### SESSION PLAN

**COURSE:** ABE Level 6 Advanced Project Management

**ELEMENT:** Element 3 – Project planning and benefits realisation

## **LEARNING OUTCOME 3**

**3 Critically discuss the strategic responsibilities of a project/programme manager (Weighting 25%)**

3.1 Develop an appropriate business case for a project

3.2 Discuss considerations in the management of resources and budget

3.3 Evaluate approaches for the identification and management of project/programme risks.

3.4 Discuss approaches to monitoring project/programme delivery against milestones

3.5 Critically discuss the meaning and importance of benefits realisation

**NUMBER OF SESSIONS:** Five - approximately 11-15 in total (plus self-study)

**SESSION TOPICS:** Session 1: Business case development for a project

 Session 2: Management of resources and budget

 Session 3: Risk identification and management

 Session 4: Monitoring of project and programme performance

 Session 5: Meaning of benefits realisation

**Note to tutors: this is the recommended session plan for learning outcome 3, element 3 of ABE Level 6 Advanced Project Management. You should follow the plan, using the resources (referenced as ‘slides’ here) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### SESSION 1: Business case development for a project

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 2-3 hours | Introduction to session and roles and responsibilities within typical project and programme structures | Use file: **6UAPM Tutor Presentation E3**Assessment criterion 3.1Go through the text of learning outcome 3, to introduce the scope of what is going to be covered. Define/explain roles in project and programme:* Project originator
* Project sponsor
* Project board
* Project manager or leader
* Project administrator
* Team members
* Project coach

Discuss responsibilities in project and programme management. | 1-7 | In small groups, identify what you want to learn from the element and come up with some personal learning objectivesStudents to discuss the elements making up the structure of a project or programme and how the elements influence one another. One student to list on the flip chart. | **6UAPM E3 LO3 Activity 1 –** The roles & responsibilities  |
| The business case | What is the purpose of a business case?What are the components of a business case?Who is the business case for?Outline and explain the purpose of a project business case and how it brings together various components that impact the decision about a project. Identify the main stakeholders the business case is for and discuss what might influence their decision. List on flip chart.Discuss key findings of articles in class. Brief individual class exercise, which can be set as homework if you prefer.. | 8-13 | Read the following article:H. Frank Cervone, (2008) "Developing the business case for a digital library project", OCLC Systems & Services: International digital library perspectives, Vol. 24 Issue: 1,pp.18-21. (This article will be available in your online student resources.)Discuss the article and key findings in groups, allow 30 minutes. In your group, using the business template from the study guide, table 1, develop a business case for your chosen organisation and project. Present the business case to the class. Role play the project manager presenting the case and the two main stakeholders he is presenting to; including question and answers. (Individual class exercise)Critically evaluate the process for constructing the business case for your chosen project. What problems did you encounter, what did you learn? | **6UAPM E3 LO3 Activity 2 –** The business case |
| Review of session and learning outcomes | Ask students to prepare for the next session by reading the next section of the chapter in the study guide.  |  |  | **6UAPM E3 LO3 Activity 3 –** Constructing the business case |

### SESSION 2: Management of resources and budget

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative assessment** |
|  2-3 hours | Introduction to session and identifying and planning of resources | Use file: **6UAPM Tutor Presentation E3**Assessment criterion 3.2What kind of resources are needed in a project?How do they influence each other?How do you establish the cost?Explain the different types of resources and estimating project costs. What is a top down and bottom up approachHand out an example of a local project requiring various resources and ask learners to research and establish real market cost.What means are available to reduce prices?Ask students to role play a price negotiation between project manager and external supplier for some of the prices established in the local example.Brief individual class exercise, which can be set as homework if you prefer. | 14-19 | In groups, research real life cost for the local example presented by the tutor. Compare results in class afterwards. (Individual class exercise)Read the article below and summarise key findings:R. Jayaraman, (2016) ["Project cost control: a new method to plan and control costs in large projects"](http://www.emeraldinsight.com/doi/abs/10.1108/BPMJ-10-2014-0102), Business Process Management Journal, Vol. 22 Issue: 6, pp.1247-1268. (This article will be available in your online student resources.)  | **6UAPM E3 LO3 Activity 4 –** Types of project resources |
|  | Creating and managing the budget | Show the following YouTube video:<https://www.youtube.com/watch?v=LwnLNMTOQFk>How to create a Project Budget – Project Management TrainingHand out a blank budget template and discuss its components in class.Ask the learners about the costs incurred in their chosen business and record them on the flipchart. In class, evaluate the presentations and ask constructive questions. What makes the project viable?Are there any costs that seems unnecessary? What can we do to cut project costs? |  | In groups, establish the cost and budget for your initially chosen organisation and project. Critically evaluate if the project is viable. What can you do to cut cost?Present in class.  | **6UAPM E3 LO3 Activity 5 –** The project budget |
|  | Review of session and learning outcomes | Brief individual class exercise, which can be set as homework if you prefer.Ask students to prepare for the next session by reading the next section of the chapter in the study guide.  |  | (Individual class exercise)Write a 1,500 essay on the steps in a budgeting process as it relates to the business you established in the first session. Do you think it is a good fit? |  |

### SESSION 3: Risk identification and management

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 2-3 hours | Introduction to session and learning outcomes | Use file: **6UAPM Tutor Presentation E3**Assessment criterion 3.3 | 20 |  |  |
| Risk identification |  Explain possible methods to identify risks. Discuss the findings of the Ryanair Case Study. | 21-27 | In pairs, review the Case Study: RyanAir in the study guide and identify the risks evident.  | **6UAPM E3 LO3 Activity 6 –** Risk identification |
| Risk factors and groups | What are the risk factors and risk factor groups?Examine and discuss risk factors within the project environment, ask learners to discuss why these factors are specific to projects and programmes. How can you determine the severity of risks? |  | In groups, with regards to your chosen organisation and project, identify and apply the severity risk scale. Present findings in class. | **6UAPM E3 LO3 Activity 7 –** Risk factors |
| Dealing with negative risks | How can you deal with negative risk?Discuss the 4 possible ways to deal with negative risks and introduce the concept of a risk register to your learners. Show the following Youtube video:<https://www.youtube.com/watch?v=aKRJloSAXnI>Example in Risk Register how to create a risk register using excelAsk them to find or construct such a register. |  | In groups, take the findings of the previous exercise and construct a risk register. Present findings in class. | **6UAPM E3 LO3 Activity 8 –** Risk management |
| Review of session and learning outcomes | Brief individual class exercise, which can be set as homework if you prefer. Provide a local project example for learners to evaluate possible risks and flaws.Ask students to prepare for the next session by reading the next section of the chapter in the study guide.  |  | (Individual class exercise)Read the following article: H. Frank Cervone, (2006) ["Project risk management"](http://www.emeraldinsight.com/doi/abs/10.1108/10650750610706970), OCLC Systems & Services: International digital library perspectives, Vol. 22 Issue: 4, pp.256-262. (This article will be available in your online student resources.) Work individually in class to produce 1,000 words identifying the possible risks and flaws in project planning using examples from local business. Give recommendations to for optimising risk management. |  |

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### SESSION 4: Monitoring of project and programme performance

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 2-3 hours | Introduction to session and learning outcomes | Use file: **6UAPM Tutor Presentation E3**Assessment criterion 3.4 | 28 |  |  |
| Project plan | What is a project plan? How to construct a project plan?Show the below video how to produce a project plan in 5 simple steps. https://www.youtube.com/watch?v=BHdKQ1rvri0 Introduce and construct a project plan based on a local example | 29-30 |  Apply the project plan process to a local construction company; define the main steps for repairing and widening a main road. | **6UAPM E3 LO3 Activity 9 –** Project plan |
| Qualitative vs. quantitative KPI’s | Introduce both concepts and give examples of how they are obtained. Work through a specific example for concrete understanding.* What is PV value?
* Actual cost
* Earned value
* Scheduled variance
* Cost variance
* Return on investment
* Cash Flow

Supply a specific localised project example to learners and ask them to identify qualitative and quantitative KPI’s | 31-33 | In pairs, identify the qualitative and quantitative KPI’s for the localised project example handed out by the tutor.Using feedback from your RAG status information, prepare a progress report for your project sponsor and key stakeholders | **6UAPM E3 LO3 Activity 10 –** Qualitative vs. quantitative KPI’s |
| Review of session and learning outcomes | Brief individual class exercise, which can be set as homework if you prefer. Ask students to prepare for the next session by reading the next section of the chapter in the study guide.  |  | (Individual class activity)Read the following article and critically evaluate and summarise the key findings. Andrew J. Czuchry, Mahmoud M. Yasin, (2003) ["Managing the project management process"](http://www.emeraldinsight.com/doi/abs/10.1108/02635570310456887), Industrial Management & Data Systems, Vol. 103 Issue: 1, pp.39-46. (This article will be available in your online student resources.)  |  |

### SESSION 5: Meaning of benefits realisation

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 3 hours | Introduction to session and learning outcomes | Use file: **6UAPM Tutor Presentation E3**Assessment criterion 3.5 | 34 |  |  |
| Business programme goals | What do we want to achieve with projects and programmes?Discuss project goals with the learners and get them to identify the main goals of all programmes and projects.Show the following YouTube video:<https://www.youtube.com/watch?v=GwXTkg4Gw3M>How do you measure project success? | 35-36 | Give learners a group of blue-chip companies and let them generate goals, in pairs. DiscussIdentify your primary goals for the organisation and project you originally created | **6UAPM E3 LO3 Activity 11 –** Goals |
| Tangible vs. intangible goals | Define and explain the difference between tangible and intangible goals. Ask learners to identify examples of each type of goal. | 37-38 |  | **6UAPM E3 LO3 Activity 12 –** Tangible vs. intangible benefits |
| Benefits management | Show the following YouTube video:<https://www.youtube.com/watch?v=KKVW_XNJ4tw>Program Benefit Management PMI-PgMPWork through the benefits plan (figure 15) in the study guide with learners.Discuss overall business strategy.Brief individual class exercise, which can be set as homework if you prefer. | 39-41 | In your group, construct the benefits plan for your chosen organisation and project.Prepare a 2-minute presentation on your findings.(Individual class exervise)Pick a recent municipal project in your local town or city, critically evaluate and list the benefits for your community, 1000 words | **6UAPM E3 LO3 Activity 13 –** Project benefits |
| Review of session and learning outcomes | Produce and present the students you’re your own question and answer quiz that includes the main points of the chapter 3. (Note that one has been provided for chapter 4, which you may rely on in terms of style.)Ask students to prepare for the next session by reading the first section of the next chapter in the study guide.  |  | In pairs answer the quiz questions presented by the tutor. |  |