

Project Planning and Management in Workplace

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Executive Summary

According to the University of South Wales Trinity St Davids (UWTSD), the skills for the workplace programme requires students to demonstrate critical thinking and knowledge related to project management and hiring students for the Workplace Program.

This report presents specific knowledge and management for Project Life Cycle (PLC) stages in order to achieve the project objectives and goals within the time frame set by the team.

Initiation of the project is followed by the main findings, which are organised around phases of the project life cycle: initiation, planning, execution, and evaluation and monitoring.

A stakeholder's analysis, work breakdown structure (WBS), GanttChart, network diagram, risk analysis, monitoring and evaluating the projects and recruiting new applicants for Skills for the Workplace Programme at the University of Wales Trinity Saint David were all used to determine project management at University of Wales Trinity Saint David (UWTSD).

Start-up is a critical step in implementing the Skills for the Workplace programme. Belbin Team was used to form the team. The team's role, goals, and objectives were identified, as well as deliverable tools and techniques, schedules, procedures, and resources.

During the project's planning phase, the team devised a plan for assigning tasks to team members based on their abilities and knowledge. Quad Chart and stakeholder analysis were conducted at this stage to help develop the understanding and build up strategies for the company.

As part of the Skills for Workplace Project's execution phase, the team collaborates and reviews the budget and timeline as well as the quality of work and communication with stakeholders. Breakdown Structure (WBS), Gantt Chart and Network Diagram were used to create a plan of action.

PESTLE analysis, SWOT analysis, and Iron Triangle were used in the monitoring and evaluation phase to evaluate the project's objectives, tools, and techniques, as well as its activities. This included self-reflection on the project and its activities. During this phase, Gibbs Reflective Model was used for self-reflection on future projects in the workplace.

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Introduction

Project Management As defined by project recognition standards, project management is the application of procedures, techniques, skills, knowledge, and understanding in order to achieve project goals.(AMP, 2017)

Every organisation has its own set of challenges. If the company is to survive, management must address issues such as what products/systems to develop, whether capacity should be increased, and whether a computer should be purchased. They introduce new elements of change to which the organisation must adapt, as well as their potential solutions. There are usually plans in place for making these changes, and someone is always in charge of making sure that they are carried out properly.(Murphy and Ledwith, 2007)

Everything about a project is different - from the problems it faces to the priorities and resources allocated to it. Because of this, the project's organisational structure must be tailored to the project's operational constraints. A project's organisational structure may change over time due to changes in priorities, available resources, project personnel, legislation, and other factors.(White and Fortune, 2002)

Project management in companies and organisations can deal with anything, especially things introduced or changed, in any field or function for example:

- Personnel, personnel and administration
- Services and products
- Production and manufacture of materials
- Communications and IT
- Equipment, factory, vehicles
- Logistics, storage, distribution
- Construction and premises
- Finance, management, procurement and disposal
- Buying
- Sales, selling, commercialization
- Development and training of human resources
- Services and relations with customers
- Quality, safety and health,
- Professional and legal
- Science, technology, research and development

The Leadership and Management Skills for Workplace Program is designed for students who want to continue their education beyond the university level. As a result of this programme, they

will be able to obtain a Higher Education Certification that will be useful for future employment and current employment.

This programme focuses on learning through work and experience, which can be constrained by time and money. This project has been able to go online with minimal resources and recruit prospective candidates for the certification due to the growth of distance learning due to COVID-19 (UWTSD, 2021). Candidates who are currently working full-time or who must stay at home alone are more likely to be attracted to the project if they have access to distance learning. They will gain confidence in the job market as a result of their career stage, as well as increase their effectiveness and credibility in the workplace. (Schneider and Council, 2021)

The following are examples of tools commonly used in project planning and management: brainstorming, Fishbone diagrams, flow diagrams of critical path analysis, and Gantt charts, among others. Along with project management models, there are tools and methods for business process modelling and quality management. Following is a matrix of the various tools available, each with its own strengths and purposes.

Main findings

Programs like Skills for Workplace can be the start of a career, whether it's a new student or a recent graduate. The combination of a certificate and a degree can give a student an advantage when applying for jobs. (Brooks, Greer and Morris, 2018)

One can launch its career with programmes like Skills for Workplace whether he is in school or just graduated. This can give students an advantage when applying for jobs.

Organisations and students alike express a high level of satisfaction with the knowledge and understanding presented. The option of delivering certificates is not restricted to undergraduates. (Gauthier, 2020)

Masters students, and especially those from abroad, have the advantage of developing skills that will help them in their careers. Professional modules that allowed students to become familiar with country-specific regulatory and standard requirements, work processes, and industry-specific practise codes.

The development of generic skills has been a priority for graduates in the British context, says Gauthier (2020). Higher education is seen as a major source of highly qualified and skilled workers by employers, who say that higher education must adapt to business needs.

Project cycle

When it comes to projects, a project life cycle is the sequence from the beginning to the end. There are several factors that influence how many cycles are completed, including the needs of a project's management team as well as its nature and intended use. (Aaltonen and Kujala, 2010)

"Workplace Skills" is a course that aims to find the right candidate for the "university tools." This will increase the university's value, increase its profits, introduce new/improved courses,

improve efficiency, develop new skills and values, produce graduates, and provide new opportunities for the university's graduates. Every year, the number of students attending the university will increase. (Fowler, Lindahl and Sköld, 2015)

The team was formed on the basis of Belbin Team Role:
(Belbin | Engage and develop the talent around you, 2017)

Monitor Evaluator	Action	People
Students	Implementer in the university course.	Resource investigator is Student Finance Wales
University	Completer - BA Degree at the end of the three academic years.	Co-ordinator of the course Teaching and Support staff Team work- enrolment team

Phase 1

Project Life Cycle Skills in the Initial Phase

In the project management process, it is crucial to start with a solid foundation. As part of the enrollment project, there is a project brief that details the objective and requirements of the project.(Morton, 2017)

In the initial phase, set clear aims, objectives and discuss the purposes of the student recruitment project for Higher Skills for the Workplace.

It was revealed in the study of Dr. Meredith Belbin that team workers have different "team roles." According to Belbin, a team member's role is characterised by a "tendency to work, contribute, and connect" with others.(Fisher et al., 1998)

For the Workplace Project, a team was formed based on the Belbin team role theory for skills.(Belbin, 2004)

Initiation Stage	Planning Stage	Execution Stage	Closure Stage
- Objectives - Implementation - Determine the stakeholders.	- Budget - Work schedule - Gantt Chart - Communication - Risk	- Status and Tracking - Quality - Forecasts - Performance	- Analyse results - Summarise key learning - Plan next steps
How to carry out?			
Who are stakeholders?			

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- Distribute team roles from beginning to end in order to minimise error rate for each project cycle
- Enrollment preparation
- Interviews are scheduled in June and are closed on 20th August
- Recruitment interview places for students
- The students finance available for Skills for Workplace is £9,000 per year
- Student support team
- Maintaining communications with Stakeholders
- Monitoring plan progress and developing plan for risk assessment

Quad Chart

In addition, it provides a clear picture of the skills needed for the workplace. A clear understanding of project importance is essential for both planning and communication purposes, allowing the proposal to be broken up into manageable pieces. The tool is divided into four sections based on the Workplace program's skill requirements.

- Intention: to improve employment skills by promoting knowledge and awareness
- Stakeholders: University students, the team and the programme coordinator, local community
- Wanted outcome: Increase the number of jobs available and the level of skills required to obtain them
- Results: new students enrolled in the programme, Higher Education Certificates obtained by graduates and constructive feedback from alumni.

(Subiyakto et al., 2016)

Additionally, the chart now includes two additional sections.

Motivation- this programme can help students improve their employability skills by providing them with knowledge.(UWTSD, 2021).

Secondary Benefit- to improve communication skills and self-esteem in order to meet workplace challenges.(Baldwin at al., 2011)

Limitations

There are many steps involved in creating quad charts, without the right teamwork, it will be difficult to achieve the project goals.

Quad Chart UWTSD Skills for the Workplace Program

Purpose (Aims and Objectives) • The individual must be recruited for the Cert HE Skills for the Workplace programme. • Discover and promote talented individuals to increase diversity. • Assisting the community and promoting self-awareness	Stakeholders (Customer) • Students • Team • University • Local community This Program bring knowledge that can develop and improve student's employability skills (UWTSD, 2021)
Desired Outcomes (Critical Success Factors) • The project's goal is to increase the number of jobs available in the local area. Secondary Benefit Development communication and achievement at workplace. Improved self esteem, enthusiasm and job fulfilment is workplace. Build up confidence and strength(HeppSY,2019) • provide students with the necessary skills to land a job	Measure of Success (Standards and Criteria) • Currently enrolled students • Acquiring an accreditation • Graduation feedback is positive • Demonstrating positive feedback from the organisations in order to increase the demand for this programme

Phase 2

Planning Phase

Planning is a time when the project's leadership builds its road map, which includes the project's scope and schedule as well as the project's constraints, risk analysis, and work breakdown structure.

It was decided that a team would be put together, and tasks were assigned based on the team members' skills and knowledge. Assigned tasks included creating and disseminating flyers as well as collecting and analysing customer feedback and organising marketing campaigns.

Aside from that, the team meets and discusses the project from beginning to end. Formalizing an execution, performance, and closure plan for the project management process.

(Aston, 2021)

It is anticipated that students who have recently graduated will be empowered to join the project and develop into skilled professionals. (Remenick and Bergman, 2020)

Skills workplace Program is currently in the planning phase. This includes information on the registration process, student financial aid and the UWTSD social media and website, which provide access to a wide range of university-related resources. (Alhawsawi, 2020)

Students' information will be given to the programme coordinator at the end of the project for evaluation and hiring purposes.

Stakeholder Analysis

Participants in a planning process, programme or project have something to gain or lose from the outcome. (Dialogue by Design, 2008).

Students, parents, and community members are among the many stakeholders in education. Elected officials such as university board members, city councillors, and state representatives are also interested in a university's welfare and success.

Importance of Stakeholders

Both public and private sector organisations need to manage stakeholders, which Nutt and Backoff (1992) define as "all parties who will be affected by or influence the strategy." (Burby 2003, Margerum 2002, Bryson 1995, Baumgartner and Jones 1993), argue that organisations must pay enough attention to these stakeholders because they can have a significant impact on their success (Eden and Ackermann 1998). In order to effectively manage stakeholders, organisations must identify, understand, and understand them.

Higher education's quality is largely determined by the quality of academic staff and study programmes.

Prior to starting a project, a stakeholder analysis identifies those people, groups them according to their involvement, interest, and influence, and determines the best way to involve and communicate with each group. (Varvasovszky and Brugha, 2000)

Determine the Stakeholders

Stakeholder mapping is the first step in any stakeholder engagement strategy. As a result of stakeholder mapping, the target groups are identified and as much information is gathered about them as possible. The two types of stakeholders are internal (e.g., employees and management) and external (e.g., customers).

As a result of the following questions, we hope to better understand what's at stake and identify the right people to include in our efforts. (Bourne and Weaver, 2010)

- Who is or will be affected, positively or negatively, by what we are doing or proposing to do?
- Who holds official positions relevant to what we are doing?

The following list of internal and external stakeholders

Internal Stakeholders	External Stakeholders
• Teachers • Students • Parents • Teachers • Support staff • Team members • Funders • Community	• Government • SENDCO's • Local Authority • Agencies • Board committee member • Media • Labour market

- High power: students, agents, staff, university su, parents, academic staff, media, partner institutions
- Medium Power: universities based stakeholders (trustees and governors), non academic staff with student contract
- Low power: Non academic staff with no student contract, local charities or police charities and other NGOs

Stakeholder Analysis Table

Stakeholder	Interest	Importance	Perspective	Results/actions
New students	High	High/direct	- To be recruited - To be informed of the benefits - To be informed about the expenses	- We as team members provide them with relevant information about the programme - Highlight the benefits of the programme - Provide flyers - Information about the accommodation - Related support for international students - Using social media to advertise - Student finance/ bursary, scholarship - Inform students about the course coordinator
Team members	high	High/direct	- We as a team will work together to recruit students - Carryout tools - Create promotional materials - Implement the project and inform students about the course locations	- We as a team need to communicate with each other and divide tasks - Keep each other informed - To hold regular meetings - Support each other
Local community	Medium	Low/indirect	- Community development through enrolling talented individuals - To make purposeful efforts aimed at developing the competencies of collective life and action	- Social empowerment - Collaborate with the local community - Provide information of the course, related benefits and available finance - Provide high skills and various training courses - Encourage local community to pass the details of the course to family and friends
University (UWTSD)	High	High/direct	- Career progression - Offering full-time formal degree - Inform other stakeholders	- Stimulate to acquire competences - We will get students and staff involved and keep them informed about recruitment process and progress - Use online channels correctly - advertise

Student Recruiting Process

Team has developed a marketing strategy for the program's September intake in 2021-2022, with the goal of successfully recruiting four new applicants. When it comes to targeting our community's students, marketing strategy is based on factors such as educational background, age, interests, and linguistics.

Recruiting students is done via social media and email. We also meet with students to answer their questions about the course, institution, housing and student assistance as well as the linkedin forum and funding sources.

Limitations

- Disadvantages in terms of socioeconomic status exist.
- Institutional impediments, such as entry standards and scheduling provisions, add to the university's financial costs
- Flexible learning options are available
- Mobility in terms of location
- Time consuming
- Financial cost of the university

- Institutional barriers such as entry requirements and timing provision
- Flexible learning opportunities.
- Geographical Mobility
- Disconnection from the educational community
- Health issues
- Child care challenges

Phase 3

Execution Phase

As a result of the team's collaboration and reviews, the project's execution phase is based on the project's budget, timeframe and resources as well as communication with stakeholders. (Watt, 2014)

The execution phase of the Skills for Workplace Project was based on WBS (Work Breakdown Structure). Three essential tools, WBS, GanttChart, and Network Diagram, can help team members better understand and learn about the execution phase.

WBS (Work Breakdown Structure)

According to the project and concentrations, WBS can restart as an informal list of objectives or in a very structured way, and it can end whenever the planner wants it to. A useful framework is needed to help define and organise the work, and then to get started on the work itself. A project's objectives are defined, and the product, service, or result to be provided to the customer is the focus of the process.

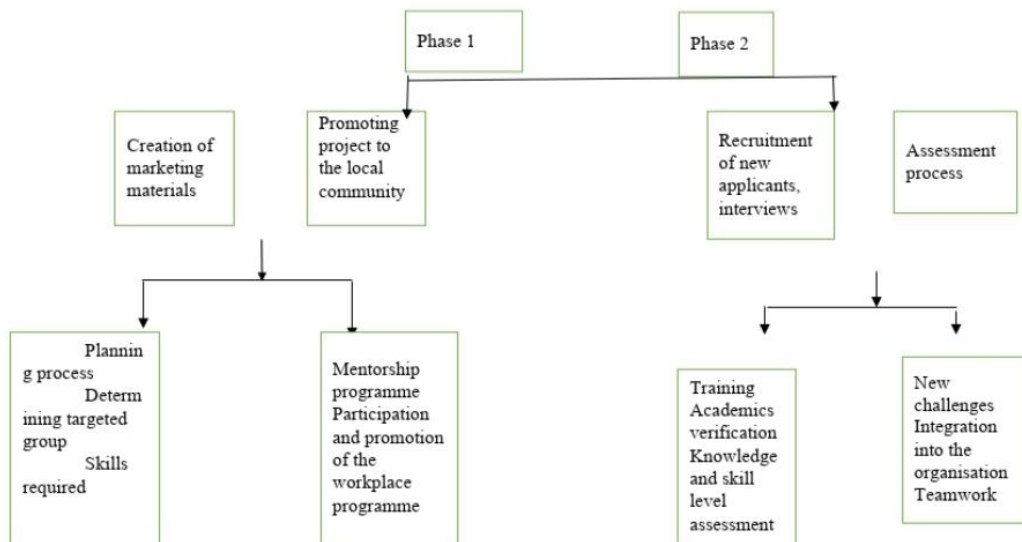
Specify the product, services, or results that will be provided to the customer as a deliverable or end item. (Haugan, et.al., 2001)

In order to improve future job prospects and employment success, the project aims to promote a better understanding of a curriculum and recruit students for this programme (UWTSD, 2021).

This was done by organising a marketing campaign, designing flyers and distributing them via social media, high schools, local supermarkets and the YMCA hub. Using feedback from graduates, the team will examine and analyse the results in order to promote and improve the skills for the workplace training programme.

The details of any interested individual will forward to the skills coordinator.

Work Breakdown Structure for Workplace Project



WBS Pros and Cons

In addition to the goal and productivity, WBS helps identify risks and analyse how to prevent them. Among WBS limitations are the absence of a time limit for any task, the absence of a resource list for the task, and the absence of a pattern for how and when to execute the tasks.(Akkartal, 2021)

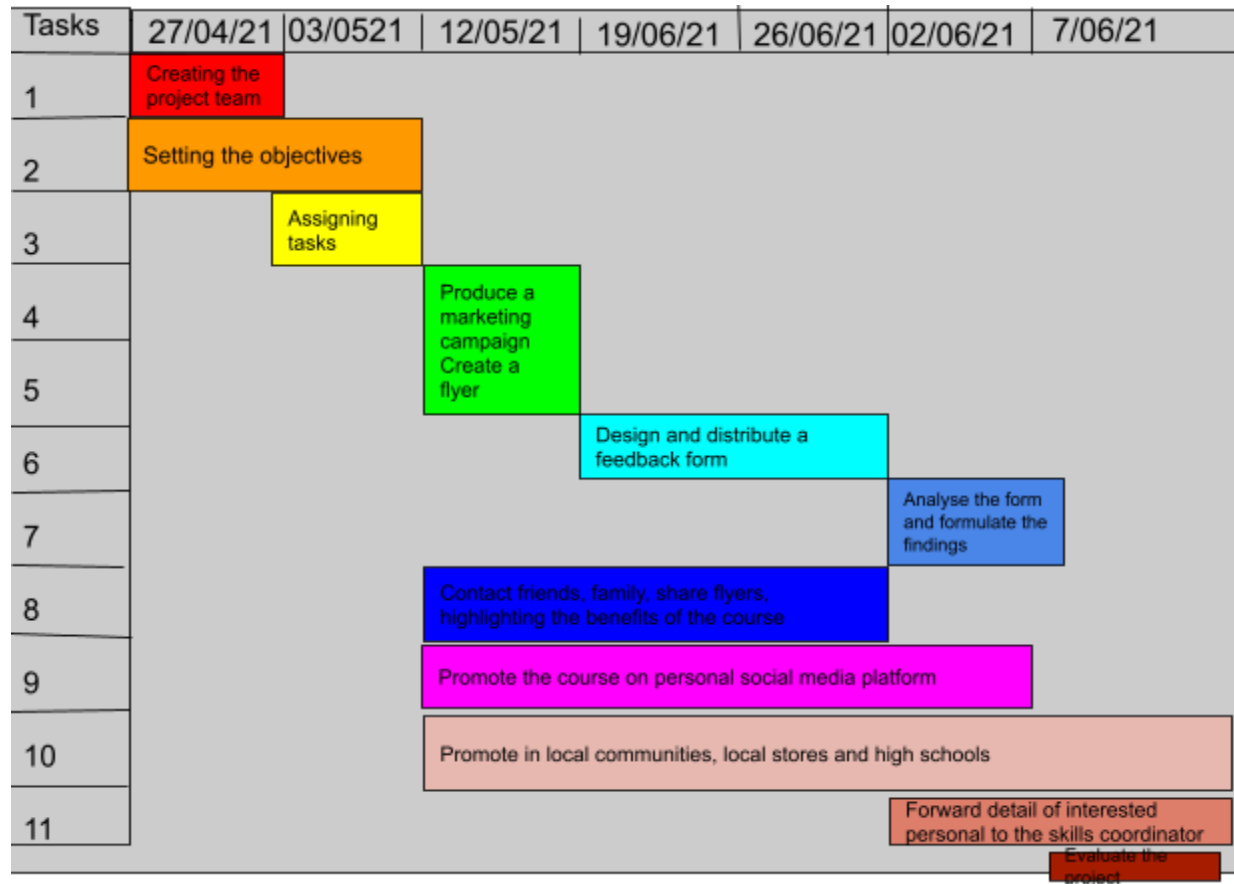
Gantt Chart

One of the most popular tools for presenting information in a graphic and budget planning project plan is the Gantt Chart (or Gantt Chart). This tool allows you to quickly see the names and times of all tasks, as well as the current status and progress of your schedule and tasks. (Swallow, 2006).

This technique is also a good way to identify parallel and sequential tasks, estimated time for each task, and a project's overall timeline.

According to Asaravala (2006) Project planning is one of the biggest challenges for project managers. Using Ms Project's Gantt Chart, you can create an effective plan that will provide the information needed to compare the actual performance of the project team with the planned performance. In this way, projects can be completed within a predetermined time frame while maintaining a predefined quality standard.

Gantt Chart for Skills for Workplace Program



Advantages and Disadvantages

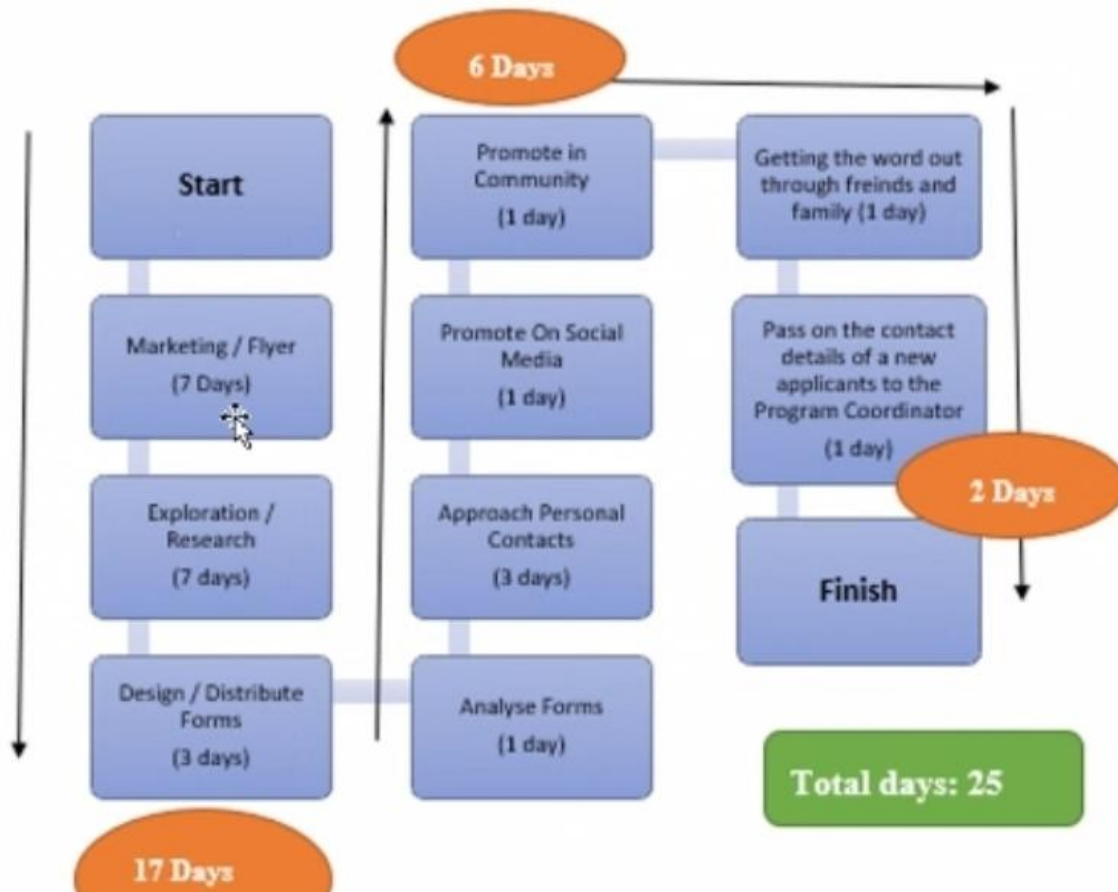
Project can be managed in a reasonable time frame.

In addition, Gantt's charts are criticised because they show too many tasks running at the same time, leading to a lack of detail and an inefficient use of screen space, as well as the need for their own representation space. Maylor (2001) extends the critical approach and regards Gantt Chart as a "blunt tool" that promotes a one-stage planning approach. The visual quality of colour charts means that they have an implicit credibility as a result of the presentation capacity of modern planning packages. This can lead to employees not wanting to challenge the charts, so they all get their own momentum.

(Asaravala, 2006) promotes the approach of charts by arguing that the Gantt chart is a communication tool to help stakeholders understand each other's tasks. (Pritchard, 2004) states that Gantt charts help stakeholders to have a good understanding of the project and to act as an instrument of communication to project customers and stakeholders. It also supports project managers in concentrating on critical tasks and resources, allowing them to track the progress of the project and use their existing resources.

Network Diagram

Project work base is presented using the Network Diagram tool. This can determine which activities took the longest during the project's life cycle by looking at the project's progress from beginning to end. (projectManager.com, 2020)

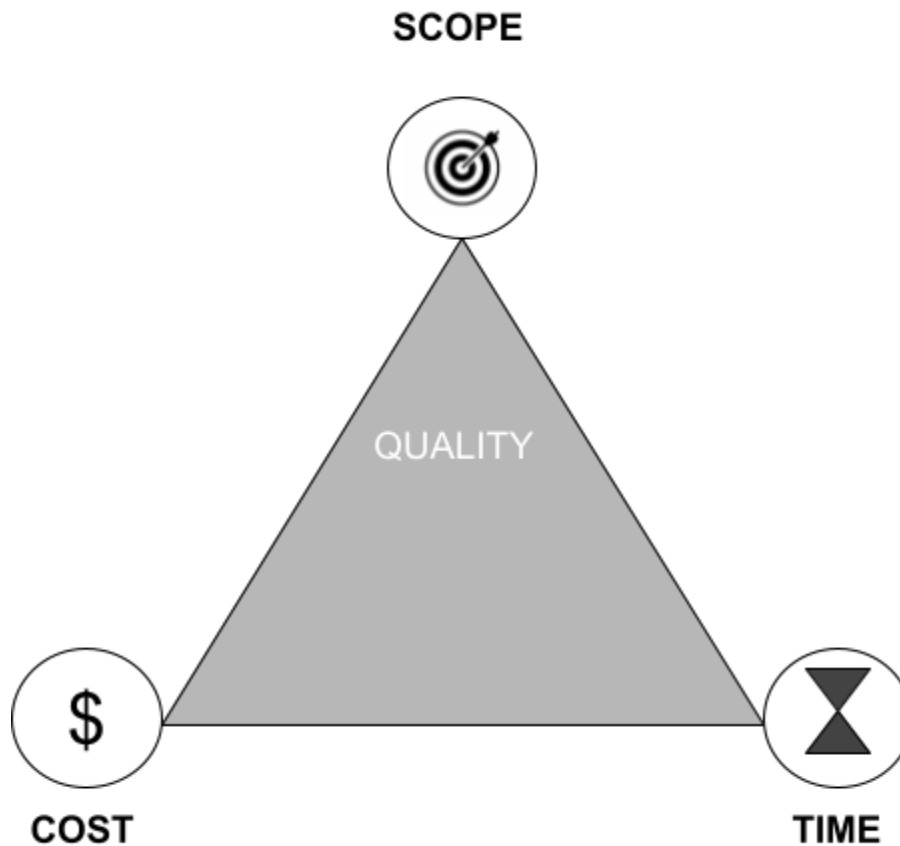


Iron Triangle

The Iron Triangle model was introduced by dr. Martin Barnes in 1969.

When delivering a project, it's important to keep in mind the Triple Constraint of time, cost, and quality. Moving one point will have an impact on the other two points in the triangle. About 20 years ago, Dr. Martin Barnes came up with a concept called the Triangle of Objectives. In the triangle, the relationship between quality, cost, and time can be observed. In the triangle, focusing or fixing one point has an effect on the other two points. For example, if the quality is fixed, time and/or cost may need to increase if the other two points of the triangle are not. (Lock, 2007)

Iron triangle of Project Management



- In the Skills for Workplace Project, the most important factors are to get the candidates in time to be assessed, recruited, and enrolled in the programme.
- Creating a plan
- Making a list of all activities that must occur during the course of the project and defining them
- All the resources required are estimated
- As a result of scarce or otherwise occupied resources, the timeline can be impacted.
- Predicting how long each activity will take.
- Keeping track of how closely the project adheres to the original plan throughout the project's duration (Villanova University, 2019)

In case of any cost, time or resource overruns on the project. To keep the project on track, the team must be prepared on how to control or influence. For this, SWOT, PESTLE, and Risk analyses are required.

Phase 4

Monitoring and Evaluation

PESTLE, SWOT analysis, and Iron Triangle were used to evaluate the project's goals, objectives, monitoring and the evaluation risk analysis was reviewed to ensure that the project runs smoothly and on time.(Lim, 2021)

Risk Analysis

It identifies a project's risk factors, which can have a negative impact on its success. It also identifies the project management team's and the organization's fallbacks, as well as the decision-making process's progress. (Kaplan and Garrick, 9181)

Risk Analysis for Workplace Program

H/M/L	Risk	Actions
H	When hiring new students for the Skills for the Workplace Program, there was a lack of knowledge.	It is possible to recruit new candidates for the Workplace Project using the team's own experience as a source of strength and opportunity. SWOT analysis can be used for this.
L	Dismissing a teammate.	Utilizing Technological factors for PESTLE analysis allows for the team to work together, share information, and support one another as they work to complete the project.
M	Academically, financially, digitally, or in their overall well-being the student needs extra help in some way.	Inquiring about student opinions, as well as providing any assistance that can be provided by university personnel
L	Change in rules and regulation	PESTLE analysis can be used to revise or amend the organization's policy based on the legal factors identified.

SWOT Analysis

Strengths There is real market potential for this project because more and more students are looking for certification to polish their skills so they can perform at work. It will only take a small investment to reach the potential candidates with this project.	Weaknesses The project's weakness is that it lacks a senior executive from a large organisation who can regularly come and mentor the students about what the organisation expects from the candidates in order to recruit them for the project.
Opportunity This project was able to go online with minimal resources because of the growth of distance learning due to COVID-19. Distance learning also has the tendency to entice candidates who are currently employed full-time to enrol in the programme.	Threats In addition to the pandemic, which could halt the project's progress, there is another threat to the project. It's not enough to have a website for the project. The project must have a proper location with modern classes.

PESTEL Analysis

Political-There is a chance that many applicants from other countries will be unable to apply because of the limited time allotted for the project and because they will not be prepared with all of the necessary documentation to study in Britain as a direct result of Brexit.

Economical- Recruitment can be hampered by a lack of financial information. Grants and other financial assistance are available to students.

social - weak marketing promotion of the program in local communities.

Technological- When it comes to the COVID 19 pandemic, it's a challenge for those who don't understand the digital world. Digital registration and assessment of new applicants has been completed by a computer programme. If a candidate lacks digital skills, the hiring process may be affected.

Environmental- the project does not come with any environmental risks.

Legal- Because of residency issues or visa issues, international students may be affected.(Bush, 2019)

Evaluation

Soft Outcome - Managers have gained personal attributes, skills and crucial knowledge and understanding of the project and work environment by completing all of the tasks assigned to them in the Skills for Workplace Program. When it came to this project, communication between the team members was excellent, and support was essential. There is a professional relationship between the members of the team. All in all, the team and project manager performances were excellent, according to the findings.

Hard Outcome - A survey was conducted by the project manager and team. Feedback form used to assess the project's progress and determine if it is achieving its goals. The results of the feedback form are as follows:

- Students' expectations were met in 60 percent of cases.
- 70 % of students would recommend UWTSD as a place to further their education.
- Student satisfaction was high, with 80 percent of students saying they liked the teaching method.
- The course is a definite recommendation.

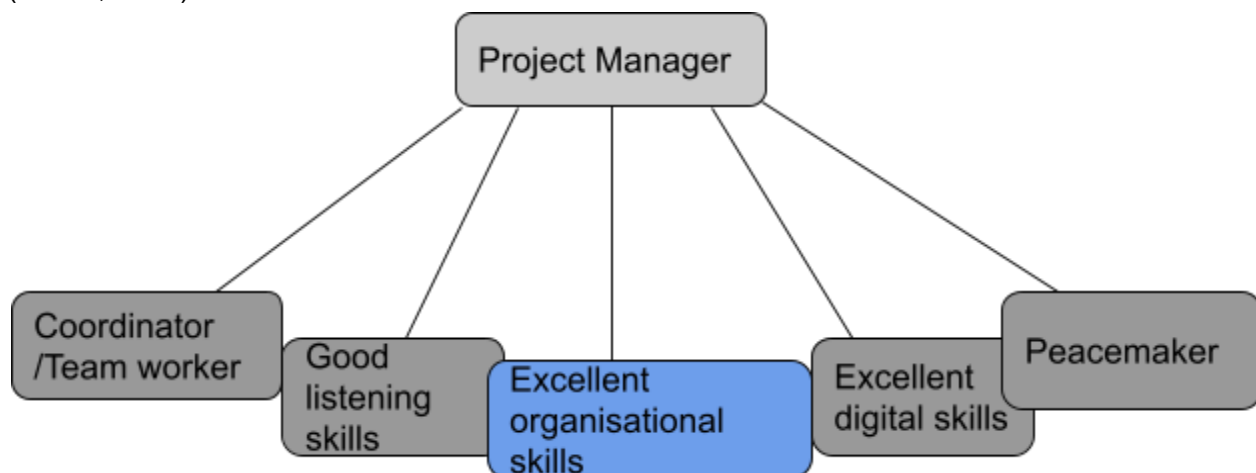
In this course, students will focus on developing academic, personal, and professional skills. It will be beneficial to apply for a job that demonstrates that they have acquired these skills.(Ho;zer, 2015)

A year's worth of planning is required to acquire these workplace skills, as well as feedback, evaluation and monitoring of the student's performance.

self-Reflection on Project Management Skills

Gibbs' Reflective Model was used to conduct self-reflection. (MindToolsTeam, 2019)

My methodical approach as a team worker ensures that everything goes according to plan. (Belbin, 2021)



To achieve a common goal with other team members, I have shown good management and organisational skills throughout the project. Nevertheless, this project made me aware of my strengths and weaknesses, which will help me in future work.

My strengths were time management, regular communication with my teammates and keeping them in the loop, a positive attitude towards my team and project, efficiency, and critical analysis. Positively questioning, reviewing, and making decisions collectively about whether there is a better, or more efficient way to do project-related things.

To be successful in future projects, I need to improve my digital skills and learn how to use social media more effectively for academic purposes.

Conclusion

As a result of the report's main findings, UWTSD's Skills for Workplace Program will be more effective. As part of the project life cycle, tools and techniques were used in order to help the team better understand the project's goals and objectives. As a result of the implementation of these tools, a clearer picture of the beginning and end of the project could be seen. Starting from the very beginning, we were focused on achieving our goals. Strategic application of project management values and procedures during the project life cycle provided advantages.

Recommendations

There is a need for more research in order to expand and utilise the project team's cognitive readiness to all future projects. There should be a global expansion of the Skills for Workplace Program, overseas students. These students can take advantage of the program's professional and personal development opportunities, while also becoming familiarised with the regulatory and standard requirements for specific job roles, processes of work, and practises that apply to a wide range of jobs.

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