

TYE 2020

**Project management
Berenschot Model**

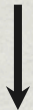
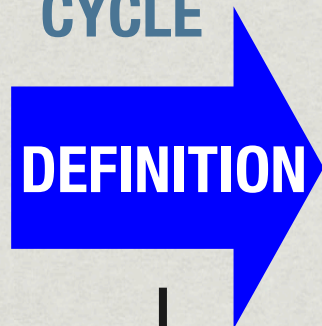
Learning Outcomes

- ✱ By the end of today's session, a successful student will be able to:
- ✱ Employ a number of effective project management tools to keep projects defined, manageable, and running to time & budget;
- ✱ Write convincingly about your own project in relationship to a number of project management models.

An integrated project management model

- ✱ We're going to work our way through a project management model that's usefully designed to be comprehensive
- ✱ But we'll also consider the different methods and tools you've already used to explore the same issues as those explored in this model
- ✱ So, today, we're going to use the **Berenschot Project Management Model** - because (a) it's highly effective and (b) it's too rarely written up, and I'd really like you to know about it :-)

**1: LIFE
CYCLE**



**2: PROJECT
FUNDAMENTALS**

1) ...

2) ...

3) ...

Project fundamentals

- * The relative importance of these questions, and the detail you need, may vary somewhat from project to project, but you need to be clear about:
 - * What is the ultimate objective of this project? What do you want to **DO**; what do you want to **ACHIEVE**?
 - * How will you measure success / failure? (What are your project specifications?)
 - * How will you ensure you deliver quality?

Project fundamentals

- * What's the timeline?
- * What's the budget?
- * How do you intend to organise the project?
- * What resources do you have at your disposal?
(People / time / money / methods ...)
- * How will you publicise your project and get people involved?

3: PROJECT HIERARCHY

PROJECT

SUB-PROJECT

SUB-PROJECT

SUB-PROJECT

**BERENSCHOT
PROJECT
MANAGEMENT
MODEL**

RELATIONSHIPS BETWEEN PROJECTS?
SEQUENCE? WHAT DEPENDS ON WHAT?

**1: LIFE
CYCLE**

DEFINITION

DESIGN

EXECUTION

**2: PROJECT
FUNDAMENTALS**

- 1) ...
- 2) ...
- 3) ...

**4: MANAGEMENT
CYCLE (ONGOING)**

INITIAL PLAN

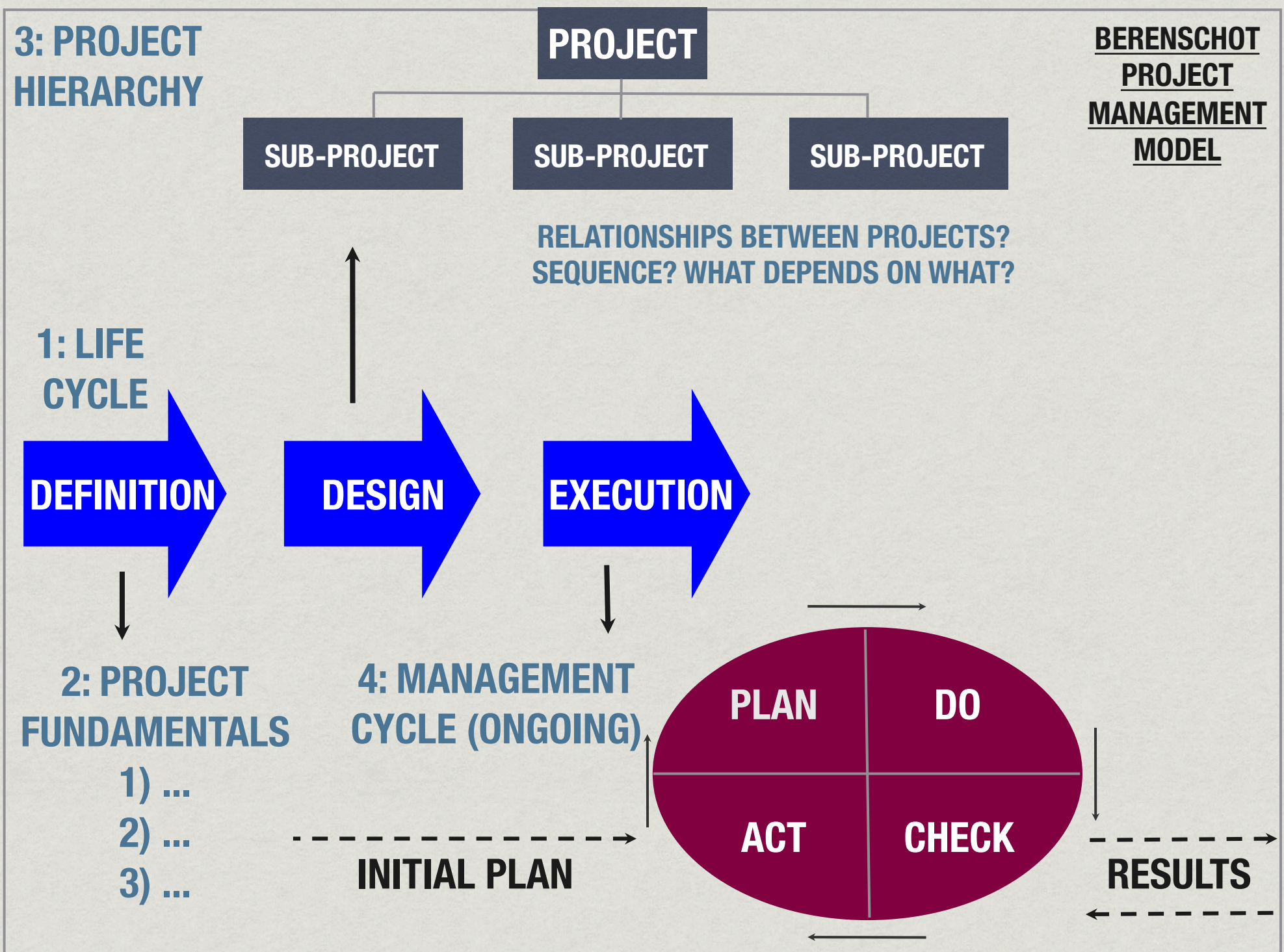
PLAN

DO

ACT

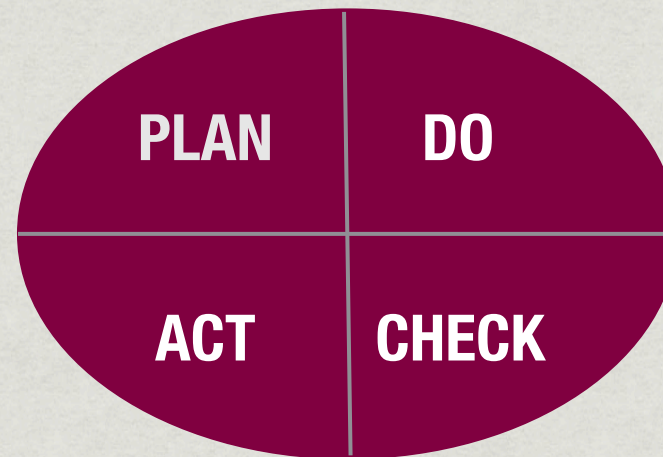
CHECK

RESULTS



The Deming Cycle

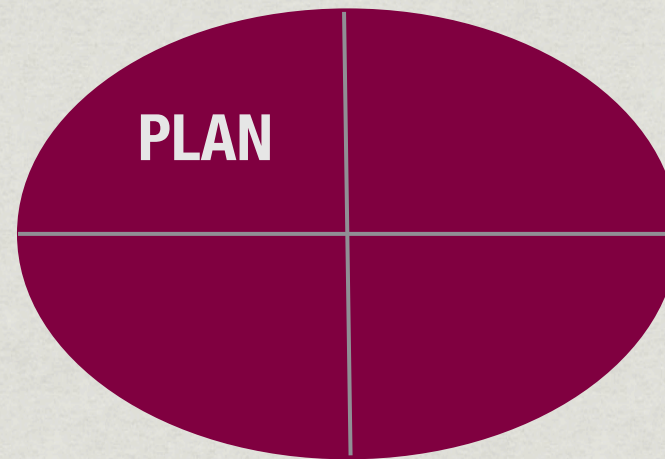
- * The point of the cycle is that it helps us **improve** what we're doing
- * Sometimes called the PDSA cycle (as some folk use 'Study' instead of 'Check')



Walton, M. & Deming, W.E. (1986) *The Deming Management Model* (New York: Dodd)

The Deming Cycle

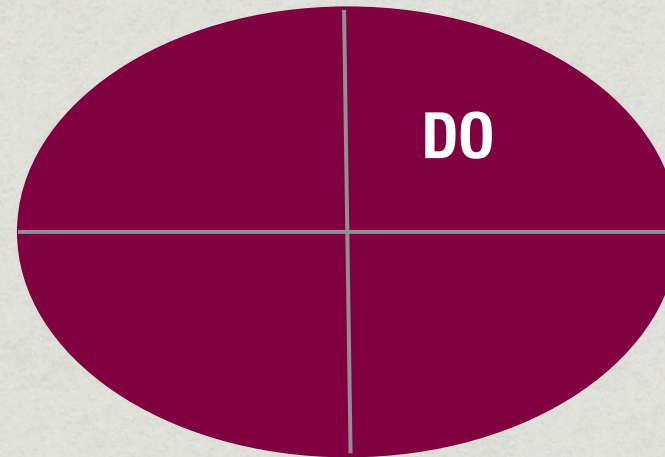
- * **PLAN** ahead for change / improvement
- * Decide how you will measure your results
- * Be clear about what you are trying to achieve, and why.



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The Deming Cycle

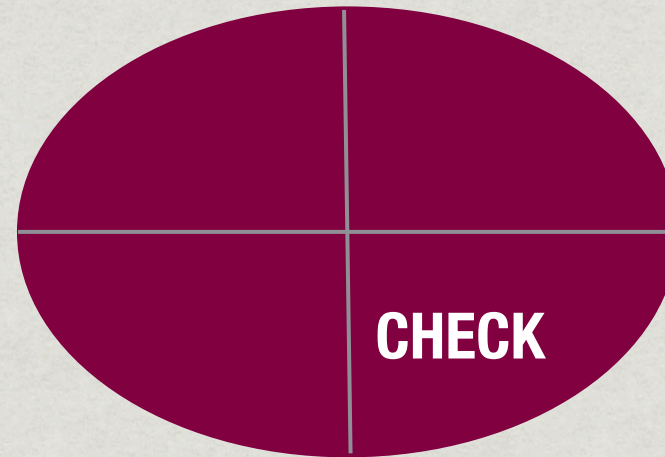
- * **DO** your actions in small pieces, where possible, to test what's working and what isn't as clearly as you can
- * If you do a lot muddled together, it's hard to see what's having an effect
- * For you, this is linking the doing and the researching parts of your projects ;-)



Walton, M. & Deming, W.E. (1986) *The Deming Management Model* (New York: Dodd)

The Deming Cycle

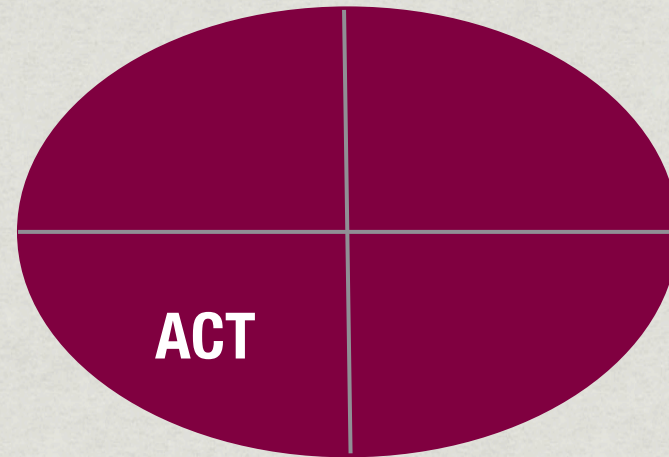
- ✱ If you think of the **DO** phase as an experiment, then you next **CHECK** (or **STUDY**) the results of this experiment, and try to figure out **WHY** things did / didn't work - this is where you develop a theory.



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The Deming Cycle

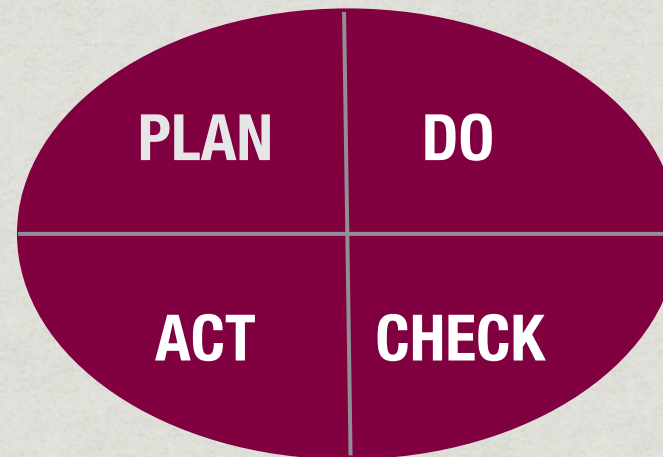
- ✱ This is where you figure out how to **ACT** on what you've learned, and you then take this new action forward into the next round of planning improvements.



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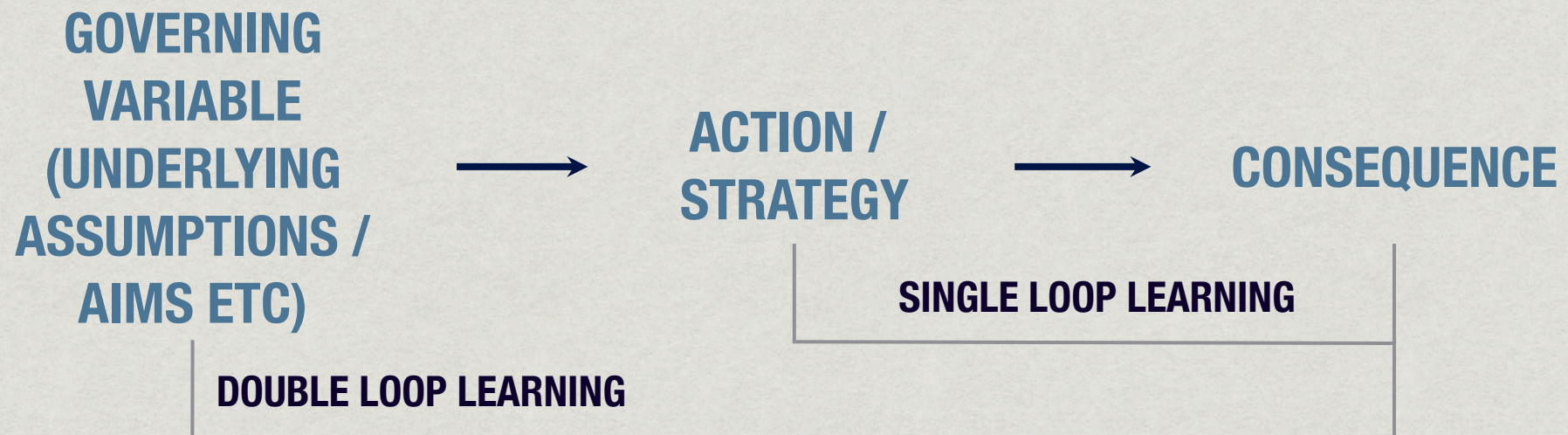
The Deming Cycle

- ✱ Can you describe one cycle through this from your own experience?



Walton, M. & Deming, W.E. (1986) *The Deming Management Model* (New York: Dodd)

Single and Double Loop Learning (Donald Schon & Chris Argyris)



SEE ARGYRIS & SCHON (1974) *Theory in practice: increasing professional effectiveness* (SAN FRANCISCO: JOSSEY-BASS)

(contains their basic statement of double loop learning, & their work on the distinction between espoused theory and theory-in-action)

3: PROJECT HIERARCHY

PROJECT

SUB-PROJECT

SUB-PROJECT

SUB-PROJECT

**BERENSCHOT
PROJECT
MANAGEMENT
MODEL**

RELATIONSHIPS BETWEEN PROJECTS?
SEQUENCE? WHAT DEPENDS ON WHAT?

**1: LIFE
CYCLE**

DEFINITION

DESIGN

EXECUTION

GOAL

**AFTER
CARE**

**2: PROJECT
FUNDAMENTALS**

- 1) ...
- 2) ...
- 3) ...

**4: MANAGEMENT
CYCLE (ONGOING)**

INITIAL PLAN

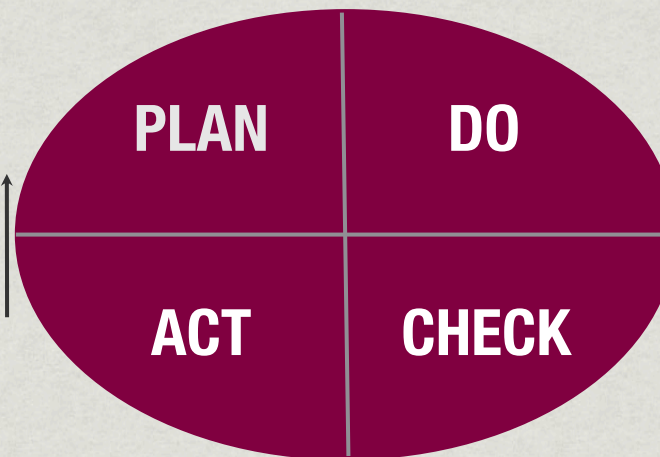
PLAN

DO

ACT

CHECK

RESULTS



3: PROJECT HIERARCHY

PROJECT

SUB-PROJECT

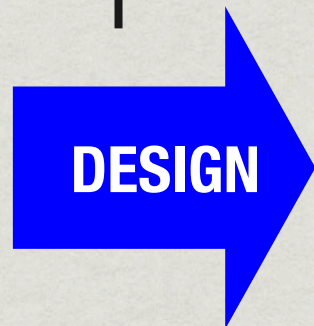
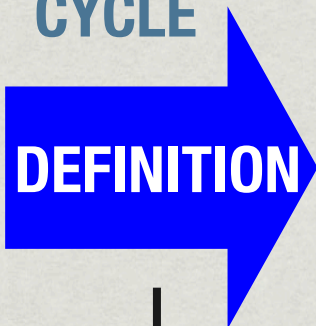
SUB-PROJECT

SUB-PROJECT

**BERENSCHOT
PROJECT
MANAGEMENT
MODEL**

RELATIONSHIPS BETWEEN PROJECTS?
SEQUENCE? WHAT DEPENDS ON WHAT?

1: LIFE CYCLE

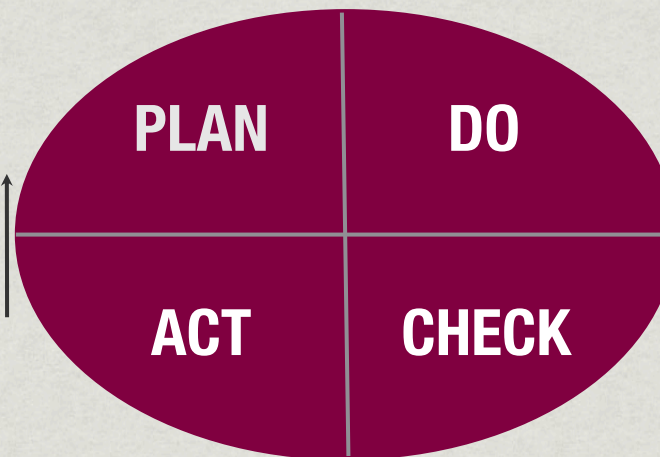


2: PROJECT FUNDAMENTALS

- 1) ...
- 2) ...
- 3) ...

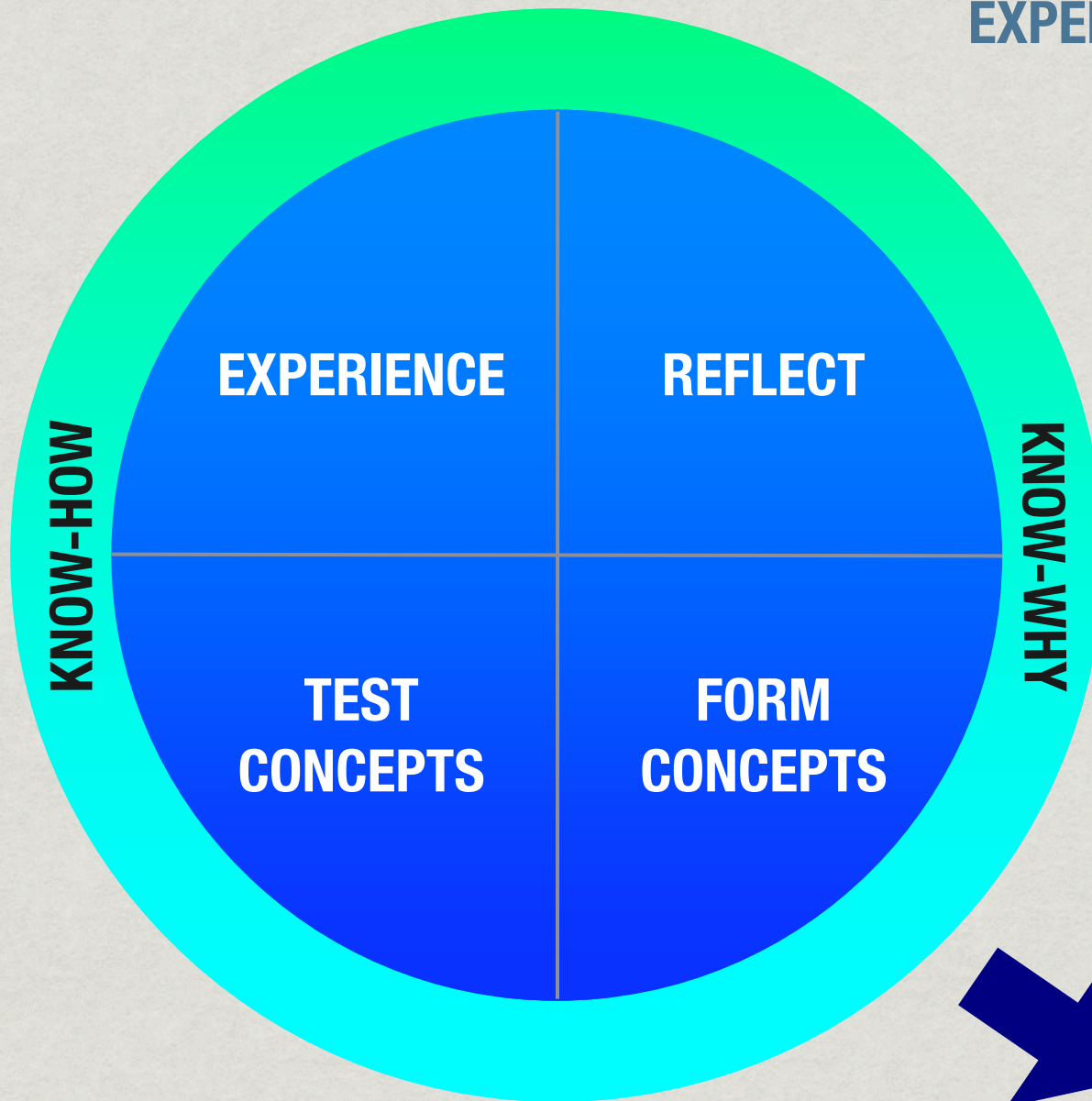
4: MANAGEMENT CYCLE (ONGOING)

INITIAL PLAN



RESULTS

ANOTHER TAKE ON AN EXPERIENTIAL LEARNING CYCLE



MENTAL MODELS
- ASSUMPTIONS
- THEORIES ABOUT
YOUR PROJECT



What models / input
research evidence
are you using
to help explain?

Where do the
goals come from?
How will you
measure
them?

**You plan &
set goals /
outcomes**

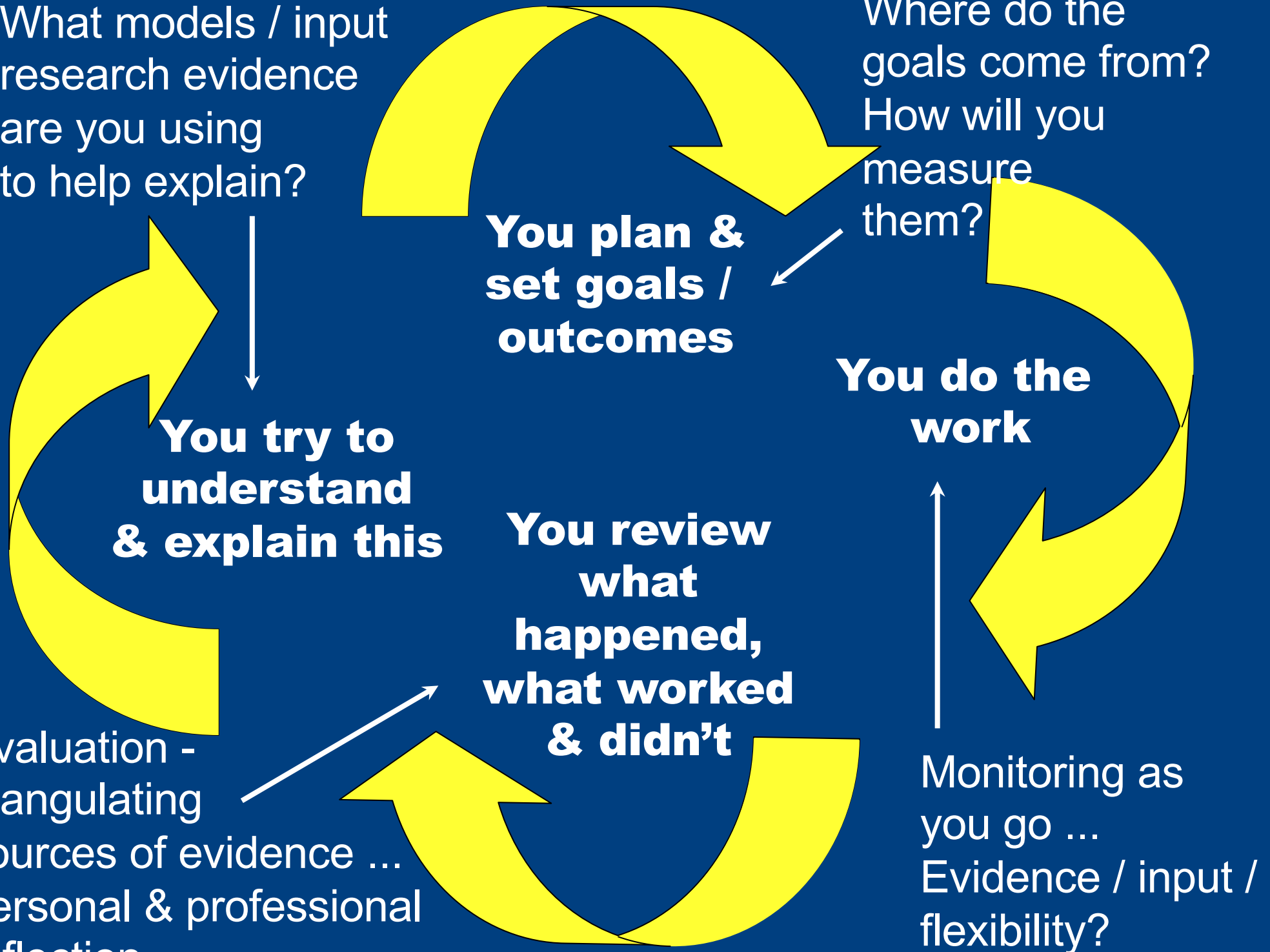
**You do the
work**

**You review
what
happened,
what worked
& didn't**

**You try to
understand
& explain this**

Evaluation -
triangulating
sources of evidence ...
personal & professional
reflection

Monitoring as
you go ...
Evidence / input /
flexibility?



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