change is actually like a roller coaster ride in terms of our emotional response to it. Our initial denial is usually followed by anger or resistance. However, we usually start to accept the change even though our spirits may be only slowly recovering from their low.

In organizational life, while it would be excellent to find a fool proof recipe for change management success, the reality is that there is no magic formula. Each process of change is unique because it is a product of the dynamics associated with the **people** involved and the **situation** at that time. The potential diversity of these two elements is such that rather than seeking to develop one panacea, from these low points we often slowly start to test the new circumstances and accept the change. By recognizing that there is almost always a positive "light at the end of the change tunnel", our journey through the darkness at the outset may not seem as bad, and we develop a **repertoire** of skills and approaches to manage ourselves and others. In that way, we can tailor make our approach according to the nature of the change in which we are involved.

It is simplistic to suggest that people resist change for purely emotional reasons. In fact resistance is usually the result of legitimate, reasonable and predictable causes. It is the project leader's job to therefore correctly identify these reasons and to deal with them firmly in the fairest way possible.



Talking to other people about overall targets and priorities before finalizing your own

One of the most important parts of the project goal setting process is to talk about what is intended and to share ideas about how the targets can be best achieved. Quite apart from obtaining useful input from many different quarters, this helps to ensure that individuals become aware of one another's specific objectives and are thereby given the opportunity to optimize their overall efforts.

At a project-wide level we cannot set objectives or targets in a vacuum. In other words, if we keep our individual objectives to ourselves individually, we run several risks as a result of the potential lack of communication and co-ordination. This includes risks such as setting similar goals, many people looking to draw on the same resources, people in the same team pulling in different or even opposite directions, minimal potential to work co-operatively, etc.

Such problems can easily be overcome by ensuring that everyone in a particular project team makes sure that targets and priorities are discussed well before they are finalized, and in so doing takes full account of what is heard to adjust and redraft goals to get the best overall team result.

Consider the following to improve your overall effectiveness in this area:

1. Agree to a process with your project team in relation to how to draft target-setting efforts in a way that they can be efficiently and effectively shared so that each person has the opportunity to comment or make suggestions.
2. Put your draft project objectives in a clear and concise form that you can easily share with colleagues so they can understand what it is you aspire to do, how and by when.
3. Take a direct interest in the targets and priorities of immediate work colleagues and team members. Use your review to judge the extent to which there are potential clashes or problems, or conversely, opportunities to pool resources and effort.
4. Openly discuss the ways in which individual group or overall project targets and priorities may be achieved by working co-operatively, sharing effort, combining objectives well before finalizing individual written goals.
5. Allow your final project goals to reflect what you learn from others, making sure that prioritization requirements, appropriate time frames, availability of resources and potential clashes are taken fully into account.



Not getting flustered or annoyed when people arrive late for project meetings

Project meetings can be terrible time wasters, but if managed correctly, can be extremely effective tools for getting things done. Obviously, it makes sense for all relevant people to be at the meeting, and to arrive for the meeting on time so that the meeting can achieve the maximum flow of information spreading and decision making. This, however, doesn't always happen. So how do you react when it doesn't? You don't have to get stressed. Here's why, and how:

1. Do everything that you can to prevent late arrivals. Clearly spell out the start times on the agenda, and make sure that the agenda is circulated well in advance of the project meeting. Have someone responsible – for example, the meeting coordinator – contact everyone beforehand to remind them of the date, time and place. Rituals like this will not prevent all cases of late arrival, but they will certainly reduce the incidence.
2. If a person is needed for a certain item on the agenda, but is not present, then reschedule that item if possible.
3. To minimize upset when people arrive late, have any documents needed for the meeting placed in front of all seats or on a table near the door of the meeting room.
4. Calmly announce to the latecomer or latecomers what item on the agenda the meeting is up to, and where appropriate, give a brief summary of the meeting's proceedings up until the current point.
5. Resist the temptation to criticize or discipline the latecomer/s in front of others. If you feel that there is a problem – for example, if the late-coming behavior is common, or if the latecomer causes major disruption in the meeting – then talk to the person or persons in a private session afterwards.
6. Another reason to avoid blowing your stack is that the latecomer may be trying – consciously or unconsciously – to wind you up, or provoke you. This is not all that likely, but it has been known to happen. If you hit the roof when this type of person behaves like a naughty child, then you are merely giving such a person what he or she wants. Don't fall for it.



Seeing good project management as being more about working more effectively, rather than getting everything done

People sometimes think that good project management is all about efficiency, but that is not the case. Effective project management is all about effectiveness and efficiency. The two terms sound similar, but they are in fact very different: efficiency is about doing things right; effectiveness is about doing the right things. Good project management predominantly means working more effectively most of the time.

Try these approaches to help you be more effective:

1. If efficiency is about doing things right; and effectiveness is about doing the right things, then how do you know what the right things are? What is your job role? Is it spelled out? If not, why not? Where is the demarcation line between what you need to do and what others need to do? Get all of these understandings on the table before beginning a task. If you don't have a road map, then how will you know if you have arrived at your destination?
2. Make sure that you can actually do what you think you should be doing. Is this where your strengths lie, or should it be done by someone else? You may want to learn new skills and grow in the job, but is this necessarily the right place and the right time for that to happen?
3. Be wary of the activity trap. Sometimes we prefer action – any kind of action – to any kind of analysis or careful consideration. This is a mistake, and a waste of your energy. Far better to conserve your energy and take time to work out what is best for you, then expend all your energy where it will achieve maximum payoff. Also, don't fall into the other part of the activity trap, the part where you think that thinking isn't real work. It is, you know.
4. Think about project priorities again and again. What is urgent, and what is important? Urgent matters tend to suck us into the activity trap, whereas important matters tend to be where we need to be more effective – doing things right. Respond to urgent matters, but don't be stampeded or spooked by them.
5. Things may need to be done, but is it you who needs to do them? Sometimes you need to delegate to others, rather than do things yourself. Just because you know how to do something (and quite possibly do it very well), does that mean that you should do it?

