



**NCC Education
Postgraduate Diploma in
Strategic Business Information
Technology
Lecturer Guide**

Module 2

Task Management

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Lecturer Guide – Contents

Lecturer Guide – Contents.....	3
Task Management Lecturer Guide	11
How to Use this Lecturer Guide	11
Notes for Lecturers	13
Module Specification.....	13
Duration	13
Lecturer	13
Method of Presentation	13
Equipment Required	14
Objectives	14
Syllabus – Task Management.....	14
Aims	14
Objectives	14
Outline Syllabus.....	15
Teaching and Learning Strategies.....	16
Indicative Workload Breakdown	16
Suggested Reading List	16
Module Contents and Timings	17
Visuals List	19
Lecture 1 Task Management Introduction	19
Lecture 2 The Task Envelope – Task Success.....	19
Lecture 3 The Task Envelope – Initiation.....	19
Lecture 4 The Task Envelope – Monitoring.....	20
Lecture 5 The Task Envelope – Supporting Disciplines.....	21
Lecture 6 The Task Envelope – Managing Risk.....	21
Lecture 7 The Task Envelope – Completion	22
Lecture 8 Time Management – Managing Your Time	23
Lecture 9 Time Management – Managing Meetings	23
Lecture 10 Time Management – Managing the Time of Others.....	23

Lecture 11 Principles of Human Communication – Introduction.....	24
Lecture 12 Principles of Human Communication – Listening Skills	24
Lecture 13 Principles of Human Communication – Interviewing Skills	25
Lecture 14 Resource Management – Managing Subcontractors	25
Lecture 15 Principles of Human Communication – Negotiating Skills.....	26
Lecture 16 Resource Management – Acquisition and Contract Management....	26
Lecture 17 Principles of Human Behaviour – Leadership	27
Lecture 18 Principles of Human Behaviour – The Team	27
Lecture 19 Principles of Human Behaviour – Innovation, Quality and Productivity	28
Lecture 20 Resource Management – Managing Internal Resources.....	28
Lecture 21 Mentoring and Coaching – Introduction.....	29
Lecture 22 Mentoring and Coaching – Setting the Foundations	29
Lecture 23 Mentoring and Coaching – Behaviour.....	29
Lecture 24 Mentoring and Coaching – Gains and Difficulties	30
Lecture 25 Task Management Summary	30
 Bibliography	 31
Lecture 2 The Task Envelope – Task Success.....	31
Lecture 5 The Task Envelope – Supporting Disciplines.....	31
Lecture 6 The Task Envelope – Managing Risk.....	31
Lecture 8 Time Management – Managing Your Time	31
Lecture 9 Time Management – Managing Meetings	31
Lecture 11 Principles of Human Communication – Introduction.....	31
Lecture 12 Principles of Human Communication – Listening Skills	32
Lecture 13 Resource Management – Managing Subcontractors	32
Lecture 17 Principles of Human Behaviour – Leadership.....	32
Lecture 18 Principles of Human Behaviour – The Team	32
Lecture 19 Principles of Human Behaviour – Innovation, Quality and Productivity.....	32
Lecture 21 Mentoring and Coaching – Introduction.....	32
 Teaching Notes	 33
General Note	33
Lecture 1 Task Management Introduction	33
Relating to Visual 1.2.....	33
Relating to Visual 1.4.....	34
Relating to Visual 1.5.....	34
Relating to Visual 1.6.....	34
Relating to Visual 1.7.....	35
Relating to Visual 1.8.....	35
Relating to Visual 1.11.....	35
Relating to Visual 1.12.....	35
Relating to Visual 1.13.....	35
Relating to Visual 1.16.....	36
Lecture 2 The Task Envelope – Task Success	36
Relating to Visual 2.1.....	36
Relating to Visual 2.3.....	36

Relating to Visual 2.4.....	37
Relating to Visual 2.5.....	37
Relating to Visual 2.6.....	37
Relating to Visual 2.8.....	37
Relating to Visuals 2.9 to 2.13.....	37
Relating to Visual 2.14.....	38
Lecture 3 The Task Envelope – Initiation.....	38
Relating to Visual 3.1.....	38
Relating to Visual 3.5.....	38
Relating to Visual 3.6.....	39
Relating to Visual 3.7.....	39
Relating to Visual 3.20.....	39
Relating to Visuals 3.25 to 3.27.....	39
Relating to Visual 3.40.....	39
Lecture 4 The Task Envelope – Monitoring.....	39
Relating to Visual 4.12.....	40
Relating to Visual 4.19.....	40
Lecture 5 The Task Envelope – Supporting Disciplines.....	40
Relating to Visual 5.1.....	40
Relating to Visual 5.2.....	40
Relating to Visual 5.3.....	41
Relating to Visual 5.4.....	41
Relating to Visual 5.5.....	41
Relating to Visual 5.8.....	41
Relating to Visual 5.10.....	41
Relating to Visual 5.14.....	41
Relating to Visual 5.16.....	42
Relating to Visual 5.19.....	42
Relating to Visual 5.20.....	42
Relating to Visual 5.21.....	42
Lecture 6 The Task Envelope – Managing Risk.....	42
Relating to Visual 6.6.....	43
Relating to Visual 6.12.....	43
Relating to Visual 6.13.....	43
Relating to Visual 6.14.....	43
Relating to Visual 6.17.....	43
Relating to Visual 6.18.....	43
Relating to Visual 6.22.....	43
Relating to Visual 6.23.....	44
Relating to Visual 6.28.....	44
Relating to Visual 6.30.....	44
Relating to Visual 6.31.....	44
Relating to Visual 6.32.....	44
Lecture 7 The Task Envelope – Completion.....	44
Relating to Visual 7.5.....	45
Relating to Visual 7.11.....	45
Relating to Visual 7.16.....	45
Relating to Visual 7.17.....	45

Relating to Visual 7.19.....	45
Relating to Visual 7.20.....	45
Lecture 8 Time Management – Managing Your Time	46
Relating to Visual 8.1.....	46
Relating to Visual 8.5.....	46
Relating to Visual 8.6.....	46
Relating to Visual 8.8.....	46
Relating to Visual 8.9.....	46
Relating to Visual 8.10.....	47
Relating to Visual 8.11.....	47
Relating to Visual 8.14.....	47
Relating to Visual 8.15.....	47
Lecture 9 Time Management – Managing Meetings	47
Relating to Visual 9.1.....	47
Relating to Visual 9.2.....	48
Relating to Visual 9.3.....	48
Relating to Visual 9.4.....	48
Relating to Visual 9.5.....	48
Lecture 10 Time Management – Managing the Time of Others	48
Relating to Visual 10.1.....	49
Relating to Visual 10.3.....	49
Relating to Visual 10.6.....	49
Relating to Visual 10.7.....	49
Relating to Visual 10.12.....	49
Lecture 11 Principles of Human Communication – Introduction	50
Relating to Visuals 11.1 and 11.2	50
Relating to Visual 11.5.....	50
Relating to Visual 11.8.....	51
Relating to Visual 11.10.....	51
Relating to Visual 11.13.....	51
Relating to Visual 11.15.....	51
Relating to Visual 11.16.....	51
Relating to Visual 11.17.....	51
Lecture 12 Principles of Human Communication – Listening Skills.....	52
Relating to Visual 12.1.....	52
Relating to Visual 12.2.....	52
Relating to Visual 12.4.....	52
Relating to Visual 12.8.....	53
Relating to Visual 12.9.....	53
Relating to Visual 12.12.....	53
Relating to Visual 12.13.....	53
Lecture 13 Principles of Human Communication – Interviewing Skills.....	54
Relating to Visual 13.1.....	54
Relating to Visual 13.3.....	54
Relating to Visual 13.5.....	55
Relating to Visual 13.6.....	55
Relating to Visual 13.11.....	55

Relating to Visual 13.12.....	55
Relating to Visual 13.15.....	55
Lecture 14 Resource Management – Managing Subcontractors	55
Relating to Visual 14.1.....	55
Relating to Visual 14.2.....	56
Relating to Visual 14.4.....	56
Relating to Visual 14.6.....	56
Relating to Visual 14.8.....	56
Relating to Visual 14.9.....	57
Relating to Visual 14.10.....	57
Relating to Visual 14.13.....	57
Relating to Visual 14.15.....	57
Lecture 15 Principles of Human Communication – Negotiating Skills	57
Relating to Visual 15.1.....	57
Relating to Visual 15.2.....	58
Relating to Visual 15.5.....	58
Relating to Visual 15.9.....	58
Relating to Visual 15.10.....	58
Relating to Visual 15.12.....	58
Relating to Visual 15.15.....	58
Lecture 16 Resource Management – Acquisition and Contract Management	59
Relating to Visual 16.1.....	59
Relating to Visual 16.5.....	59
Relating to Visual 16.6.....	59
Relating to Visual 16.9.....	59
Relating to Visual 16.10.....	59
Relating to Visual 16.11.....	60
Relating to Visual 16.14.....	60
Relating to Visual 16.26.....	60
Lecture 17 Principles of Human Behaviour – Leadership	60
Relating to Visual 17.1.....	60
Relating to Visual 17.2.....	61
Relating to Visual 17.24.....	61
Lecture 18 Principles of Human Behaviour – The Team	62
Relating to Visual 18.1.....	62
Relating to Visual 18.9.....	62
Relating to Visual 18.10.....	62
Relating to Visual 18.13.....	63
Lecture 19 Principles of Human Behaviour – Innovation, Quality and Productivity..	63
Relating to Visual 19.1.....	63
Relating to Visual 19.2.....	63
Relating to Visual 19.10.....	63
Relating to Visual 19.11.....	63
Relating to Visual 19.15.....	64
Relating to Visual 19.19.....	64
Relating to Visual 19.20.....	64
Relating to Visual 19.21.....	64

Lecture 20 Resource Management – Managing Internal Resources	64
Relating to Visual 20.1.....	64
Relating to Visual 20.9.....	65
Relating to Visual 20.26.....	65
Relating to Visual 20.27.....	65
Relating to Visual 20.30.....	65
Lecture 21 Mentoring and Coaching – Introduction.....	65
Relating to Visual 21.1.....	65
Relating to Visual 21.3.....	66
Relating to Visual 21.4.....	66
Relating to Visual 21.5.....	66
Relating to Visual 21.8.....	66
Relating to Visual 21.9.....	66
Relating to Visual 21.11.....	66
Lecture 22 Mentoring and Coaching – Setting the Foundations	67
Relating to Visual 22.1.....	67
Relating to Visual 22.1.....	67
Relating to Visual 22.3.....	67
Relating to Visual 22.4.....	67
Relating to Visual 22.5.....	67
Relating to Visual 22.7.....	67
Relating to Visual 22.8.....	68
Relating to Visual 22.9.....	68
Lecture 23 Mentoring and Coaching – Behaviour.....	68
Relating to Visual 23.1.....	68
Relating to Visual 23.2.....	68
Relating to Visual 23.23.....	68
Relating to Visual 23.24.....	68
Relating to Visual 23.25.....	69
Relating to Visual 23.26.....	69
Lecture 24 Mentoring and Coaching – Gains and Difficulties.....	69
Relating to Visual 24.1.....	69
Relating to Visual 24.2.....	69
Relating to Visual 24.3.....	69
Relating to Visual 24.5.....	70
Relating to Visual 24.6.....	70
Relating to Visual 24.8.....	70
Relating to Visual 24.9.....	70
Relating to Visual 24.10.....	70
Relating to Visual 24.13.....	70
Lecture 25 Task Management Summary	71
Relating to Visual 25.1.....	71
Relating to Visual 25.2.....	71
Relating to Visual 25.4.....	71
Relating to Visual 25.5.....	71
Relating to Visual 25.6.....	72
Relating to Visual 25.7.....	72
Relating to Visual 25.8.....	72

Relating to Visual 25.10.....	72
Relating to Visual 25.11.....	72
Handout 1 – The London Ambulance Service	73
Handout 2 – Listening Exercises Record Sheet	77
Handout 3 – Learning Styles and Preferences.....	79
Handout 4 – Belbin’s Self-Perception Exercise	83
Handout 5 – Mentoring Exercises	89

Task Management

Lecturer Guide

How to Use this Lecturer Guide

This Lecturer Guide is in two parts:

- Notes for lecturers – This section contains information needed when teaching this module, including:
 - the syllabus;
 - the contents of the module, together with the suggested timings, are listed on Pages 17 to 18.
 - teaching notes relevant to each lecture, for guidance;
 - handouts, etc.
- Lecturer/student notes – These are provided for each lecture in the form of a half page for each visual, under which notes are provided relevant to the visual. Lecturers should base their lessons on these Lecturer/Student Notes and the teaching notes provided in this Lecturer Guide. A copy of the Lecturer/Student Notes should also be provided to each student at a suitable point in each lecture (probably most suitable at the end of the lecture).
- The visuals are provided on CD in Adobe PDF format. (The visuals will open up from the CD in Bookmark mode. From the View menu, select Full Screen and then use the arrow keys to move from one visual to the next. Press Escape to get back to Bookmark mode.)

After allowing the appropriate time within the lecture for students to carry out an exercise, it is useful to spend time discussing student answers.

Notes for Lecturers

Module Specification

Duration

This module is of approximately 200 hours duration. Further details are provided in the syllabus, which is reproduced below for convenience. (The timings for each lecture are detailed on Pages 17 to 18 of this Lecturer Guide.)

Lecturer

The lecturer must be familiar with the syllabus content, in particular:

- task management;
- time management;
- human communication;
- resource management;
- principles of human behaviour;
- mentoring and coaching.

Method of Presentation

The lectures should be based on the visuals provided. The Lecture/Student Notes, which consist of a half page copy of each visual with relevant notes below, are provided at the end of this Lecturer Guide. Teaching notes relevant to each lecture are also provided on Pages 33 to 72 of this Lecturer Guide.

- Lecturer led.
- Lectures and workshops.
- Set of visuals for each lecture (provided on CD and in note format within this lecture guide).
- Flipchart or whiteboard work.
- Self study.

Equipment Required

The following equipment is required:

- Overhead projector and screen.
- Flipchart stand, flipchart and broad-tipped felt pens.

Objectives

The objectives are taken directly from the syllabus. The syllabus is repeated here for convenience.

Syllabus – Task Management

Aims

- To equip students with the knowledge and skills necessary to handle the uncertainty of task management reflecting specifically upon the features of information systems projects.
- To assess the impact of human behaviour and communication on task management and evaluate the approaches used to facilitate management activities, e.g. mentoring/coaching.

Objectives

On completion of this module, students will be able to:

- evaluate the requirements and managerial (financial and temporal) constraints within which a task has been specified;
- apply resource and time management techniques to plan and deliver achievable objectives meeting the established requirements, within the stated constraints;
- integrate the appropriate styles of leadership and human behaviour into the task management process;
- reconcile the issues and concerns of human communication within task management;
- reflect upon the differing role of mentoring and coaching by evaluating their benefits and difficulties from the perspective of both the mentor/coach and those assigned to them.

Outline Syllabus

The Task Envelope

- Financial constraints and budgeting.
- Objectives, goals and stakeholder success criteria.

Time Management

- Prioritisation.
- Activity and task breakdown.

Resource Management

- Managing subcontractors.
- Acquisition and contract management.
- Managing internal resources.

Principles of Human Behaviour

- Leadership and human behaviour preferences.
- Team roles (Belbin).
- Preferred learning styles.
- Maslow's hierarchy of human need.
- Motives and incentives.

Principles of Human Communications

- The communications loop.
- Message, media and method.
- The strengths and limitations of language.
- Barriers and filters.
- Listening skills.

Mentoring and Coaching

- The mentoring role.
- Mutual gains.
- Mentoring difficulties.
- The difference between mentoring and coaching.
- Pressure, stress and diminishing returns.

Assessment Method

The module will be assessed by means of coursework. The assessment criteria will be based on the learning objectives.

Teaching and Learning Strategies

The approach taken will be a combination of lectures and seminars, with the latter supporting the learning by means of role plays, exercises and case histories

Indicative Workload Breakdown

Seminars/lectures:	80 hours
Coursework/Examination:	30 hours
Directed self study:	<u>90 hours</u>
Total:	200 hours

Suggested Reading List

Mullins L, *Management and Organisational Behaviour*, F T Prentice Hall, 1992, ISBN 0273 651471.

Shea G, *Mentoring: A Guide to the Basics*, Kogan Page, 1992, ISBN 0 7494 0881 2.

Reiss G, *Project Management Demystified* E & FN Spon, 1992, ISBN 0 419 16920 2.

Suzanne de Janasz, Karen O'Dowd, Beth Schneider, *Interpersonal Skills in Organizations*, 2001, McGraw Hill, ISBN 0072441224.

Hayes J, *Interpersonal Skills at Work*, 2002, Routledge, an imprint of Taylor & Frances Books, ISBN 0415227763.

Shepard A, *Hierarchical Task Analysis*, 1998, Taylor & Francis, ISBN 074840838X.

Pegg M, *The Art of Mentoring*, 1999, Management Books 2000, ISBN 1852522720.

Module Contents and Timings

The above syllabus has been expanded into the following lectures, providing a total of 80 hours lecture and workshop time, including directed self study.

Lecture 1	Task Management Introduction.....	3 hours
Lecture 2	The Task Envelope (1) – Task Success.....	3 hours
Lecture 3	The Task Envelope (2) – Initiation.....	3 hours
Lecture 4	The Task Envelope (3) – Monitoring.....	3 hours
Lecture 5	The Task Envelope (4) – Supporting Disciplines.....	3 hours
Lecture 6	The Task Envelope (5) – Managing Risk.....	3 hours
Lecture 7	The Task Envelope (6) – Completion.....	3 hours
Lecture 8	Time Management (1) – Managing Your Time.....	3 hours
Lecture 9	Time Management (2) – Managing Meetings.....	6 hours
Lecture 10	Time Management (3) – Managing the Time of Others.....	3 hours
Lecture 11	Principles of Human Communication (1) – Introduction.....	3 hours
Lecture 12	Principles of Human Communication (2) – Listening Skills.....	3 hours
Lecture 13	Principles of Human Communication (3) – Interviewing Skills.....	6 hours
Lecture 14	Resource Management (1) – Managing Subcontractors.....	3 hours
Lecture 15	Principles of Human Communication (4) – Negotiating Skills.....	3 hours
Lecture 16	Resource Management (2) – Acquisition and Contract Management.....	3 hours
Lecture 17	Principles of Human Behaviour (1) – Leadership.....	3 hours
Lecture 18	Principles of Human Behaviour (2) – The Team.....	3 hours
Lecture 19	Principles of Human Behaviour (3) – Innovation, Quality and Productivity.....	3 hours
Lecture 20	Resource Management (3) – Managing Internal Resources.....	3 hours
Lecture 21	Mentoring and Coaching (1) – Introduction.....	3 hours
Lecture 22	Mentoring and Coaching (2) – Setting the Foundations.....	3 hours
Lecture 23	Mentoring and Coaching (3) – Behaviour.....	3 hours

Lecture 24	Mentoring and Coaching (4) – Gains and Difficulties	<i>3 hours</i>
Lecture 25	Task Management Summary	<u><i>2 hours</i></u>
Total	<i>80 hours</i>
Coursework	<i>30 hours</i>
Directed Self Study.....	<u><i>90 hours</i></u>
Overall Total	<i>200 hours</i>

Visuals List

Lecture 1 Task Management Introduction

	Page
1.1 Introduction	1-1
1.2 Definition.....	1-2
1.3 What's in a Word?.....	1-3
1.4 Typical Information System Related Tasks – 1	1-4
1.5 Typical Information System Related Tasks – 2	1-5
1.6 Who Does What?.....	1-6
1.7 Skills Needed.....	1-7
1.8 Skills Not Needed.....	1-8
1.9 Task Management Module Objectives	1-9
1.10 Topics Covered.....	1-10
1.11 The Task Envelope	1-11
1.12 Time Management.....	1-12
1.13 Principles of Human Communications.....	1-13
1.14 Resource Management	1-14
1.15 Principles of Human Behaviour	1-15
1.16 Mentoring and Coaching	1-16

Lecture 2 The Task Envelope – Task Success

2.1 Introduction	2-1
2.2 Why Tasks Fail.....	2-2
2.3 What Are the Major Problems.....	2-3
2.4 'Left Shift'	2-4
2.5 Stakeholders	2-5
2.6 Diverse Success Criteria.....	2-6
2.7 Defining Objectives.....	2-7
2.8 Critical Attributes	2-8
2.9 Budget	2-9
2.10 Causes for Budget Overrun	2-10
2.11 Timescale.....	2-11
2.12 Content	2-12
2.13 Quality	2-13
2.14 Diverse Needs.....	2-14
2.15 Quality Specification	2-15
2.16 Internal and External Quality	2-16
2.17 How Can We Do It Better?	2-17
2.18 Let's Play Consequences	2-18

Lecture 3 The Task Envelope – Initiation

3.1 Introduction	3-1
3.2 Task Initiation Checklist.....	3-2
3.3 A Journey of a Thousand Miles.....	3-3

3.4	Project Structures.....	3-4
3.5	Task Life Cycle	3-5
3.6	Resources Required	3-6
3.7	Evaluate Alternatives.....	3-7
3.8	The Planning Cycle	3-8
3.9	The Project Management Process Model.....	3-9
3.10	PM Task throughout Project Life Cycle	3-10
3.11	Fail to Plan.....	3-11
3.12	Planning Process.....	3-12
3.13	Work Breakdown Structure – 1	3-13
3.14	Work Breakdown Structure – 2	3-14
3.15	Organisation Breakdown Structure	3-15
3.16	Organisation Structure	3-16
3.17	Responsibility Assignment Matrix	3-17
3.18	Cost Account	3-18
3.19	Cost Account Manager	3-19
3.20	Planning Techniques	3-20
3.21	Bar Chart versus PERT Chart.....	3-21
3.22	Tool Parameters.....	3-22
3.23	Planning Example.....	3-23
3.24	The Goals of Software Project Planning	3-24
3.25	The Top-Level Activities Performed for Software Project Planning – 1	3-25
3.26	The Top-Level Activities Performed for Software Project Planning – 2	3-26
3.27	The Top-Level Activities Performed for Software Project Planning – 3	3-27
3.28	Management Plan	3-28
3.29	Technical Plan	3-29
3.30	Quality Plan	3-30
3.31	Planning.....	3-31
3.32	Budgets	3-32
3.33	Information System Cost Estimates	3-33
3.34	An Estimate	3-34
3.35	Estimate Scope	3-35
3.36	Bounds.....	3-36
3.37	Assumptions	3-37
3.38	Use of Estimates – 1	3-38
3.39	Use of Estimates – 2	3-39
3.40	Summary.....	3-40

Lecture 4 The Task Envelope – Monitoring

4.1	Introduction	4-1
4.2	Monitoring and Control	4-2
4.3	Information Collation	4-3
4.4	Progress Chart	4-4
4.5	Slippage Chart	4-5
4.6	Cost Monitoring.....	4-6
4.7	Cash Flow Monitoring.....	4-7
4.8	Earned Value Analysis (EVA)	4-8
4.9	EVA Terms – 1.....	4-9

4.10	EVA Output.....	4-10
4.11	EVA Terms – 2.....	4-11
4.12	EVA in Information Systems	4-12
4.13	Techniques for Identifying Potential Problems.....	4-13
4.14	Scatterplot of Size Against Defects.....	4-14
4.15	Normalised Test Effort Against Faults.....	4-15
4.16	Trend Analysis.....	4-16
4.17	Fault Rates	4-17
4.18	Fault Detection against Fault Removal	4-18
4.19	Slipping? What to Do Now?.....	4-19
4.20	Trade-off Considerations.....	4-20
4.21	Action Pitfalls.....	4-21
4.22	Summary.....	4-22

Lecture 5 The Task Envelope – Supporting Disciplines

5.1	Introduction	5-1
5.2	What Supports an IS Task?	5-2
5.3	Documentation	5-3
5.4	Configuration Management.....	5-4
5.5	How Do I	5-5
5.6	Principles of Configuration Management	5-6
5.7	Configuration Identification	5-7
5.8	Configuration Control	5-8
5.9	Example Version Derivation	5-9
5.10	Status Accounting and Auditing	5-10
5.11	Verification and Validation (V&V).....	5-11
5.12	V&V on Documents	5-12
5.13	Inspection Steps.....	5-13
5.14	Management of Testing.....	5-14
5.15	Test Attitude	5-15
5.16	Quality Management System (QMS) and Audits.....	5-16
5.17	Implementing a QMS	5-17
5.18	Audits	5-18
5.19	Selection and Use of Tools.....	5-19
5.20	Ensuring Effective Tool Support.....	5-20
5.21	Supporting Disciplines – Summary.....	5-21

Lecture 6 The Task Envelope – Managing Risk

6.1	Introduction	6-1
6.2	At Risk.....	6-2
6.3	Problem.....	6-3
6.4	What is Risk?.....	6-4
6.5	What is Risk Management?.....	6-5
6.6	Cost/Risk Balance	6-6
6.7	The Project World	6-7
6.8	Consequences	6-8

6.9	Goals of Risk Management	6-9
6.10	Probability/Consequences	6-10
6.11	Hazard Identification	6-11
6.12	Hazard Levels	6-12
6.13	Lower Level Hazards	6-13
6.14	Cause, Probability and Impacts	6-14
6.15	Relationships between Hazards	6-15
6.16	Techniques for Hazard Identification	6-16
6.17	Standard Checklists	6-17
6.18	Scenario Analysis	6-18
6.19	Capability Analysis Effort versus Timescales Feasibility	6-19
6.20	Risk Assessment and Prioritisation	6-20
6.21	Equivalent Probabilities	6-21
6.22	Subjective Probability	6-22
6.23	Risk Categorisation Scales	6-23
6.24	Risk Management Planning	6-24
6.25	Risk Reduction Strategies – 1	6-25
6.26	Risk Reduction Strategies – 2	6-26
6.27	Risk Reduction Strategies – 2 (same as 6.26)	6-27
6.28	Creating a Risk Action plan	6-28
6.29	Risk Monitoring	6-29
6.30	Loss of Skilled Personnel	6-30
6.31	Risk Reassessment	6-31
6.32	Feedback	6-32
6.33	Summary	6-33

Lecture 7 The Task Envelope – Completion

7.1	Introduction	7-1
7.2	Session Contents	7-2
7.3	Customer/Supplier Relationship	7-3
7.4	Evaluating the Right Thing	7-4
7.5	Untestable Requirements	7-5
7.6	Evaluating in the Right Way	7-6
7.7	Planning Acceptance	7-7
7.8	Types of Acceptance Tests	7-8
7.9	Evaluation of Results	7-9
7.10	Transition to Operation	7-10
7.11	Maintenance	7-11
7.12	A Process Model for Maintenance	7-12
7.13	Mission Accomplished – Celebration or Commiseration?	7-13
7.14	Gathering Data	7-14
7.15	Project Review Meeting	7-15
7.16	Project Review Questionnaire	7-16
7.17	Project Log	7-17
7.18	Lessons Learned	7-18
7.19	Project History Conclusions	7-19
7.20	London Ambulance Service	7-20
7.21	Summary	7-21

Lecture 8 Time Management – Managing Your Time

8.1	Introduction	8-1
8.2	Time Management Myth 1	8-2
8.3	Time Management Myths 2 & 3	8-3
8.4	Time Management Myths 4 & 5	8-4
8.5	Master Control System	8-5
8.6	Use Appropriate Technology.....	8-6
8.7	The Productivity Pyramid.....	8-7
8.8	Setting and Balancing Goals	8-8
8.9	Priorities Axis	8-9
8.10	Too Much Paperwork	8-10
8.11	Avoiding Interruptions	8-11
8.12	Managing Outgoing Calls.....	8-12
8.13	Managing Incoming Calls	8-13
8.14	Too Much to Learn?	8-14
8.15	Scheduling Time Off	8-15

Lecture 9 Time Management – Managing Meetings

9.1	Introduction	9-1
9.2	Why Have Meetings?	9-2
9.3	Why Do Meetings Go Wrong?.....	9-3
9.4	Before the Meeting – Chair	9-4
9.5	Before the Meeting – Attendee.....	9-5
9.6	During the Meeting – Chair.....	9-6
9.7	During the Meeting – Attendee	9-7
9.8	After the Meeting – Chair.....	9-8
9.9	After the Meeting – Attendee	9-9
9.10	Managing Meetings – Summary.....	9-10

Lecture 10 Time Management – Managing the Time of Others

10.1	Introduction	10-1
10.2	Communicating Well.....	10-2
10.3	Understand Information Flow	10-3
10.4	Understanding Delegation – 1	10-4
10.5	Understanding Delegation – 2	10-5
10.6	Are You Delegating Well? – 1	10-6
10.7	Are You Delegating Well? – 2	10-7
10.8	Delegating Choices.....	10-8
10.9	Delegating – Key Points	10-9
10.10	Managing Colleagues	10-10
10.11	Share Your Time Management Skills	10-11
10.12	Managing Your Manager.....	10-12
10.13	Summary.....	10-13

Lecture 11 Principles of Human Communication – Introduction

11.1	Introduction	11-1
11.2	How Did You Do?	11-2
11.3	Objectives of Communication	11-3
11.4	Successful Communication	11-4
11.5	Successful Communication	11-5
11.6	Communications Filters.....	11-6
11.7	Experience Filters	11-7
11.8	Language Filters	11-8
11.9	Cultural Filters.....	11-9
11.10	Medium.....	11-10
11.11	Which Medium.....	11-11
11.12	Audience.....	11-12
11.13	Audience Types	11-13
11.14	Percentage of Communication Time	11-14
11.15	Receiving Communication (Listening/Reading).....	11-15
11.16	Communication Dynamics	11-16
11.17	Barriers to Communication – 1	11-17
11.18	Barriers to Communication – 2	11-18
11.19	Crisis Communication	11-19
11.20	Preparation.....	11-20
11.21	The Most Helpful Slide	11-21

Lecture 12 Principles of Human Communication – Listening Skills

12.1	Introduction	12-1
12.2	Hearing versus Listening.....	12-2
12.3	The Process.....	12-3
12.4	Different Types of Listening	12-4
12.5	Influencing Factors	12-5
12.6	Active Listening – Objectives	12-6
12.7	Active Listening – The Process	12-7
12.8	Preparation.....	12-8
12.9	Attending	12-9
12.10	Following.....	12-10
12.11	The Use of Silence.....	12-11
12.12	Reflecting	12-12
12.13	Non Verbal Communication.....	12-13
12.14	Facial Expressions	12-14
12.15	Contradictory Signals	12-15
12.16	Improve Your Listening	12-16

Lecture 13 Principles of Human Communication – Interviewing Skills

13.1	Introduction	13-1
13.2	Definitions – 1	13-2
13.3	Definitions – 2	13-3
13.4	Interviewing Model – 1	13-4
13.5	Interviewing Model – 2	13-5
13.6	Bias in Interviews	13-6
13.7	Purpose and Preparation	13-7
13.8	Induction	13-8
13.9	Content and Coverage	13-9
13.10	Organisation of Topics	13-10
13.11	Questions – Types	13-11
13.12	Sequence of Questions	13-12
13.13	Probing	13-13
13.14	Closing	13-14
13.15	Improving Interviewing Skills	13-15

Lecture 14 Resource Management – Managing Subcontractors

14.1	Introduction	14-1
14.2	Topics	14-2
14.3	Information Systems in the Value Chain	14-3
14.4	Supply Chain	14-4
14.5	The Process	14-5
14.6	Critical Success Factors	14-6
14.7	Customer Responsibilities	14-7
14.8	Things to Think About	14-8
14.9	Identifying the Need	14-9
14.10	Information System Procurement Options	14-10
14.11	Strategy for Acquisition	14-11
14.12	Eliciting the Requirements	14-12
14.13	Requirements for Shrink-Wrapped Product	14-13
14.14	Selecting the Supplier – Where Do You Start	14-14
14.15	Selecting the Supplier – Short-Listing	14-15
14.16	Selecting the Supplier – Evaluating Responses	14-16
14.17	Progress Monitoring – Achieving a Working Relationship	14-17
14.18	Progress Monitoring – Nearly There!	14-18
14.19	Planning to Accept – 1	14-19
14.20	Planning to Accept – 2	14-20
14.21	Results of Acceptance	14-21
14.22	What Next?	14-22
14.23	Summary	14-23

Lecture 15 Principles of Human Communication – Negotiating Skills

15.1	Introduction	15-1
15.2	Bidding – 1	15-2
15.3	Bidding – 2	15-3
15.4	Bidding – 3	15-4
15.5	Bidding – 4	15-5
15.6	Negotiation Process	15-6
15.7	Negotiation Team	15-7
15.8	Preparation.....	15-8
15.9	Climate Setting.....	15-9
15.10	Choice of Strategy	15-10
15.11	Opening Bids	15-11
15.12	Bargaining – Competitive Tactics	15-12
15.13	Bargaining – Collaborative Tactics	15-13
15.14	Settling	15-14
15.15	Improving Negotiation Skills	15-15

Lecture 16 Resource Management – Acquisition and Contract Management

16.1	Introduction	16-1
16.2	Typical Problems.....	16-2
16.3	Typical Causes – 1	16-3
16.4	Typical Causes – 2.....	16-4
16.5	Risk Management.....	16-5
16.6	High Risk Areas	16-6
16.7	Risk Reduction	16-7
16.8	Contract Legal Issues	16-8
16.9	Copyright.....	16-9
16.10	Patents	16-10
16.11	Non-Disclosure – 1	16-11
16.12	Non-Disclosure – 2.....	16-12
16.13	Managing Supplier Relationships – Working Together	16-13
16.14	Why Work Together?	16-14
16.15	Consequences of Taking Advantage	16-15
16.16	Results of Poor Supplier Relationships	16-16
16.17	The Legal Solution?	16-17
16.18	Managing Supplier Relationships.....	16-18
16.19	Relationship Maturity.....	16-19
16.20	Defining the Relationship.....	16-20
16.21	Information System Hierarchy	16-21
16.22	Boston Matrix.....	16-22
16.23	Classification of Information Systems	16-23
16.24	The Prisoners Dilemma	16-24
16.25	The Prisoners Dilemma	16-25
16.26	Communication with Suppliers	16-26

Lecture 17 Principles of Human Behaviour – Leadership

17.1	Introduction	17-1
17.2	Leadership	17-2
17.3	Leadership Styles.....	17-3
17.4	Leadership and Relationships.....	17-4
17.5	Leadership Conflicts.....	17-5
17.6	Managing Motivation	17-6
17.7	Motive	17-7
17.8	Feelings.....	17-8
17.9	Motives.....	17-9
17.10	Motivation – 1	17-10
17.11	Motivation – 2	17-11
17.12	Maslow’s Hierarchy	17-12
17.13	Maslow’s Hierarchy (Repeat of 7.12)	17-13
17.14	Maslow’s Hierarchy (Repeat of 7.12)	17-14
17.15	Maslow’s Hierarchy (Repeat of 7.12)	17-15
17.16	Hertzberg’s Hygiene Factors	17-16
17.17	Hertzberg’s Motivating Factors.....	17-17
17.18	MacGregor’s Theory X	17-18
17.19	MacGregor’s Theory Y	17-19
17.20	McClelland’s Thought Patterns	17-20
17.21	Motivation Profiles.....	17-21
17.22	Motivation Profiles – Power.....	17-22
17.23	Motivation Summary.....	17-23
17.24	Preferred Learning Styles	17-24
17.25	Pragmatist.....	17-25
17.26	Theorist.....	17-26
17.27	Reflectors.....	17-27
17.28	Activists.....	17-28
17.29	Summary.....	17-29

Lecture 18 Principles of Human Behaviour – The Team

18.1	Introduction	18-1
18.2	Winning Teams – 1	18-2
18.3	Winning Teams – 2	18-3
18.4	Winning Teams – 3	18-4
18.5	Team Development Stages	18-5
18.6	Team Development Process	18-6
18.7	Balanced Team	18-7
18.8	Team Member Types.....	18-8
18.9	To be a Good Team Member... ..	18-9
18.10	Leadership	18-10
18.11	Types of Leader	18-11
18.12	The Action Centred Leader	18-12
18.13	Developing Team Skills	18-13

Lecture 19 Principles of Human Behaviour – Innovation, Quality and Productivity

19.1	Introduction	19-1
19.2	When Opportunity Knocks... ..	19-2
19.3	Rewarding Innovation	19-3
19.4	Creativity and Innovation	19-4
19.5	Successful Innovation.....	19-5
19.6	Innovation.....	19-6
19.7	Innovative Team.....	19-7
19.8	Innovative Team Leader.....	19-8
19.9	Problem Solving.....	19-9
19.10	The Need for Vision	19-10
19.11	The Significance of Quality.....	19-11
19.12	Paying for Quality	19-12
19.13	An Attitude of Mind	19-13
19.14	IBM’s Quality Programme	19-14
19.15	Research and Development	19-15
19.16	Use of Incentives	19-16
19.17	Maintaining and Improving Quality.....	19-17
19.18	The Need for Involvement.....	19-18
19.19	Performance Follows Commitment.....	19-19
19.20	You Get What You Expect!	19-20
19.21	Enthusiasm is the Key	19-21

Lecture 20 Resource Management – Managing Internal Resources

20.1	Introduction	20-1
20.2	Topics Covered.....	20-2
20.3	Justification and Job Analysis	20-3
20.4	Job Analysis – Competencies.....	20-4
20.5	Candidate Requirements.....	20-5
20.6	Working Environment	20-6
20.7	Defining ‘Right’	20-7
20.8	Recruitment Plan	20-8
20.9	Publicising the Vacancy	20-9
20.10	Screening Applications.....	20-10
20.11	The Interviewing Process	20-11
20.12	Interview Preparation	20-12
20.13	Conducting Preliminary Interviews.....	20-13
20.14	Next Steps.....	20-14
20.15	The Job Offer.....	20-15
20.16	Appraisal.....	20-16
20.17	Effective Appraisal	20-17
20.18	Timing of Appraisals	20-18
20.19	Setting up the Appraisal	20-19
20.20	Approach to Appraisal.....	20-20
20.21	Appraisal Contents	20-21

20.22	The Appraisal Interview	20-22
20.23	Concluding the Appraisal	20-23
20.24	Appraisal Problems	20-24
20.25	Appraisal Summary	20-25
20.26	Service Level Agreements (SLA).....	20-26
20.27	SLA Contents	20-27
20.28	More than Just a Piece of Paper.....	20-28
20.29	Performance Assessment.....	20-29
20.30	Summary.....	20-30

Lecture 21 Mentoring and Coaching – Introduction

21.1	Introduction	21-1
21.2	Mentor – A Definition	21-2
21.3	Mentors In History.....	21-3
21.4	Mentoring	21-4
21.5	Mentoring Relationships	21-5
21.6	Mentoring Benefits	21-6
21.7	Mentoring Downsides	21-7
21.8	Mentors	21-8
21.9	Mentoring Critical Success Factors.....	21-9
21.10	Mentor Monitoring	21-10
21.11	Mentors.....	21-11

Lecture 22 Mentoring and Coaching – Setting the Foundations

22.1	Introduction	22-1
22.2	Mentoring versus Coaching.....	22-2
22.3	Needs and Resources	22-3
22.4	Sitting Next to Nellie... Not!	22-4
22.5	Mentor Self-development.....	22-5
22.6	Understanding Mentoree’s Needs	22-6
22.7	Emotions and Feelings	22-7
22.8	Managing Change.....	22-8
22.9	Moving Forward.....	22-9

Lecture 23 Mentoring and Coaching – Behaviour

23.1	Introduction	23-1
23.2	When Does Mentoring End?	23-2
23.3	Listening – A Core Competence for Life	23-3
23.4	Listening Styles	23-4
23.5	Listening Selectivity	23-5
23.6	Speech Rates.....	23-6
23.7	Active Listening	23-7
23.8	Listening Preparation.....	23-8
23.9	Attending	23-9
23.10	Misunderstandings.....	23-10

23.11	Following.....	23-11
23.12	Minimal Prompts.....	23-12
23.13	Accent.....	23-13
23.14	Questions or Statements.....	23-14
23.15	Concentration/Receptivity.....	23-15
23.16	Reflecting.....	23-16
23.17	Touch.....	23-17
23.18	Furniture.....	23-18
23.19	Spatial Behaviour.....	23-19
23.20	Appearance.....	23-20
23.21	Believability.....	23-21
23.22	The Johari Window.....	23-22
23.23	“I” Messages.....	23-23
23.24	The Force Field.....	23-24
23.25	Criticism.....	23-25
23.26	Advice.....	23-26
23.27	The Drama Triangle.....	23-27
23.28	Basic Transactional Analysis – Ego States.....	23-28
23.29	Summary: Managing Relationships More Effectively.....	23-29

Lecture 24 Mentoring and Coaching – Gains and Difficulties

24.1	Introduction.....	24-1
24.2	Partnership.....	24-2
24.3	Mentor Expectations.....	24-3
24.4	Mentoree Expectations.....	24-4
24.5	Mentoring Agreements.....	24-5
24.6	Implementing Mentoring.....	24-6
24.7	Special Situations.....	24-7
24.8	Cross Gender Mentoring.....	24-8
24.9	Cross Cultural Mentoring.....	24-9
24.10	Cross Hierarchy Mentoring.....	24-10
24.11	The most useful skill of them all... ..	24-11
24.12	Specialist Areas.....	24-12
24.13	But You Can.....	24-13
24.14	Summary.....	24-14

Lecture 25 Task Management Summary

25.1	Introduction.....	25-1
25.2	Task Management – Module Objectives.....	25-2
25.3	Topics Covered.....	25-3
25.4	The Task Envelope.....	25-4
25.5	Time Management.....	25-5
25.6	Principles of Human Communications.....	25-6
25.7	Resource Management.....	25-7
25.8	Principles of Human Behaviour.....	25-8
25.9	Mentoring and Coaching.....	25-9
25.10	Critical Attributes.....	25-10

25.11	Budget	25-11
25.12	Causes for Budget Overrun	25-12
25.13	Timescale.....	25-13
25.14	Content	25-14
25.15	Quality	25-15
25.16	Stages of a Task.....	25-16

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Teaching Notes

General Note

There are many open questions in the lecture notes provided with the visuals. Some guidance is given below on some of these questions, but it is to be determined by the lecturer how best to use these questions depending upon the size and type of group present. It may be possible to discuss all the questions in open forum, but if the group is large and reticent to interact it may be more beneficial to divide the group into syndicates, and then have each syndicate return and present the results of their discussions to the group. Rarely is there a *correct* answer to these questions, therefore no answers are provided. The aim is to discuss and explore the topic under consideration and encourage the students to *find out for themselves*.

Lecture 1 Task Management Introduction

This lecture introduces the entirety of this module.

The lecturer should encourage the students to think about the necessary parameters and skills associated with tasks in an Information System (IS) environment.

In this lecture, we also look briefly at the structure and content of the entire module, to assist in context setting, as some of the topics may, at first glance, appear to be incongruent.

There are many open questions in the lecture notes provided below each visual within the Lecturer/Student Notes, to provoke discussion amongst the students. The objectives of these discussions are:

- to enable the students to start thinking along the lines required for each of the main subject areas covered, and hopefully to raise questions that will be discussed in more detail later on in the module;
- to enable the lecturer to assess the starting point of understanding of the students and to help to focus the lectures at the correct level.

Relating to Visual 1.2

These definitions in the visual may be supplemented with others from the lecturer's own reading and experience.

Emphasis should be made of the key words: 'specific', 'work'; and 'practice', 'managing', 'controlling', 'skilful', 'materials', 'time'.

Relating to Visual 1.4

The lecturer should use this and the next four visuals to discuss some of the dimensions of the task within an IS context. The objectives of these discussions are two-fold:

- To enable the students to explore areas which up until now they may have taken for granted, and to start asking questions.
- To enable the lecturer to determine the existing knowledge and experience level of the students in this area, to use as input to subsequent sessions of the module.

The discussion on this visual should focus on:

- “What are the tasks typically undertaken by individuals in an IS environment?”

and then:

- “What are the tasks typically undertaken by individuals who interact with an IS environment?”

Relating to Visual 1.5

The likelihood is, that the discussion so far will have focussed on the technology oriented tasks, so lead the students to think more about the people oriented tasks such as:

- communicating;
- interviewing;
- team building;
- presenting;
- explaining;
- training.

Relating to Visual 1.6

Once the students have identified an adequate list of tasks, the lecturer should then ask them to discuss:

- “Who does what?”
- “How do we allocate tasks?”

The lecturer should select some of the tasks already identified and ask the students to define the characteristics and qualifications of the individual that should be allocated to the task. Then ask:

- “What should we do if such an individual is not available?”

Relating to Visual 1.7

Expanding on the required skills that the students have already identified, this visual should be used to ensure that all these dimensions of skill have been identified:

- Creative skills.
- Analysis skills.
- Attention to detail.
- Technical knowledge.
- Careful *building* or combining skills.
- Communication skills.

What other skills can the students think of that would be needed to complete an IS team?

Relating to Visual 1.8

At this point, the lecturer should ask the students what the significance of the fire extinguisher might be. The resulting discussion should establish the level of awareness amongst the students of the importance of good management techniques, and the use of 'prevention' rather than 'cure' within an IS context.

Relating to Visual 1.11

The lecturer should encourage the students to think objectively about the techniques and processes that they have experience in, and how they would judge whether the technique or process is effective.

Relating to Visual 1.12

The sessions focus on the three aspects shown in the visual, and provide the opportunity for a significant amount of discussion and practical work.

The lecturer should encourage the students in the meantime, to think about how their time is allocated and to keep a time log of a typical day/week whilst undertaking their professional tasks, and estimate how much time they could class as being wasted.

Relating to Visual 1.13

One human communications skill which is not included in these sessions but is almost certainly required of the IS professional, is the ability to give effective presentations.

To this end, the lecturer should ensure that the students are given the opportunity to practise and improve their presentation skills throughout the module. If it is deemed necessary, the lecturer may wish to introduce an additional session focussing entirely on this topic.

Relating to Visual 1.16

During the Mentoring and Coaching sessions, significant opportunity is also provided for a practical exercise.

Lecture 2 The Task Envelope – Task Success

This lecture emphasises the importance of identifying the success criteria of the task, according to all the possible stakeholders. The critical attributes of *cost*, *quality*, *time* and *content* are explored, along with the possible causes of failure to meet criteria.

The lecture should be presented in three parts:

1. Using the first seven visuals – discuss the stakeholders and the various dimensions of success.
2. Using the Visuals 2.8 through to 2.12, the students should be challenged to work in syndicates, to develop mind-maps which explore the questions posed on the visuals. What could cause a success criteria not to be met in each of the four dimensions? An example of a mind map for not meeting the budget criteria is given. There are no *correct* answers to these – the aim is to explore the possibilities, and develop an understanding of cause and effect when trying to achieve each of the targets. (*Note: These visuals and questions are repeated in the Module Summary lecture so that the students can reflect on what they have learned through the entire module – and populate their mind-maps with more possibilities that have been encountered in the other lectures*).
3. The definition of quality is then expanded on to introduce the different views of quality that are often confused – and that there is rarely a single approach that will satisfy all types of products.

Relating to Visual 2.1

Before moving on to the next visual, the lecturer may wish to brainstorm with the students, why tasks or projects fail?

Relating to Visual 2.3

The lecturer should ask the students if they agree with the list in the visual and what, if anything, should be added to it?

- What is the effect of each of these problems?
- What could one do to counteract them?

Relating to Visual 2.4

The question ‘What can we do about this – we work in a commercial environment when the pressure is always to deliver faster and faster?’ is usually raised at this stage.

Discussion should centre on whether going slower at the early stages might actually result in quicker delivery of a product which works, rather than a number of deliveries of products which have major faults.

A very senior UK manager was once heard to ask the question “Why is it that we never have time to get things right first time, but we always have to find the time to put things right after they've failed?”, while banging his fist on the desk in frustration after yet another product recall.

Relating to Visual 2.5

The lecturer should ask the students to attempt to draw such a diagram that represents the stakeholders in a recent task or project that they have been involved.

Relating to Visual 2.6

Ask the students to identify the success criteria for each of the stakeholders that they have identified.

Are there any conflicts? If so, what can be done to resolve them?

Relating to Visual 2.8

The lecturer may wish to discuss the impact of changes to the specification in any of the dimensions mentioned.

Relating to Visuals 2.9 to 2.13

These visuals form the basis of a discussion on the possible causes which could lead to failure in each dimension.

The lecturer should use these visuals to explore the possible answers to the questions posed – these could be undertaken in class or in syndicates of 3 – 5 students per syndicate. Techniques such as the *mind map* or the *Ishikawa fish bone* could be used.

- Are there any common cause problems that have been identified in each of the dimensions – if so what could be done to prevent the problems occurring?

Note: An example of a mind map is shown on Visual 2.10. The lecturer may wish to use this one as an example. Students should be reminded of the ‘left shift’ concept at this stage.

The Ishikawa fish bone technique is detailed in Sarazen, J S, The Tools of Quality, Quality Progress, July 1990.

The mind maps that the students create, may be worth revisiting at the end of the module during the Task Summary session, to explore any further additions, amendments that the students then believe are necessary.

Relating to Visual 2.14

How would the students approach the development of a system with high usability criteria? One obvious route is by the use of prototyping, and early involvement of the users of the system.

How would the students approach the development of a system with high availability criteria? One route would be by the introduction of redundant components – which would obviously have an impact on the cost of the implementation, and subsequent maintenance costs.

Lecture 3 The Task Envelope – Initiation

This lecture looks at the various aspects that need to be considered when a new task is initiated.

Again, the lecture logically consists of three parts:

1. Development of a checklist that the students can use for many tasks in the future.
2. The techniques of planning, and the differences between network and bar charting.
3. The principles of estimating the costs associated with the task.

Relating to Visual 3.1

Prior to showing the next visual, the lecturer should brainstorm with the students on what needs to be addressed whenever a new task is initiated.

The students should be encouraged to develop their own checklist that can be used, updated and reused for every task that they encounter.

Relating to Visual 3.5

In the visual, the significance of the black arrows is to show the relationship between the inputs and outputs.

- Do the students agree with this structure?
- How, if at all, would they amend it?

There is no right answer here, but it is important to ensure that the process is thought about before embarking on the task in hand, and drawing the process in the form of a life cycle can assist in this planning process.

Relating to Visual 3.6

What resources are needed? The lecturer may wish to brainstorm this prior to displaying the visual.

Relating to Visual 3.7

The lecturer may wish to discuss the criteria that may be applied to assist in the decisions to be made for each of these alternatives.

Relating to Visual 3.20

The lecturer may wish to explore one or more of these techniques in greater detail. If students have experience in the use of a particular tool, their experience would be a useful practical contribution.

Attention should be drawn to the applicability of tools to a particular project. Microsoft Project might be very good for smaller projects, but it would be unlikely to have the power to contribute to control and monitoring in a major project environment, where much more sophisticated tools such as Artemis and Primavera will be more usually seen.

Relating to Visuals 3.25 to 3.27

Continuing the extract from the CMM, the lecturer may wish to discuss the potential effectiveness of these statements, and whether the students believe that they could be applied in their own organisations and culture.

Also, comparing the recommendations of the CMM with the requirements of other standards such as ISO 9001 or other local standards could form the basis of a research topic or debate.

Relating to Visual 3.40

Lecturers could conclude this session with a discussion about how an organisation might improve its planning and estimating procedures.

- What information is required?
- What hurdles might need to be jumped to make such procedures work effectively?

Lecture 4 The Task Envelope – Monitoring

This lecture discusses some of the techniques that can be used to monitor the progress of the task and project, and look at some of the difficult decisions that the task manager has to make when confronted with slippage and overspend.

It is important to emphasise that monitoring should be established across all the dimensions of the success criteria. The emphasis in the notes is on slippage, cost monitoring (using Earned Value Analysis) and quality monitoring – using the defect reports and looking for anomalous components which may cause problems.

Relating to Visual 4.12

The lecturer may wish to discuss the questions posed in this visual in class, or in student syndicates.

How might these problems be overcome?

Relating to Visual 4.19

This visual shows a project or task which is slipping, and a decision needs to be taken on how to proceed.

The lecturer may wish to discuss the various options.

What are the cost and resourcing implications likely to be of each of the options?

Lecture 5 The Task Envelope – Supporting Disciplines

The objective of this lecture is to ensure that the students are aware of the totality of issues surrounding complex IS projects.

This lecture introduces five areas briefly, most of which are discussed in more depth in the Software Project Management Module.

Relating to Visual 5.1

Prior to showing the next visual, the lecturer should ask the students which disciplines they would class as supporting ones to the main creative tasks within an IS department.

Relating to Visual 5.2

- *Documentation* – looking at the different types of documents that are created within an Information Systems environment, and how those documents can be prepared so that they are readable by the intended audience.
- *Configuration management* – emphasising the importance of identification and version control of all electronic and paper products of the task.
- *Verification and validation* – emphasising the importance of reviewing interim documentation as well as testing any final product of the task.
- *Quality management systems and audits* – looking at the importance of applying QMS concepts appropriately and not just to get a certificate on the wall!

- *Selection and use of tools* – exploring all the different uses of software tools within and Information Systems environment, and how such tools might be evaluated.

It is likely during discussion that other topics will arise as being important support activities to an IS task. The lecturer should be prepared either to initiate discussion on these other topics – or to set one or more of the students a challenge to find out more and present back to the group during a later lecture.

Relating to Visual 5.3

The lecturer may wish to pose the questions in the visual to the students in a discussion forum.

Relating to Visual 5.4

Configuration management is one of those topics that, like documentation, cures the listener of insomnia! However a useful way of introducing this is to ask the students if they have ever had a project crisis caused by inadequate control of changes and versions of components or documents.

Relating to Visual 5.5

To determine how much the students understand about the principles of configuration management – ask the questions on the visual.

It may not be necessary to utilise the following visuals that expand on the principles of CM – lecturers should use their own judgement. They are included here just in case there is a need for further explanation.

Relating to Visual 5.8

Where are changes initiated and why? The usual reasons are because the requirements change, or because errors are made in development.

- Do the students know where most of the changes in their projects emanate from? If not, how would they establish the sources and trends if they exist?

The lecturer could ask the students to design a *change control process* that could be applied to both documents and software components in their environment. *If they already have such a process, how could it be improved?*

Relating to Visual 5.10

The lecturer may wish to ask the students how they would initiate an audit using configuration management techniques.

Relating to Visual 5.14

The detailed techniques of software and system testing are not covered in this session, but the lecturer may wish to discuss with the students why testing might be seen as an unnecessary task by some parties – see next visual.

Relating to Visual 5.16

Reference could be made at this point to the established series of international standards and guidelines, known collectively as ISO 9001. If the students are not familiar with the requirements of these standards, the lecturer should recommend that they research them, and assess the implications for their own organisation.

Relating to Visual 5.19

Many of the processes already covered in this module are supportable by software tools – *the lecturer may wish to brainstorm the list with the students*. They include:

- Estimating;
- planning and progress monitoring;
- configuration management;
- software testing;
- requirements analysis and design;
- etc.

Relating to Visual 5.20

- Why might this approach be non-trivial?
 - Because it relies on a mature programme of collecting and analysing quality and productivity measurements. Very few organisations in the IS industry have the capability to do this, but where it has been performed, good results have been shown.

The lecturer may wish to discuss with the students or set an assignment, to establish what measures might be needed, and how they would be analysed.

Relating to Visual 5.21

There may also be other topics or disciplines that the present parties believe support their IS function – these could also be discussed along the same lines as has been here – that is left up to the lecturer's discretion.

Lecture 6 The Task Envelope – Managing Risk

This lecture discusses some of the principles and techniques that can be applied to improve the probability that a task or project will meet its success criteria. That is – deliver its required products with appropriate quality levels in the required timescales, and at a cost which enables the development organisation to remain competitive.

The lecture takes the students through an entire *risk management life cycle* – beginning with identifying the hazard or threat, assessing the probability and impact, applying risk reduction techniques and monitoring for the occurrence. The example used throughout the lecture is one of a motor racing scenario.

Relating to Visual 6.6

The lecturer may wish to ask the students what affects the amount that they would spend on home contents insurance?

The answer is likely to be higher if they have already suffered the consequences of a fire or burglary, than if they have not.

Relating to Visual 6.12

Lecturers may wish to supplement the next few visuals by developing a Risk Assessment using a familiar scenario – such as a motor racing team, and how to manage the risks of not finishing a specific local race.

The students could brainstorm a set of top-level hazards for this scenario.

Relating to Visual 6.13

Ask the students:

- What lower level risks might be present in the *motor racing scenario*?

Relating to Visual 6.14

In the motor racing scenario – are there any linked causes that increase the probability of any of the hazards occurring?

Relating to Visual 6.17

The lecturer could ask the students to prepare a ‘standard checklist’ for the motor racing team, that could be re-used for every race.

What issues occur if this standard checklist were used by other motor racing teams?

Relating to Visual 6.18

The lecturer could ask the students to develop a couple of scenarios based on the motor racing risks – to see if any further details come out of the discussion.

Relating to Visual 6.22

As frequency of occurrence information is unlikely to be available, it is necessary to determine an intuitive scale that can be applied.

The lecturer should present the students with this scale – and ask them to allocate probabilities of occurrence to each of the above statements.

This approach has significant problems because *intuitive names* in fact mean different things to different people.

Relating to Visual 6.23

The lecturer could ask the students to derive scale points for some of the risks identified in the motor racing scenario – and allocate appropriate priorities.

Relating to Visual 6.28

The lecturer may ask the students to prepare a couple of Risk Action Plans for the motor racing team scenario.

Relating to Visual 6.30

How might the risks identified for the motor racing scenario be monitored?

Relating to Visual 6.31

At what points in the run up to and during a race, do the risks need to be reassessed by the motor racing team?

Relating to Visual 6.32

The lecturer may wish to discuss how an organisation might initiate an improvement programme on risk management.

Lecture 7 The Task Envelope – Completion

Handout 1 The London Ambulance Service

(To be photocopied and issued to students at the appropriate place in the lecture.)

There is certain to be a point in time when a task has come to an end.

- How successful was it?
- Does the product meet its requirements?
- Are you still communicating with your customer/sponsor?
- Will the product ever be used?
- Who is going to maintain it and how?
- Can we learn from the experience?

This lecture looks at each of these issues, and explores some of the difficulties that may be encountered. It also includes examination of a real life case study of the London

Ambulance Service Command and Control System that publicised in the UK during and after the formal public enquiry.

Relating to Visual 7.5

The lecturer may wish to explore the problems with the statements in the visual with the students, and discuss how those problems might be resolved.

Relating to Visual 7.11

Before displaying this visual, the lecturer may wish to ask the students “What is Information System maintenance?”

- Clearing faults? = Corrective maintenance.
- Adding new features? = Perfective maintenance.
- Adapting to a different environment? = Adaptive maintenance.
- Maintaining the integrity of the system? = Preventative maintenance.

The lecturer may also wish to discuss with the students the issues surrounding the in-house maintenance of a 3rd party developed software product.

Relating to Visual 7.16

The lecturer could ask the students to devise a questionnaire that could be used on their current or previous projects.

Relating to Visual 7.17

The lecturer may wish to brainstorm with the students – what should the log comprise?

Relating to Visual 7.19

The lecturer may wish to discuss with the students how such information could be effectively disseminated.

Relating to Visual 7.20

The lecturer should hand out the three page case study of the London Ambulance Service.

With minimal initial discussion, the students should be divided into syndicates of up to 5 students per syndicate, and asked to come back (after 45 minutes) with answers to these questions.

Many of the answers to these questions are included in the text – but the main objective of this exercise is to establish the benefit of post project reviews.

Lecture 8 Time Management – Managing Your Time

Time management is becoming a crucial skill as we enter the 21st Century. These three lectures on time management should be lectured from a view of self analysis and improvement.

Therefore this lecture should begin with an assessment of a current day in the office by each of the students, and a presentation and discussion surrounding the various aspects that can be changed to make more effective and efficient use of available time.

Relating to Visual 8.1

“It’s been a hectic day as usual. The phone has rung at least two dozen times, I’ve attended 6 meetings, I couldn’t begin to count the pieces of paper I’ve handled, I had 50 new email messages that arrived over the weekend, I’ve dealt with 4 queries from colleagues who unexpectedly arrived in my office, and there have been 2 major crises to sort out. I’ve been so busy but, you know, I don’t really feel as if I have achieved anything.”

The lecturer may like to recount this, and ask if it is a recognisable scenario.

Relating to Visual 8.5

The lecturer may like to host a discussion around the different requirements and implications of each scenario (personal *versus* corporate).

Relating to Visual 8.6

The traditional way to record future plans by hand is in a diary. Increasingly sophisticated personal planners and electronic organisers with address books and accounting systems are now available, and are useful for keeping information to hand.

The lecturer might like to discuss the pros and cons of each type of product.

Relating to Visual 8.8

The lecturer should encourage the students to document their goals in each of the four dimensions shown in the visual, giving skills required where not already present. Finally a timetable should be set stating when the students would like to achieve each of their goals.

Relating to Visual 8.9

The students should be encouraged to:

- chart on the graph in the visual, all the tasks that they documented in their assessment of a typical day at the beginning of the session;
- develop a current *to do* list and plot each of these items on a separate graph.

Relating to Visual 8.10

The lecturer may wish to request that the students initiate a project to research the type, volume and value of the information that crosses their desk over a fixed period.

Relating to Visual 8.11

At this point a discussion on various techniques to avoid and control interruptions in various circumstances could prove useful.

Relating to Visual 8.14

Lecturers should introduce the different learning styles – verbal and visual, and ask students to assess which category they fit into, and which techniques that they learn from most effectively.

Relating to Visual 8.15

How many hours per day/week/month does each of the students allocate to *leisure* time?

The lecturer should conclude the session with a recommendation that the students prepare an action plan on how they are going to make more effective use of their time (referring back to the self-assessments done at the beginning of the session). This subject should then be revisited in a few weeks' time to review the success or otherwise of the implementation of those action plans.

Lecture 9 Time Management – Managing Meetings

As meetings consume a large proportion of the average working week, this lecture is dedicated to looking at the issues of meetings and how to make effective use of them.

Relating to Visual 9.1

Discussions will include items such as:

- Why do meetings go wrong?
- What to do before meetings?
- What to do during meetings?
- What to do after meetings?

Checklists can be very useful when chairing and attending meetings – the students should be encouraged to develop their own checklists for improving their own performance in meetings.

The lecturer may wish to supplement this lecture with the use of one or both of the VideoArts productions entitled “Meetings, Bloody Meetings” and “More Bloody Meetings” with John Cleese and Robert Hardy. Further information is available on the VideoArts web site: <http://www.videoarts.com>.

The lecture should also be supplemented with a series of meetings around a theme from elsewhere in the course, giving each student the opportunity to organise and chair at least one meeting.

Relating to Visual 9.2

Conclude this discussion by asking “What proportion of your time is spent in meetings?”

Relating to Visual 9.3

Now ask “what proportion of time spent in meetings is wasted?”

Relating to Visual 9.4

The chairperson should work from a *standard* checklist to ensure that all meetings are coordinated and run effectively.

The lecturer could task the students to prepare such a checklist.

Relating to Visual 9.5

A checklist can also be useful to the meeting attendees. Likewise the lecturer could task the students to develop such a checklist.

Lecture 10 Time Management – Managing the Time of Others

To make the best use of your time, you also have to manage that of your staff, colleagues and seniors. It is important to be able to delegate well, share tasks and manage upwards as well as downwards.

Delegation is the art of getting things done through others. As we progress through our careers, we will find it necessary to rely more and more on our colleagues to get things done for us. Many managers fear delegation and the loss of control it brings, but it is essential to free up our own time for higher pay-off activities.

In this lecture we will study issues specifically relating to delegation, but include pointers and extracts from elsewhere in the module, as this topic requires the use of skills that are discussed in many of the other lectures. These include human communications, estimation, progress monitoring, managing meetings and handling interruptions.

Relating to Visual 10.1

The lecturer may like to start this session by discussing what influence we can have on others' time, and how effective the students believe that they are currently in achieving their objectives when dealing with others.

Relating to Visual 10.3

The lecturer may like to set the students an exercise at this point to draw up the information flows that are present in their own organisation, and indicate the frequency of communication. It may also be useful to identify what mode is used for most of the communication – meetings, telephone, fax, email, memo etc.

Relating to Visual 10.6

Discuss the possible answers to the questions posed in the visual. Options are 'Never'; 'Sometimes', 'Often' and 'Always'.

What do the students believe the answers should be?

Relating to Visual 10.7

Discuss the possible answers to the questions posed in the visual. Options are 'Never'; 'Sometimes', 'Often' and 'Always'.

What do the students believe the answers should be?

Relating to Visual 10.12

At this point it is worth the lecturer initiating a discussion around:

- How to build a professional relationship with your manager.
- Communication's Do's and Don'ts.
- When it is appropriate to 'get your own way – and how?'.

The lecturer may like to facilitate a discussion at this point about the strategies that the students would adopt when a new manager is appointed over them, to ensure as far as possible a smooth transition, and effective continuation of current work.

Lecture 11 Principles of Human Communication – Introduction

The ability to communicate effectively is an essential part of being an IT Professional. Good communications skills are needed for many tasks including eliciting requirements for systems, briefing team members, demonstrating products, presenting to prospective clients, interviewing for staff.

The lecture covers the following topics:

- The communications loop
- Message, media and method
- The audience – and what do they want to hear?
- Listening skills (although this is expanded on in the next lecture)
- The strengths and limitations of language
- Barriers and filters

It is recommended that throughout all these lectures on communication, time is set aside for *practice listening*, where the students (in groups of three – *talker*, *listener* and *observer*) take turns to listen to each other talk for 5 minutes on a topic of their own choice. The listener should be able to recount the important points made (without taking notes), the talker should comment on whether they had been attended to, and the observer is able to provide comment on the interaction, and listening techniques used – but do not wait for the next lecture before trying this exercise.

Relating to Visuals 11.1 and 11.2

A good introduction to this series of sessions on Human Communication is to perform this exercise. Select (by random if possible), one of the students to come to the front of the class and verbally describe the drawing shown in Visual 11.2, without the other students being able to see it. The remaining students should attempt to draw what is being described.

The *describer* should not use his/her hands, and the *drawers* may only ask questions to which there are YES and NO answers.

Conclude the exercise by asking the students what they found difficult about the exercise and why. Examples might be the use of units/measures (inches, cm.), specific geometrical terms (oval, rectangle, bisect) or similarity (wiggly worm, snail, egg-shape, shark's fin, dunce's hat). Which were most useful?

Relating to Visual 11.5

It may be worth making the point that a little later in the session there will be a discussion comparing the positive and negative aspects of communication via various media, e.g.

direct speech, telephone, physical letter, email – students should be encouraged to start thinking about this.

Relating to Visual 11.8

Each of the words on the visual has at least two meanings, which differ in England and America. Ask the students how they would use them.

The lecturer may wish to substitute this visual for one more appropriate to the first language of the majority of the students.

Relating to Visual 11.10

As a class exercise, students should be asked to make a list of three advantages and three disadvantages relating to each of the media listed on the visual. These should be discussed before proceeding to the next visual.

Relating to Visual 11.13

This will be revisited in the Introduction to Human Behaviour session under ‘Preferred Learning Style’. In the meantime, the lecturer may like to suggest that the students research this subject themselves, and think about which audience type, from those shown on the visual, they believe themselves to be.

Relating to Visual 11.15

This topic will be revisited in the session on Listening Skills. In the meantime, students should be encouraged to think about how they listen, and what percentage of their time is spent listening.

Relating to Visual 11.16

A study of the transactional analysis material in Chapter 10 of the nominated book may be appropriate at this point. Transactional analysis is not expanded further during these sessions, but *the lecturer may wish to set an assignment to investigate this further.*

Relating to Visual 11.17

The lecturer may wish to discuss the impact of some of the barriers listed in the visual and described in the Lecturer/Student Notes, and consider how one might overcome them.

Lecture 12 Principles of Human Communication – Listening Skills

Handout 2 Listening Exercises Record Sheet

(To be photocopied and issued to students at the appropriate place in the lecture.)

Listening is an important aspect of communication and it should be emphasised as such – not taken for granted. The lecture covers the following aspects:

- Difference between hearing and listening
- Different approaches to listening
- The use of silence
- Reflective listening
- Listening to non-verbal messages.

Relating to Visual 12.1

Some time during this lecture is spent discussing the theory of listening skills, but it is essential that the majority of the time is spent trying to put these theories into practice, throughout this and many other lectures of this module.

This practice should take the form of students (in groups of three – *talker*, *listener* and *observer*) taking turns to listen to each other for 5 minutes on a topic of their own choice. The listener should be able to recount the important points made (without taking notes), the talker should comment on whether they had been attended to, and the observer is able to provide comment on the interaction, and listening techniques used.

A sample recording sheet is included in Handout 2 entitled Listening Exercises Record Sheet. This can be used by the observer for all the listening exercises undertaken during the module.

Relating to Visual 12.2

One exercise that can be undertaken here:

- The lecturer could draw an artefact (without showing it or telling the students what it is) – such as an aeroplane, or train, and ask one of the students to describe in no more than 15 seconds, what has been drawn – and ask the remaining students to draw what has been described – no questions allowed!

Relating to Visual 12.4

There are four main types of listening:

- *Comprehension listening* is the kind of listening that people engage in when conducting fact-finding interviews or attending lectures. It involves listening to facts, ideas and themes that may be of future use.
- *Evaluative listening* is the kind of listening people engage in when trying to make judgements concerning the persuasive messages of others, such as sales persons and negotiators.
- *Empathic listening* is the kind of listening people engage in during counselling sessions, appraisal interviews and more generally when faced with someone who has a need to talk and be understood by another person. It involves the listener demonstrating a keenness to attend to and understand the thoughts, beliefs and feelings of the speaker.
- *Appreciative listening* is the kind of listening people engage in for pleasure. It might occur when listening to music, poetry or children playing. It involves the listener seeking out signals or messages that he/she wants to hear.

The lecturer should ask the students if they accept these distinctions, and in which listening types they believe their strengths lie.

Relating to Visual 12.8

Discuss – Is there anything else that the listener can do whilst preparing to listen.

Relating to Visual 12.9

Perform a specific listening exercise – where no attention is being paid; then ask the speakers what this felt like.

Relating to Visual 12.12

It would be possible to spend the entire session discussing and practising reflective listening. However, a discussion of the basic concepts, a couple of practice exercises now, and encouragement for the students to continue to practise this both in their professional and private lives will be of significant benefit to the development of their listening skills.

Relating to Visual 12.13

The lecturer may like to facilitate a brainstorm on other aspects of non-verbal communication, and listening through looking and watching which can be used to improve our overall listening skills.

- Expression.
- Eye behaviour.
- Gesture.
- Posture.

- Voice.
- Appearance.
- Touch.
- Time.
- Space.

It may be worth referring back to the discussion held earlier during this session on the problems of telephone communications.

Lecture 13 Principles of Human Communication – Interviewing Skills

Relating to Visual 13.1

This lecture is primarily concerned with the skills required for obtaining information.

This is another core skill required of an IS professional, and it builds on the listening skills discussed earlier in the module.

Interviewing can take place for several reasons:

- Selection interviewing a candidate for employment, or reviewing performance of a team member.
- Interviewing a prospective system user to elicit their requirements.
- As part of a customer satisfaction survey, to determine the quality of a delivered product.
- Undertaking market research prior to development of new product.
- Assessing an organisations maturity in their use of good practice in IT management and development techniques, and hence their capability to produce certain kinds of product.

The subject matter and objectives of each of these interviews will differ significantly, but the basic skills involved in structuring the interviews and gathering the required information have many common elements.

This lecture should be supported by exercises using different interview scenarios and behaviours. The learning opportunity will be increased if some or all of these exercises can be recorded on video and played back with discussion of performance.

Relating to Visual 13.3

The lecturer may wish to facilitate a discussion around the following two points:

- “What makes a successful interview?”

- “What could prevent the interview from being successful?”

Relating to Visual 13.5

In reality, each exchange between interviewer and interviewee has a cycle of actions. *The lecturer might like to open a discussion as to what these actions might be.*

Relating to Visual 13.6

The lecturer may like to discuss why the inconsistencies mentioned in the visual might occur.

Relating to Visual 13.11

The lecturer should ask the students to make a list of closed questions relating to the frame of reference just developed, and then offer an open alternative to each one.

Relating to Visual 13.12

The lecturer should ask the students which approach to sequencing the questions best fits the frame of reference that they have been developing.

Relating to Visual 13.15

The lecturer should create some scenarios, and set up some mock interviews for the students to practise putting into place the techniques and skills that have been discussed in this session.

Lecture 14 Resource Management – Managing Subcontractors

Relating to Visual 14.1

Organisations need information systems and software products to help them manage their activities and to supply products and services to their customers. Often these systems and software products are key to their success, particularly for a small organisation. Acquiring such an information system is a significant task for the purchasing organisation if the expected benefits are to be realised. The ability of the customer to select the right system or software, establish an effective relationship with the right supplier and manage the contract will maximise the likelihood of obtaining the right solution within the desired timescale and cost.

Equally, suppliers must be able to deal effectively and appropriately with their customers in order to deliver their products and services predictably and profitably and in the first place give them confidence that this can be achieved.

Although the scale of the problem may differ, the same issues arise when a provider of IS products and services is unable to resource the requirements, and it is necessary to utilise a subcontractor.

This lecture covers the topic of subcontracting an IS *development* or *service*, regardless of what your position is in the supply chain.

The lecture covers:

- The supply chain.
- Customer responsibilities.
- Identifying the need.
- Procurement options and strategy for acquisition.
- The procurement process.

Relating to Visual 14.2

Before moving on to the next visual, the lecturer may wish to brainstorm with the students, where in any business the value of Information System solution may reside, and the impact it could have on the profitability of the business.

Relating to Visual 14.4

The lecturer may wish to set the students an exercise to draft a supply chain either related to their own role/organisation or to a well known local organisation – either in the financial or public utilities sectors.

- What are the risks that beset each organisation?
- How could those risks be avoided or reduced?

Relating to Visual 14.6

Before showing the next visual, the lecturer may wish to brainstorm with the students the customer's responsibilities throughout the acquisition process.

Relating to Visual 14.8

The lecturer may wish to discuss each of the issues raised in the visual in the context of a local, recent publicised acquisition.

Relating to Visual 14.9

Identifying the need is required, regardless of the source of the labour. The lecturer may wish to discuss why it is likely to be even more critical when a system or service is being 'outsourced'.

Relating to Visual 14.10

Can the students think of other examples that would fit each of these categories?

The lecturer may wish to debate the pros and cons of selecting each of the options on the visual.

Relating to Visual 14.13

The lecturer may wish to discuss how such a market research activity may be undertaken.

Relating to Visual 14.15

The lecturer may wish to expand on this list, and some of the issues that arise when creating such a shortlist.

- How do you assess an organisation's commitment to quality and process improvement?
 - Make reference to ISO 9001 and Total Quality Management principles – do not rely 100% on certificates displayed on the organisation's walls!

Lecture 15 Principles of Human Communication – Negotiating Skills

Relating to Visual 15.1

We are all negotiators. Negotiation is a process of joint decision making, where the parties have differing preferred outcomes. Give and take are natural every day elements of life, and much of this represents negotiation of some form. It may be to determine a purchase/sale price of a product or to negotiate a greater amount of budget to undertake a required task. The object of negotiation is not restricted to financial units – time may also be negotiated.

Some people are better negotiators than others and, consequently, are more successful in terms of achieving their desired outcomes.

Throughout this lecture, lecturers should ensure that local culture as applied to this process is taken account of. At some appropriate point in the lecture (as determined by the lecturer) it may be useful to hold a discussion on the local negotiation techniques, and possibly how they differ from any of the techniques presented here.

The basic techniques of negotiation are discussed:

- Setting strategies.
- Bargaining.
- Concessions.
- Settling.

Relating to Visual 15.2

Negotiation is not necessarily a win/lose situation, but if both parties enter into negotiation when their criteria are as shown on this visual, then unless both negotiators have the strength to stick to their limits, someone is bound to lose.

The lecturer may wish to discuss “How might one establish that this is the scenario, and are there any circumstances which warrant negotiation?”

Relating to Visual 15.5

Before displaying the next visual, the lecturer may like to ask the students to derive a process for negotiation – identifying the various stages that one goes through, and how one achieves a satisfactory settlement.

Relating to Visual 15.9

The lecturer may like to request that the students study the visual – assume that these two individuals are known to each other and trusted – what are they likely to be *thinking*?

How is it likely to differ if they have never met before?

Relating to Visual 15.10

Lecturers may wish to ask the students what is the difference between these approaches, and under what circumstances should each be employed.

Relating to Visual 15.12

The lecturer may wish to open a discussion on the pros and cons of each of these tactics, and under which circumstances they may best be utilised.

Relating to Visual 15.15

The lecturer may like to set up some fictitious scenarios to enable the students to practise negotiating using some of the techniques identified in this session.

Lecture 16 Resource Management – Acquisition and Contract Management

Relating to Visual 16.1

This lecture looks at some of the issues surrounding managing contracts with external suppliers of IS *solutions*.

The lecture looks at the problems, and causes of those problems, briefly touches on taking a risk management approach (*risk management* is covered in slightly more depth in the Task Envelope lecture) and managing supplier relationships on an on going basis.

Generic legal aspects are touched on in this lecture, but lecturers should ensure that they are familiar with, and cover local legal issues.

Before moving on to the Visual 16.2 the lecturer may wish to brainstorm the problems associated with dealing with subcontractors in an IS environment.

Relating to Visual 16.5

The lecturer may wish to revisit some of the earlier material here and discuss it specifically in the context of dealing with external organisations.

Relating to Visual 16.6

Experience shows that there are certain key areas which generate most of the risk in software acquisition. These may vary from culture to culture and between different industry sectors.

The lecturer may wish to discuss this and attempt to determine what the students perceive as the high risk areas within their organisation and industry sector.

If the students are currently unaware – how would they find out?

Relating to Visual 16.9

What is the copyright law in YOUR country – *the lecturer should establish and discuss.*

Relating to Visual 16.10

The lecturer should establish and present the patent situation in local legislation.

Relating to Visual 16.11

The lecturer may wish to brainstorm the contents of this documented agreement before showing the next visual.

Relating to Visual 16.14

The lecturer may wish to debate these points:

- If a larger and stronger customer deals with many small Information System suppliers – what is likely to happen?
- Why not simply impose such stringent conditions on suppliers that all the risk is carried by them?
- This could be taken further; why not insist on penalty clauses such that the customer could not lose financially from any possible outcome.
 - Do you think this is possible?
 - Do you think it would solve the problems?
 - What happens when a big Information System supplier tries to do this to a smaller customer?

Relating to Visual 16.26

At this point, the lecturer may wish to discuss the students own experience in dealing with suppliers of IS solutions and services – both locally and internationally. Identify problems that have been encountered, and how those problems have been solved – or could have been solved looking back on the surrounding circumstances – remembering that confidentiality must be maintained at all times.

- How would the students undertake the same acquisition differently if it had to be repeated?

Lecture 17 Principles of Human Behaviour – Leadership

Handout 3 Learning

(To be photocopied and issued to students at the appropriate place in the lecture – Visual 7.24.)

Relating to Visual 17.1

This lecture looks at the nature of leadership and teams and describes the various leadership styles appropriate to team management.

During this lecture we also discuss the principles of *motive* and *motivation*, and describe the most relevant theories of motivation in the work environment. The following concepts should be discussed:

- What are motives?
- What is motivation?
- Why does it matter?

The lecture concludes by looking at the various learning styles, and the students are encouraged to undertake a self-assessment exercise – to determine their own preferred learning style, and how that affects the way they behave with others. This exercise should be done silently and quickly – no more than 15 minutes to complete the questionnaire plus time to perform the analysis. All of the details are provided in the Handout 3 entitled Learning Styles and Preferences.

Relating to Visual 17.2

Lecturers should invite the students to name leaders whom they feel have been very effective in the past, and to describe what characteristics they exhibit in common.

The common general characteristics of these leaders (most of which should have been identified by the students) will almost certainly include:

- single-mindedness – almost to the point of stubbornness;
- excellent communication skills;
- self-belief;
- very strong sense of purpose;
- charismatic – in the sense that they found it easy to attract a following.

The lecturer may like to initiate a discussion around the characteristics of some current well-known leaders in society, and how their performance is measured, both by those that they lead, and by the world at large.

Relating to Visual 17.24

This topic was introduced during the Human Communications introductory session, at which point the students were requested to research this themselves, and attempt to establish their preferred learning style. The lecturer should now facilitate a discussion on the outcome of the students' research. If needed, the following four visuals provide lists of likes and dislikes that characterise the different styles.

When this discussion is completed, the lecturer should distribute the Learning Style self-assessment questionnaire included, and request that the students do a more formal assessment of their own style, and then compare it with their original assessment. Any resulting discrepancies or comments can then be discussed.

Lecture 18 Principles of Human Behaviour – The Team

Handout 4 Belbin's Self-Perception Exercise

(To be photocopied and issued to students at the appropriate place in the lecture – Visual 18.9.)

Relating to Visual 18.1

This lecture reviews team leadership styles as discussed in the previous lecture, and looks further at the teams, making a successful team, and discusses the roles required in order that a team can be effective.

The lecture includes a further self assessment exercise – this time using the Belbin Team Roles. This exercise is included in the Handout 4 – full instructions for undertaking the exercise and analysing the results are included in this handout. *As with any personal assessment, care needs to be taken that this is not misused.* It can be a very useful tool – as long as the interpretation and the results are understood and used so that people can exploit their strengths – not abuse the weaknesses of others.

Relating to Visual 18.9

At this point the lecturer should facilitate the completion of the Belbin Self Assessment exercise, and discuss the students' reactions to the results.

There are numerous published *people* classification schemes. The lecturer may like to introduce some here, and open a discussion regarding the benefits and potential pitfalls of classifying individuals and the use of this method in improving team cohesion, or possibly request that the students undertake some research themselves to investigate this further. Reference to *Gifts Differing: Understanding Personality Types*, by Isabel Briggs Myers, ISBN 0-89106-064-2, may provide useful input to this debate.

Relating to Visual 18.10

In the Introduction to Human Behaviour session, we looked at the characteristics of the successful leader. *The lecturer should review those characteristics and invite the students to add any further ones to their lists.*

The lecturer could now further this discussion focussing on the following questions.

- Should a leader be a generalist or a specialist?
- Should the leader have a high IQ?
- Should a leader tell team members what to do? Or just inspire them to do it?

Relating to Visual 18.13

The lecturer may like to initiate a discussion regarding the students own perception of their ability as team members and team leaders, and what targets they should set themselves, and action plan they might put into place to improve on their current skills.

Lecture 19 Principles of Human Behaviour – Innovation, Quality and Productivity

Relating to Visual 19.1

This lecture expands on three topics – each of which has been touched on in other lectures. Here we focus on the human factor aspects of:

- approach to innovation;
- achieving success through innovation;
- significance of quality and productivity,

and look at the need for involvement and commitment by all members of the team to ensure continued business success.

The lecturer may wish to begin this session with a discussion:

“Why do innovations succeed and why do they fail?”

making notes of the key points raised by the students.

The result of this discussion could be revisited at the end of the session, and any additional items raised, included on the list.

Relating to Visual 19.2

The lecturer may wish to ask the students of any recent innovations in their own industries, and how they came about.

Relating to Visual 19.10

The lecturer may wish to ask what forecasting and prediction techniques are used in student’s businesses, and with what success rate.

Relating to Visual 19.11

The lecturers may wish to encourage the students to research the work of the gurus further. Many references to their work can be found in *Project Teams: The Human Factor*.

Relating to Visual 19.15

Many current research projects are undertaken collaboratively – some even on an international basis. The lecturer may wish to discuss this and explore the problems (especially related to quality and productivity) when undertaking collaborative research, and how these might be addressed.

Relating to Visual 19.19

The lecturer may wish to debate the following issue.

How does one increase performance?

Relating to Visual 19.20

The lecturer may wish to hold a discussion, asking the students for their own experiences of this effect, and the impact it has had on their own career and working environment.

Relating to Visual 19.21

The lecturer may wish to ask the students if they can think of other examples from industry – local or global.

- Are the students aware of the type of causes that could inspire the required level of commitment and enthusiasm within their own industry and/or company/or team?

Now is also the time to revisit the list created at the start of the session – see notes relating to Visual 19.1.

Lecture 20 Resource Management – Managing Internal Resources

Relating to Visual 20.1

This lecture discusses the various tasks that are required when selecting and managing internal staff resources:

- Resource justification and planning.
- Retaining employees.
- Selection procedures.
- Interviewing.
- Staff Appraisal.
- Service Level Agreements.

- Performance Assessment.

Many of the topics covered in the previous lectures on *time management*, *human communications* and *human behaviour* are applicable when managing staff resources – and the lecturer should attempt to link some of the major discussion points that have arisen in those lectures to the discussions held here.

Relating to Visual 20.9

Rules/laws – there may be many of these governing what can and what cannot be said in a job advertisement, and what restrictions cannot be placed on recruitment because they would be seen to be discriminatory

The lecturer may wish to discuss what the local legislation on this subject may be.

Relating to Visual 20.26

The lecturer may wish to brainstorm the possible contents of an SLA before moving on to the next visual.

Relating to Visual 20.27

The lecturer may wish to discuss some examples of targets and measurement processes based on a local service provider – possibly that of an IS department local to the college.

Relating to Visual 20.30

The lecturer may wish to recap on some of the issues raised in these other sessions at this point.

Lecture 21 Mentoring and Coaching – Introduction

Handout 5 – Exercises (Exercises 1 to 5 are relevant to this lecture)

(To be photocopied and issued to students at the appropriate place in the lecture.
Note that this handout contains the exercises for Lectures 21 through to 24.)

Relating to Visual 21.1

This lecture introduces the topic of mentoring, its history and some key concepts that need to be grasped by the students. During the lecture there are five exercises for the students to undertake. There are no right or wrong answers for any of these exercises – the important aspect of them is to begin a process of self-awareness in the students as to how they may have experienced and benefited from mentoring (possibly sub-consciously) in the past.

Relating to Visual 21.3

The lecturer may wish to ask the students if they are aware of any other famous mentoring relationships.

Relating to Visual 21.4

Ask students to do:

- Exercise 1. (Students as mentoree)

Relating to Visual 21.5

The lecturer may wish to ask the students if they can describe a relationship that they have experienced, observed or known about for each of these four categories.

Relating to Visual 21.8

So what do mentors do?

The lecturer may wish to discuss this question, before asking the students to undertake Exercise 2.

Ask students to do:

- Exercise 2 – Things Mentors Do.
- Exercise 3 – Life Experiences.

Relating to Visual 21.9

Ask students to do:

- Exercise 4 – Life Helpers.

Relating to Visual 21.11

Ask students to do:

- Exercise 5 – Outreach.

Lecture 22 Mentoring and Coaching – Setting the Foundations

Handout 5 – (Exercises 6 to 13 are relevant to this lecture)

Relating to Visual 22.1

This lecture looks at the difference between mentoring and coaching, and developing mentoring skills. A significant element of this lecture is the importance of understanding the mentoree's needs.

The exercises in this lecture – eight in total – provide valuable support to the learning process. They begin with further self-assessment, and take the students through some set scenarios to explore how they might react in a mentoring situation. *As before there are no right or wrong answers to these exercises.*

Relating to Visual 22.1

The exercises in this session – eight in total – provide valuable support to the learning process. They begin with further self-assessment, and take the students through some set scenarios to explore how they might react in a mentoring situation. As before there are no right or wrong answers to these exercises.

Relating to Visual 22.3

Ask students to do:

- Exercise 6 – Mentoring Resources.

Relating to Visual 22.4

Ask students to do:

- Exercise 7 – Non-directive Mentoring.

Relating to Visual 22.5

Ask students to do:

- Exercise 8 – Mentoring Styles.
- Exercise 9 – Case Study – Chris.

Relating to Visual 22.7

Ask students to do:

- Exercise 10 – Reading Signals.

Relating to Visual 22.8

Ask students to do:

- Do Exercise 11 – Self Image.

Relating to Visual 22.9

Ask students to do:

- Exercise 12 – Recognising Small Problems.
- Exercise 13 – Case Study – Jill.

Lecture 23 Mentoring and Coaching – Behaviour

Handout 5 – (Exercises 14 to 19 are relevant to this lecture)

Relating to Visual 23.1

This lecture looks at the positive and negative behaviours that may occur in a mentoring situation, and how they might best be handled. Also in this lecture, we take another look at listening skills – an ideal opportunity to revise some of the earlier material, in a specific context.

Five exercises are included in this lecture – including one role play exercise. This role play should be performed in pairs, with a swap of roles – so every student has the opportunity to play both roles.

Relating to Visual 23.2

Ask students to do:

- Exercise 14 – Moving On/Growth Influences.

Relating to Visual 23.23

Ask students to do:

- Exercise 15 – “I” Messages.

Relating to Visual 23.24

Ask students to do:

- Exercise 16 – Mentoring Conflicts – Role Play.

Relating to Visual 23.25

Ask students to do:

- Exercise 17 – Constructive Criticism.

Relating to Visual 23.26

Ask students to do:

- Exercise 18 – Case Study – Kate.

Lecture 24 Mentoring and Coaching – Gains and Difficulties

Handout 5 – (Exercises 20 to 25 are relevant to this lecture)

Relating to Visual 24.1

This lecture explores some of the mutual gains that can be made from mentoring, and the problems that can arise out of difficult or special situations.

Pressures, stress and the effect of diminishing returns is also covered – to ensure that the mentor is able to judge the appropriate action depending upon the state of the mentoree and his/her workload.

Eight exercises are included in this lecture – including one role-play exercise. This role-play should be performed in pairs, with a swap of roles – so every student has the opportunity to play both roles.

Relating to Visual 24.2

Discuss/explore with students ways that giving can flow freely in the mentoring relationship.

Ask students to do:

- Exercise 19 – Partnership.

Relating to Visual 24.3

The lecturer may wish to discuss this subject:

- As a mentor, what would you hope to get in return for your investment in time and effort?
 - Types of satisfaction?

- Types of recognition?
- Types of reward?
- Other benefits or returns?
- Would you be willing to share these expectations with your mentoree, and if not, why not?

Relating to Visual 24.5

Ask students to do:

- Exercise 20 – Mentoring Agreements.

Relating to Visual 24.6

Prior to performing Exercise 21 – the lecturer may wish to discuss this topic in class.

Ask students to do:

- *Do Exercise 21 – Action.*

Relating to Visual 24.8

Ask students to do:

- Exercise 22 – Cross Gender Mentoring.

Relating to Visual 24.9

Ask students to do:

- Exercise 23 – Cross Cultural Mentoring.

Relating to Visual 24.10

Ask students to do:

- Exercise 24 – Cross Hierarchy Mentoring.

Relating to Visual 24.13

Ask students to do:

- Exercise 25 – Sam, Role Play.

Lecture 25 Task Management Summary

Relating to Visual 25.1

The aim of this lecture is to pull all the various strands of the module together, and review the learning objectives of the module.

The lecture therefore recaps on the objectives and outline content of the module, which were discussed in the Task Management Introduction lecture.

The exercise which explored the reasons why success criteria might not be achieved, which was run during the Task Envelope – Success Lecture is then also rerun. This should indicate to the students and also to the lecturer how many of the issues discussed throughout the module have affected their understanding of this Cause Effect relationship.

Finally, the module concludes with the well published five stages of project or task:

- Initial enthusiasm.
- Onset of reality.
- Panic.
- Blame of the innocent.
- Reward for the uninvolved.

Unfortunately, there is more truth in this list than in any of the academic text books on the subject. The more that the students recognise that these stages are a natural phenomenon, they will identify the symptoms at various points in their tasks and projects, the more they will be able to counteract them.

Relating to Visual 25.2

Do the students believe that these objectives have been met?

Relating to Visual 25.4

Now that the students have explored what they should be doing, how would they go about changing the approach – not only of themselves – but also that of their colleagues and organisations?

Relating to Visual 25.5

How do the students believe they could improve on their time management skills?

Relating to Visual 25.6

How do the students believe that they can improve their communication skills, and help to make their organisations more *people oriented*?

Relating to Visual 25.7

How do the students believe they could improve on their delegation skills, and improve the procurement processes embedded in their organisations?

Relating to Visual 25.8

Ask the students to think about their understanding of human behaviour, and how it will affect their interactions with colleagues, managers and sub-ordinates?

Relating to Visual 25.10

The lecturer should recap on this visual – one of the key visuals of the entire module – and discuss how one might maximise all four attributes.

The following visuals pose questions which explore the reasons for failure to achieve in each of these four dimensions. This is a repeat of an exercise that was run during the Task Envelope – Success session, and it should indicate to the students and lecturers, how their understanding of these criteria has changed over the course of the module.

Relating to Visual 25.11

This and the following visuals form the basis of a discussion on the possible causes which could lead to failure in each dimension.

The lecturer should use these visuals to explore the possible answers to the questions posed – these could be undertaken in class or in syndicates of 3 to 5 students. Techniques such as the mind map or the Ishikawa fish bone could be used.

- Are there any common cause problems that have been identified in each of the dimensions?
- If so what could be done to prevent the problems occurring?

An example of a mind map is shown on the next visual. The lecturer may wish to use this one as an example.

Handout 1 – The London Ambulance Service

(For use in Lecture 7 – The Task Envelope – Completion)

The London Ambulance Service (LAS) is the largest of its kind in the world, carrying over 5000 patients per day and covering an area of over 600 square miles. It is a quasi-independent body whose management have a considerable degree of autonomy but ultimately report into the South West Thames Regional Health Authority (RHA); it also has a reporting line into other RHAs in the area.

In the late 1980s, like the rest of the National Health Service (NHS), LAS had to adapt to major upheavals in the way health care is purchased and provided, following the shift to greater use of an ‘Internal market’, more oriented to business processes and goals. It also had to cope with the aftermath of a damaging National pay dispute with ambulance staff and was faced with pressure from RHAs, politicians, the public and media to improve response times in getting to incidents.

The LAS management team decided to adopt a radical and fast-moving agenda of change in order to meet these challenges. A key part of this would be a new ‘State of the Art’ Computer Aided Despatch (CAD) system. This would help to decide which vehicle to send to an incident and communicate relevant information to the appropriate crew. A previous CAD system, estimated to cost about £7.5M, was abandoned in 1990 after tests had found it could not cope with likely demand. Work on the new system began in the Autumn of 1990. Consultants Arthur Andersen estimated it would cost £1.5M and take nineteen months if it could be based on a packaged solution. It warned that these figures should be very significantly increased if a suitable package could not be found.

The project was chaired by the Director of Support Services and two key players were the LAS Systems Manager (a career ambulance specialist not an IT specialist) and a contract systems analyst. Representatives from training and other areas helped prepare the requirements specification. However, recent Industrial Relation problems resulted in a lack of involvement by ambulance crews, although the system substantially affected the way they would work.

A packaged solution was rejected because the LAS requirements were seen to be unique in terms of the scale and degree of automation expected. A £1.5 M budget ceiling and a non-negotiable implementation date of 8 January 1992 for the full system remained key criteria used for assessing responses to an ITT in February 1991.

The successful bid came from a consortium consisting of a small software house, a larger hardware manufacturer and a communications supplier. It was for just less than £1M, about £700,000 cheaper than the next nearest bid. RHA standing financial instructions stated that the lowest tender had to be accepted unless there were ‘good and substantial reasons to the contrary’ The software house was made responsible for managing the project, and the UK government standard for managing IT Projects, ‘PRINCE’ was to be used for the development.

In mid-December 1991 the team accepted it could not meet the deadline as the system was still incomplete and largely untested. Instead, a partial, semi-manual solution was implemented during January and gradually expanded over the next nine months.

When the system went live in full automation mode on 26 October 1992, 81 Project Issue Reports (PIRs), which detail problems with system quality, were still unsatisfied. 48 of these were identified as potentially having serious consequences. On that day and the next, ambulance response times became unacceptably long. Semi-manual operation was resumed. At about 2 a.m. on 4 November, the system stopped completely. Staff reverted to a fully manual system, which then remained in place for at least two years.

The Public Inquiry found the following

- There was no evidence of key questions being asked about the winning bid, such as why it was so much lower than the others. Insufficient care was also taken in checking references for the software supplier, whose size and experience indicated it could be over-stretched in managing such a large and critical project.
- Doubts raised by other suppliers were not heeded, such as concerns about timescale, budget and ability of the communication system to handle the potential load.
- The Andersen warning about increasing budgets and timescales if a package were not used was never shown to the Director of Support Services who would manage the project. When the packaged solution was rejected, the advice was not acted upon.
- The senior LAS managers directly involved in the project did not have sufficient IT expertise. The Director of Support Services acted as project manager in addition to other duties, although he had never managed a major software development project.
- The team's morale and motivation was undermined because the Systems Manager had been told by the chief executive that he would be made redundant when a properly qualified replacement was found. A new systems manager was recruited but never worked directly on the project.
- A review by this new systems manager in March 1992 raised serious doubts about progress over six months before the major failures – but this was never submitted to the board. Instead it was used as input to a report by the LAS CEO, which stated “There is no evidence to suggest that the full system software, when commissioned, will not prove reliable”.
- Formalised QA procedures did not exist during the development. The software house often circumvented problems recorded in PIRs by responding directly to the user's wishes.
- The PRINCE methodology was not applied in a structured way through the duration of the project. There was no evidence that concerns expressed at a project meeting on 17 June about a lack of clarity in applying PRINCE were communicated to senior management.
- A proposal from an external consultancy to perform an independent QA inspection was not taken up because the LAS project team decided the software house should do its own QA to avoid additional cost.
- There was no evidence of ambulance staff being given a sense of joint ownership of the system at any stage.

- Training was inconsistent and not sufficiently comprehensive. Some training was carried out early leading to ‘skills decay’ by the time of implementation.
- The changes introduced with the system were resented by ambulance crews because they created considerable inconvenience, less flexibility and a generally more impersonal system. For instance the algorithm used for deciding which crew to send did not take account of previous practices which had aimed to ensure crew ended shifts as close to their home base as possible.
- It is probable that some early system failures and slow responses resulted from the use of the then unproved combination of Windows 3.0 and Microsoft Visual basic.
- The final crash on 4 November was caused by a small piece of code which caused the system to eat up all available memory. A programmer had left it in the system 3 weeks before. It would probably not have been detected by conventional testing methods, but could not have occurred if QA procedures were being followed.
- Overall, the enquiry felt the unstable Industrial relations environment provided an unsound base on which to build a new system.

The Enquiry said it understood the intense pressures on the project team to achieve a quick and successful implementation. However, it found difficulty in understanding why the final decision to go ahead was taken when there were so many outstanding imperfections in the system. The closest the enquiry came to explaining this was to argue that the management changes over the previous few years had led to a ‘fear of failure’ culture, blinding people to fundamental difficulties which in retrospect seemed obvious.

“Many managers and staff saw deadlines set by the top level of management as being rigid, inflexible and, more importantly, not to be challenged at the risk of losing one’s job or being moved sideways”.

“Resistance may be suppressed, but this can mean that any problem is exacerbated and no attempt made to recover from failures, thereby magnifying consequences”

ESRC policy research paper No.33

Handout 2 – Listening Exercises Record Sheet

(For use in Lecture 12 – Principles of Human Communication – Listening Skills)

Preparation

- Timing.
- Receptivity.
- Environment.
- Background.

Attending

Most of the time.....**Little of the time**.....

- Square.
- Open.
- Leaning.
- Eye contact.
- Relaxed.

Following

Number of times used

Invitations to talk	-----
Minimal prompts	-----
Accents (one/two word restatement with emphasis)	-----
Statements	-----
Questions	-----
Attentive silence	-----
Other techniques	-----
.....	-----
.....	-----
.....	-----

Reflecting

Number of times used

Paraphrasing	-----
Reflecting back	-----
Summation	-----

Other General Points:

.....
.....

Handout 3 – Learning Styles and Preferences

(For use in Lecture 17 – Principles of Human Behaviour – Leadership)

Everybody, over time, develops learning preferences according to their personality, culture and background. Within a team environment, it is very beneficial to have a mix of different types of people – invariably, teams that don't *gel* are found to have a preponderance of people with similar character attributes. However, this does tend to mean that applying a common learning approach benefits some more than others, and thus the learning process is not as effective as it should be. This questionnaire enables learning preferences to be reflected in the type of training and education provided – sometimes this can mean individual people being offered different approaches to the same subject, but more usually it enables the training designer to make sure that there is an appropriate balance in the programme.

There is no time limit on the questionnaire, but it should not take more than 10-15 minutes. If it does, it probably means that you are thinking too hard about each question, whereas your initial reaction is probably more reliable. The questionnaire is totally confidential, and there are no right or wrong answers, so please be honest with yourself. Look at each statement in turn, and if you agree more than you disagree with it, tick the open box . If you disagree more than you agree, don't tick anything but simply go on to the next statement.

- I have strong beliefs about right and wrong, good and bad.
- I often act without considering the possible consequences.
- I tend to solve problems using a step-by-step approach.
- I believe that formal policies and procedures inhibit people.
- I have a reputation for saying what I think.
- I often find actions based on feelings are as sound as those based on careful analysis.
- I like the sort of work where I have time for thorough preparation.
- I regularly question people about their basic assumptions.
- What matters most is whether something works in practice.
- I actively seek out new experiences.
- When I hear about a new idea I immediately start working out how to apply it in practice.
- I am good at self discipline such as taking exercise, dieting, sticking to a fixed routine.
- I take pride in doing a thorough job.
- I get on best with logical analytical people.
- I take care over the interpretation of data available and avoid jumping to conclusions.
- I like to reach a decision carefully after weighing up many alternatives.
- I am more attracted to novel, unusual ideas than to practical ones.
- I don't like disorganised things and prefer things to fit into a coherent pattern.

- I accept and stick to laid down policies and procedures.
- I like to relate my actions to a general principle.
- In discussions I like to get straight to the point.
- I tend to have distant, rather formal relationships with people at work.
- I thrive on the challenge of tackling something new and different.
- I enjoy fun-loving, spontaneous people.
- I pay meticulous attention to detail before coming to a conclusion.
- I find it difficult to produce ideas on impulse.
- I believe in coming to the point immediately.
- I'm careful not to jump to conclusions too quickly.
- I prefer to have as many sources of information as possible.
- Flippant people who don't take care over things usually irritate me.
- I listen to other people's views before putting my own forward.
- I tend to be open about my own feelings.
- In discussions I enjoy watching the manoeuvrings of the other participants.
- I prefer to respond on a spontaneous, flexible basis rather than planning things in advance.
- I tend to be attracted to techniques such as network analysis, planning and scheduling.
- It worries me if I have to rush a piece of work to meet a deadline.
- I tend to judge people's ideas on their practical merits.
- Quiet, thoughtful people tend to make me uneasy.
- I often get irritated by people who want to rush things.
- It is more important to enjoy the present than worry about the past or future.
- I think that decisions based on thorough analysis are better than those based on intuition.
- I tend to be a perfectionist.
- In discussion I tend to produce lot of spontaneous ideas.
- In meetings I usually put forward practical realistic ideas.
- More often than not, rules are there to be broken.
- I prefer to stand back from a situation and consider all the perspectives.
- I can often spot inconsistencies and weaknesses in other people's arguments.
- On balance I talk more than I listen.
- I can often see better, more practical ways of getting things done.
- I think written reports should be short and to the point.
- I believe that rational, logical thinking should win the day.
- I tend to discuss specific things with people rather than engaging in social discussion.

- I like people who approach things realistically rather than theoretically.
- In discussions I tend to get impatient with irrelevancies and digressions.
- If I have report to write I tend to produce many drafts before settling on the final version.
- I'm keen to try things out to see if they work in practice.
- I'm keen to reach answers via a logical approach.
- I enjoy being the one who talks a lot.
- I find I am usually the realist, keeping people to the point and avoiding speculation.
- I like to ponder many alternatives before making up my mind.
- In discussion I often find I am the most objective.
- In discussion I am more likely to adopt a low profile.

Handout 4 – Belbin’s Self-Perception Exercise

(For use in Lecture 18 – Principles of Human Behaviour – The Team)

Instructions: For each section distribute a total of ten (10) points among the statements which you feel best describe your behaviour. These points may be distributed among several sentences; in extreme cases they may be spread among all statements, or all ten points may be allocated to a single sentence.

On completion, enter the points awarded into the table at the end.

I) What I believe I can contribute to a team:

- a) I quickly see and take advantage of new opportunities.
- b) I can work well with a very wide range of people.
- c) Producing ideas is one of my natural assets.
- d) I can draw people out whenever I detect they have something of value to contribute to group objectives.
- e) My capacity to follow through has much to do with my personal effectiveness.
- f) I am ready to face temporary unpopularity if it leads to worthwhile results in the end.
- g) I am quick to sense what is likely to work in a situation with which I am unfamiliar.
- h) I can offer a reasoned case for alternative courses of action without introducing bias or prejudice.

II) If I have a possible shortcoming in teamwork it could be that:

- a) I am not at ease unless meetings are well structured and controlled and generally well conducted.
- b) I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing.
- c) I have a tendency to talk a lot once the group gets on to new ideas.
- d) My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues.
- e) I am sometimes seen as forceful and authoritarian if there is a need to get something done.
- f) I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere.
- g) I am apt to get too caught up in ideas that occur to me and so lose track of what is happening.

- h) My colleagues tend to see me as worrying unnecessarily over detail and the possibility that things may go wrong.

III) When involved in a project with other people:

- a) I have an aptitude for influencing other people without pressurising them.
- b) My general vigilance prevents careless mistakes and omissions being made.
- c) I am ready to press for action to make sure that the meeting does not waste time or lose sight of the main objective.
- d) I can be counted on to contribute something original.
- e) I am always ready to back a good suggestion in the common interest.
- f) I am keen to look for the latest in new ideas and development.
- g) I believe my capacity for cool judgement is appreciated by others.
- h) I can be relied upon to see that all essential work is organised.

IV) My characteristic approach to group work is that:

- a) I have a quiet interest in getting to know colleagues better.
- b) I am not reluctant to challenge the views of others or to hold a minority view myself.
- c) I can usually find a line of argument to refute unsound propositions.
- d) I think I have a talent for making things work once a plan has to be put into operation.
- e) I have a tendency to avoid the obvious and come out with the unexpected.
- f) I bring a touch of perfectionism to any team job I undertake.
- g) I am ready to make use of contacts outside the team itself.
- h) While I am interested in all views I have no hesitation in making up my own mind once a decision has to be made.

V) I gain satisfaction in a job because:

- a) I enjoy analysing and weighing up all possible choices.
- b) I am interested in finding practical solutions to problems.
- c) I like to feel I am fostering good working relationships.
- d) I can have a strong influence on decisions.
- e) I can meet people who may have something new to offer.
- f) I can get people to agree on a necessary course of action.
- g) I feel in my element when I can give a task my full attention.
- h) I like to find a field that stretches my imagination.

VI) If I am suddenly given a difficult task with limited time and unfamiliar people:

- a) I would feel like retiring to a corner to devise a way out of the impasse before developing a line.
- b) I would be ready to work with the person who showed the most positive approach, however difficult they might be.
- c) I would find some way of reducing the size of the task by establishing what different individuals might best contribute.
- d) My natural sense of urgency would help to ensure we did not fall behind schedule.
- e) I believe I would keep cool and maintain my capacity to think straight.
- f) I would retain a steadiness of purpose in spite of the pressures.
- g) I would be prepared to take a positive lead if I felt the group was making no progress.
- h) I would open up discussions with a view to stimulating new thoughts and getting something moving.

VII) With reference to the problems to which I am subject in working groups:

- a) I am apt to show my impatience with those who are obstructing progress.
- b) Others may criticise me for being too analytical and insufficiently intuitive.
- c) My desire to ensure that work is done properly can hold up proceedings.
- d) I tend to get bored rather easily and rely on one or two stimulating members to spark me off.
- e) I find it difficult to get started unless the goals are clear.
- f) I am sometime poor at explaining and clarifying complex points that occur to me.
- g) I am conscious of demanding from others things I cannot do myself.
- h) I hesitate to get my points across when I run up against real opposition.

Points Table

Item								
Section	a	b	c	d	e	f	g	h
I								
II								
III								
IV								
V								
V1								
VII								

To Interpret the Points Table you should now refer to the Analysis Sheet.

Self-Perception Analysis Sheet

Item								
Section	CW	CH	SH	PL	RI	ME	TW	CF
I	g	d	f	c	a	h	b	e
II	a	b	e	g	c	d	f	h
III	h	a	c	d	f	g	e	b
IV	d	h	b	e	g	c	a	f
V	b	f	d	h	e	a	c	g
VI	f	c	g	a	h	e	b	d
VII	e	g	a	f	d	b	h	c
TOTAL								

Interpretation of Totals

Your highest score in a team role will indicate how best you can make your mark in a management or project team. The next highest scores can denote back-up team roles to which you should shift if for some reason there is less group need for your primary role, or where those roles are not as strong in others.

The two lowest scores in a team role do not imply areas of weakness – it is simply that your strengths, behaviour and personality do not equip you as well as others to this particular style. Rather than attempting to modify your personality – given that you have been successful in getting where you are without this trait – you may be better advised to seek a colleague with complementary strengths when this role is indicated.

Description of the team roles are as follows. It is important to remember that the terminology used owes something to both historical factors and the need to avoid preconceptions associated with alternative terminology. These could not however be entirely overcome, and you should be careful to read the exact description of the meaning of the role title. For instance, many successful Chairmen in industry do not register as ‘Company Chairmen’ but as Shapers or Plants. Equally, the terms Company Worker or Team Worker would be easy to undervalue if it were not recognised that many very well known leaders sit easiest in this team role.

- CW (Company Worker or Implementer) – As a team role, a person who specialises in turning concepts and plans into practical working procedures.
- CH (Company Chair) – As a team role, a person who controls the way in which a team moves towards group objectives by making the best use of team resources, recognising where its strengths and weaknesses lie; and ensures that the best use is made of each team members potential.
- SH (Shaper) – As a team role, a person who shapes the way team effort is applied, directing attention generally to the setting of objectives and

priorities, and seeking to impose some pattern or shape on group discussion and on the outcome of group activity.

- PL (Plant) – As a team role, a person who advances new ideas and strategies with special attention to major issues, looking for possible breaks in approach to the problems with which the team is confronted.
- RI (Resource Investigator) – Someone who, in a team role, explores and reports on ideas, developments and resources outside the group, creating external contacts which may be useful to the team, and conducts subsequent negotiations.
- ME (Monitor Evaluator) – As a team role, someone who analyses problems, evaluates ideas and suggestions in order that the team may be better placed to take informed and balanced decisions.
- TW (Team Worker or Team Builder) – In a team role, supports members in their strengths, underpins members in their shortcomings, lubricates communications between members and fosters a general good team spirit or morale.
- CF (Completer Finisher) – Someone in a team role who ensures that as far as possible the team is protected from mistakes of both omission and commission, actively searching for aspects of work which need a higher than usual degree of attention, and maintains a sense of urgency within the team.

Handout 5 – Mentoring Exercises

Exercises 1 to 5 – relating to Lecture 21.

Exercises 6 to 13 – relating to Lecture 22.

Exercises 14 to 19 – relating to Lecture 23.

Exercises 20 to 25 – relating to Lecture 24.

Mentoring Exercise 1

You as mentoree:

In all our lives, there have been moments when someone provided an ‘Aha!’ experience which allowed us to pierce the core meaning of some event, in someone, something, or ourselves. Write about one of your own such experiences below.

Who provided you with a saying that had great meaning for you, that influenced your thinking or behaviour, and that you sometimes repeat? Write down one such saying or quotation and where it came from.

Who helped you to uncover an aspect, an ability or a talent of yours that until then had lain dormant? Describe one such incident.

Mentoring Exercise 2

Things mentors do:

	Others have done this for me	I've done this for others
Set high expectations of performance		
Offer challenging ideas		
Help to build self-confidence		
Encourage professional behaviour		
Offer friendship		
Confront negative behaviour/attitudes		
Listen to personal problems		
Teach by example		
Provide growth experiences		
Offer meaningful sayings or quotations		
Explain how the organisation works		
Coach		
Stand by people in critical situations		
Offer wise counsel		
Encourage winning behaviour		
Trigger self-awareness		
Inspire		
Share critical knowledge to their possible disadvantage		
Offer encouragement		
Assist with career growth		

Mentoring Exercise 3

Life experiences:

Who arranged an unusual learning experience for you that allowed you to see into another sphere of life or to look behind the scenes? Describe one such episode.

Describe the most unusual mentoring experience you have encountered, and indicate its importance to you.

Identify one situation where you could have, or did provide, an unusual experience for another person, which would open new horizons for them, enable them to see how other people live or help them to see something important in a new light.

Mentoring Exercise 4

Life helpers

Identify three people who have helped you under the categories below. Describe what they have contributed to your life.

- Someone who has inspired you to shift the direction of your life in a constructive way.

- Someone who has provided something to help you grow in depth of feeling, character, or moral or ethical integrity, or who has helped you to develop a deeper commitment to your values.

- Someone who has provided some form of help to you at just the right time.

- Were any of these a spontaneous response to a great need of yours – whether you had recognised the need at the time or not? If so, which?

Mentoring Exercise 5

Outreach

Relate on experience where you reached out to another person who was deeply in need, and your help appeared to make a beneficial difference to that person.

Describe one experience you observed, read, or heard about where someone reached out to another person to help in an unusual way. It should have an imaginative or unusual twist to it, which helped to make the experience memorable.

Describe one mentoring experience you had which did not fit the direct, one-to-one aspect of mentoring. For example, a speech, a quote from literature, a TV programme, in a conversation you happened to overhear when you were not the person directly being spoken to.

Mentoring Exercise 6

Mentors bring a variety of resources to a mentoring event or situation. These may vary according to our job, our personality, our interests, our experiences, our network of friends and associates, and our available time and energy. In the spaces below, identify some of the special assets that **you** bring to a mentoring situation. There may be one or more in each category.

My position or work experience:

Things I like to do:

My education, training and/or wider experience:

My pastimes, hobbies or other interests:

My special skills and knowledge:

Things I feel passionately about:

Other personal assets:

Mentoring Exercise 7

Non-directive mentoring

Identify three situations where you have served or could serve as an effective role model.

Identify two positive attitudes you display, and two ways you help others to overcome negative feelings about themselves.

- Positive attitudes:

- Overcoming negative feelings:

How comfortable do you feel just listening to people with problems?

What is your natural listening style?

How good are you at sharing ideas and information in a neutral context?

Mentoring Exercise 8

Mentoring styles

Do you like to philosophise, discuss and argue interesting points?

What would your response be to this type of mentoring?

Do you like to be active, interested in what works, and get things moving?

What would your response be to this type of mentoring?

Do you like to discuss issues around a concrete objective?

What would your response be to this type of mentoring?

Do you like to research and discuss all the possible approaches to a situation?

What would your response be to this type of mentoring?

With what type of mentoree would you work most productively?

List three types of self-development you might start to consider in order to become a better equipped all-round mentor.

Mentoring Exercise 9

Case study – Chris

Chris is a streetwise young man in his early twenties who lives in a tough inner-city neighbourhood with his mother and two younger brothers. He left school at sixteen but after a brief period of getting involved with soft drugs went to college and managed to get a couple of GCSEs followed by a BTEC certificate in Business Information systems. He joined as a trainee programmer a year ago and has just started the second year of a three-year business-related evening course leading to further qualifications.

You are the senior analyst/programmer in the department, and Chris's team leader. You have noticed that he is quick to learn, works steadily, often has creative ideas and generally gets on well with others in the team, although sometimes you suspect he is conscious that the others have better qualifications and a better background than him and this can lead to him being a little shy, especially with more senior people. His accent is very broad.

You are yourself. There is a new project about to begin, which will involve considerable initial discussions with people from user departments. You feel that the time is right for Chris to take on more responsibility, and the technical aspects of the project would be well within his capabilities; however the role in the new project would normally be performed by someone with slightly more experience.

Last week, you overheard Chris talking to one of his colleagues, and he mentioned that his studies were getting him down. One of his tutors overloads the students with work and does not explain things clearly. He wondered whether he had what it takes to finish the course. You also suspect that he is worried about one of his brothers who seems to be getting in with a bad crowd.

What risks might be involved in mentoring Chris?

If you do decide to get involved, what might you plan to do?

Consider all the commitments you have, the nature of your work and the demands on your own time for the new project. Would you be able to mentor Chris to the level you think he would need?

What if Chris is black and you are white?

What if Chris is white and you are Asian?

Mentoring Exercise 11

Self-image

Think of one valuable change you would like to make in your own life. Imagine what you and your environment would be like if you accomplished that change. Focus on positives. Describe this condition.

List the ways in which you bolster your own self-image.

List the coping mechanisms you use to deal with stress in your own life.

Which of these techniques would you be willing to share with your mentoree?

Which would you not wish to share (i.e. negative responses, health-threatening, culturally-dependent methods)?

Mentoring Exercise 12

Recognising small problems:

Identify three signals (verbal or non-verbal) which a mentoree might give, perhaps unconsciously, which could suggest that a mentoree is having job problems.

Identify three repetitive patterns which a mentoree might give which could indicate that a mentoree is having difficulty with just one particular aspect of their work.

Identify three repetitive complaints which a mentoree might make which could suggest an unresolved personal difficulty.

Listen for absolutes – they provide excellent clues.

Mentoring Exercise 13

Case study – Jill

Jill is a bright, sparkling and attractive person who works on another team. You get on with her well, and her team leader asks you to mentor her on a semi-formal basis. The team leader tells you that Jill is an excellent worker, and sees her as having the potential for speedy promotion. When you mention this to your own team, who you know well and trust, they tell you that Jill is seen by her own team members as clever and good at the work, but also rude, pushy and manipulative.

What would your initial approach be to the mentoring role?

What factors would you emphasise in mentoring?

If she refused to take the bait when you asked about her relationships with other team members, how else would you raise the issue, if at all?

How would your approach to mentoring be modified if you were male?

What if Jill was Jack (i.e. male)?

Mentoring Exercise 14

Moving on / growth influences

Identify the situations where it might seem appropriate for a mentoree to move on.

Think back to an important decision you had to make in your own life where there were several alternatives, which resulted in a significant change. List the three things that you needed most from those closest to you.

Think back to a point where you made, or could have made, a serious mistake or error in judgement. What three things did/could someone else do/have done that would have prevented the situation from turning out badly?

What role was the person in at that time? Would the same person have been able to help in other situations?

Mentoring Exercise 15

'I' messages

Sometimes it is necessary to confront the attitude, behaviour or plans of the mentoree.

- What would be the most likely effects of direct criticism, threatening or pressuring the mentoree to adopt another course?

'I' messages contain three parts:

- a) a neutral description of what you perceive the mentoree intends;
- b) a statement of the possible negative effects on the mentoree or on others;
- c) the feelings or emotions you are having about the mentoree's plan.

'I' messages work because they do not tell the mentoree how to behave – the mentoree still makes the decision. However, it is important to ensure sufficient time to listen as the mentoree works through the problem.

Write an appropriate 'I' message for the following situations:

- Your mentoree makes a derogatory remark about a colleague's ethnic, cultural or religious position.
- Your mentoree says that mentoring does not seem to be helping him/her, and wants to drop the relationship.
- Your mentoree is currently working extremely hard, and putting in many hours of overtime; you know that he/she has family obligations as well. He/she wants to apply for immediate promotion, and the new job would need even longer hours.

Mentoring Exercise 16 – Role Play

Mentoring Conflicts

You are about to start a mentoring session with Ray, who now works on your team. He is a steady, rather than high-flying, type, but his work is always at acceptable levels. He is in his late thirties, and sees himself as an ordinary chap, not particularly bright, who is prepared to work hard when necessary but does not have any particular ambition to higher status. Apart from his family, his overriding outside interests are his garden and especially his dogs, which he trains for obedience competitions (with some success). His personal appearance tends to be on the sloppy side. He has been with the organisation for five years, and you have been mentoring him for the last eight months, trying to work on improving his self-image. Your boss telephones you.

“You’re just about to see Ray, aren’t you?”

“Yes”.

“Well, I’ve had a complaint from the IT Director. He was sitting next to Ray in the progress meeting, and he said that Ray, apart from being scruffy as usual, actually *smelled!* Sort him out. Now.”

He puts the phone down before you can reply. At that moment, Ray knocks on the door.

You are Ray, who is about to start a mentoring session with your team leader and mentor. You like and respect him/her, and have found the mentoring sessions fairly useful in minor areas, but nothing really significant has come out of them. You are a steady, rather than high-flying, type, but your work is always at acceptable levels. You are in your late thirties, and see yourself as an ordinary chap, not particularly bright, who is prepared to work hard when necessary but does not have any particular ambition to higher status. Apart from your family, your overriding outside interests are your garden and especially your dogs, which you train for obedience competitions (with some success). You have been told that your personal appearance tends to be on the sloppy side, but really you don’t see what the fuss is about, and you can’t really afford to buy new clothes at the moment. You have been with the organisation for five years, and have been mentored by this person for the last eight months, and you know that your mentor has been trying to work on improving your self-image. Again, you don’t really understand what’s wrong with you staying as you are, but you’ll go along with it if it keeps the mentor happy. It’d be better if there was a bit more money at the end of it, because you’ve seen a lovely Collie pup that you’d like to buy, but you know that mentoring session aren’t appraisals.

After the interview, the discussion will centre on:

- How you felt
- What was your mentor really saying?
- Was it helpful?
- Did your mentor actually hear a word **you** said?

Mentoring Exercise 17

Constructive criticism

Do you like, enjoy, or seek criticism? Even when you ask for feedback, is it because you're secretly hoping for some favourable comment?

List five things other people can do to help us change for the better. Consider personal examples such as stopping smoking, getting fit etc. Think about the best vehicle for that help.

What causes you to feel best when you are making progress towards a significant personal goal? List five things that help your progress.

When you try something out and it doesn't work, how do you want the people closest to you to behave? List the five reactions you would most prefer.

Mentoring Exercise 19

Partnership

From the mentor's perspective, list the things you would like to get from a mentoring relationship – be very honest with yourself.

From the mentoree's perspective, list the things a mentoree could contribute to the relationship.

Should these be shared with each other? Why? Why not?

Mentoring Exercise 20

Mentoring agreements

What are the key points that a mentoring agreement should contain?

How might these need adjustment after 30 days?

After 90 days?

Mentoring Exercise 21

Action

What factors in your organisation will need to be changed, adjusted, modified, communicated in order for a mentoring scheme to work?

What form of mentoring will be most appropriate? (formal/informal etc.)

Whose responsibility will it be to implement the scheme?

How will the mentor groups be organised?

What will be the best way to implement the scheme?

How will its effectiveness be monitored?

Would a pilot scheme with a defined end date and formal monitoring be appropriate?

Mentoring Exercise 22**Cross-gender Mentoring**

List five advantages to be gained from *cross-gender* mentoring:

List the main disadvantages.

If you were to mentor someone from the opposite gender, what unique skills might you offer your mentoree?

What unique skills might you learn from your mentoree?

Mentoring Exercise 23

Repeat exercise 22 for *cross-cultural mentoring*.

Mentoring Exercise 24

Repeat exercise 22 for *cross-hierarchy* mentoring.

Mentoring Exercise 25 – Role Play

Sam

You are Sam, a deputy team leader, and you have been mentoring Alex, who has three years less experience than you, for just over a year. (You both work on the same team, which is led by Terry, who you regard as a bit of a workaholic and who in your opinion spends too much time looking after number one at the expense of the team members.)

In your opinion, Alex has gained much from the recent mentoring process, but there is still progress to be made. In this session, your objective is to explore the best way forward and to establish a new set of mentoring goals to achieve these. In particular, you feel that it is necessary to address what you see as Alex's major weakness, that of wanting to rush everything. You put this impatience down to a combination of ability (and Alex certainly *has* ability), ambition, and a slight degree of arrogance and over-confidence. However these personality aspects do not outweigh the fact that you do like Alex, and you want to make sure that every opportunity is taken to further Alex's career.

Alex

You are Alex, and you have been mentored by Sam for just over one year. (You both work on the same team, which is led by Terry, who you see as a rising star in the company.)

Sam is the deputy team leader on your team, and has three years more experience than you, but you feel that you have learned all you're going to learn from this particular mentoring relationship. You feel that Sam lacks the drive needed to get to the top of the tree, and that's where you intend to be; you have decided to use this mentoring session to tell Sam that you would like to change mentors, preferably with Sam being replaced by Terry. You are, however, quite fond of the old trout, and your objective is therefore to get Sam to support the change without any hurt feelings.

