



CEMUS



Sustainable Development – Project Management and Communication Fall 2018

Project Plan

The Project Plan is the strategic plan for how you will organise and ‘realise’ the project. It is to be conducted in conjunction with the Game Plan tool. The Game Plan will be introduced in class on the 24th and 25th September.

By reading the Project Plan, a person outside the project should get a clear image of what you will deliver in your project and how you have planned to do this. The key is to be very clear, specific and concise.

This assignment connects to the following course objectives:

- Plan, carry out and present a **project work** that **applies theoretical knowledge** and **contributes to a sustainable development**
- Account for and critically relate to the practical and **ethical dilemmas** that can arise when working for sustainable development

Much of the Project Plan follows the framework of the *Project Game Plan*. It utilises certain project management tools set out in the course book *The Handbook for Small Projects*. Other relevant resources include the course book *Common Cause Handbook* and the rest of the Course Reader.

Learning also comes by doing. Don't wait to have a perfect plan before starting your project-
get started now!



Instructions

- Font size 12, line spacing 1.15
- The paper should include a title page, table of contents, headings and subheadings, list of appendices (if relevant) and a full reference list.
- Dot points and visuals can be used if appropriate.
- Put your project name on the top of each page. For the title of the document, use your name plus 'Project Plan' (e.g. Bicycle Workshop - Project Plan).
- Support your arguments and basic facts with references. Make sure to refer properly to sources. Use either footnotes, i.e. the Oxford system or include the references in the text, i.e. the Harvard System; example: (Hornborg, 2001, p. 39).
- One submission per group
- Submit as a **PDF**
- Submit your assignment online on **Studentportalen**, by **Sunday 14th October, 23:59. After receiving feedback from** the course coordinators and your peers you will then submit a revised version of the plan on **Sunday 28th October 23:59.**
- This assignment is graded **pass/fail**

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1. Executive Summary

Include a short summary of the contents of the Project Plan.

2. Project Background

2.1. Problem Framing

Your projects have already progressed from the original idea. In the excitement of planning we can often lose sight of that original idea's foundation – why was your project a good idea in the first place?

Write a detailed description of the problem you are addressing with your project. Be sure to address the following:

- WHAT is the issue/problem that this project aims to address?
- WHY is this a problem
- For WHO is this a problem? What are the needs of these people?
- HOW does your project address this problem?

2.2. Interview Results

To understand the point of view of the people who are experiencing a problem, the best way is to talk to these people! Understanding these points of view will make for a stronger problem framing and hence project.

Conduct at least **five interviews** with key stakeholders - but it is encouraged to do even more to gain more insights into your problem. These do NOT need to be long or formal interviews and we do NOT need interview transcripts. Do however, include a summary of *who* you interviewed and the *insights* you gained from these interviews.

One useful technique when interviewing is to keep asking the question 'why' or 'why is that' at least five times to get to the root cause of the problem. This helps break down assumptions, see things you are missing and avoids asking loaded questions that bias an answer. An example of the 5 Whys is as follows :

The starting problem statement: You are on your way home from work and your car stops in the middle of the street.



1. Why did the car stop?

– Because it ran out of petrol.

2. Why did it run out of petrol

– Because I didn't buy any petrol on my way to work this morning.

3. Why didn't you buy any petrol this morning?

– Because I didn't have any money...

4. Why didn't you have any money?

– Because I lost it all last night in a poker game.

5. Why did you lose your money in last night's poker game?

– Because once I start gambling I can't quit (**this is now getting closer to the root cause of the problem**)

2.3. Systems Iceberg

The *systems iceberg* is a tool which can be used to:

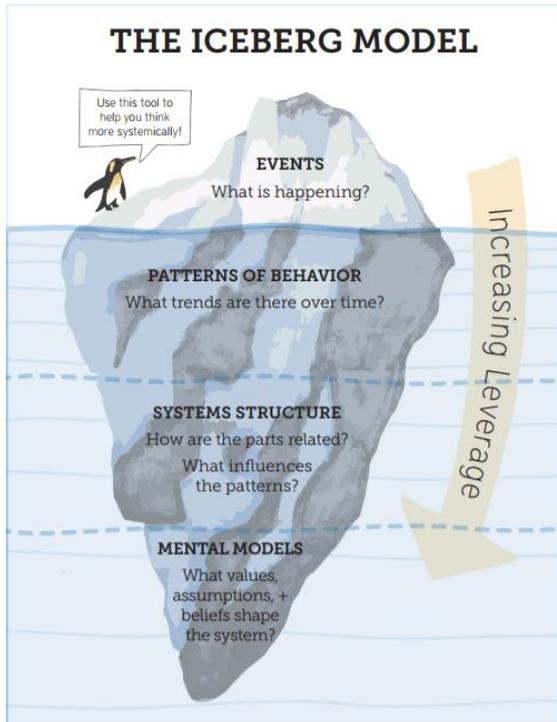
- Understand the structures of the system which determine the long-term behaviours.
- See different connections between different system components.
- Focus attention on areas of higher leverage.

The *sustainability compass* helps see problems from different perspectives. It has four components (nature, economy, society and wellbeing) which can be used to ensure you comprehensively explore each level of the Systems Iceberg.

Complete a systems iceberg for your project area. Use the sustainability compass to make sure your analysis is comprehensive.

Establishing a system boundary can be one of the challenges in systems thinking. Describe where you will establish your system's boundary for your project.

You read more about these tools in the lecture and readings from the Systems Thinking class on the 4th September and general course literature.



2.4. Connection to the SDGs

Explain how your area relates to sustainable development. Choose a sustainable development goal(s) which is (are) most relevant to your project. Clearly explain how your project plans to contribute to this SDG.

2.5. Further Research

Asking the right research questions at the start can simplify the project process. Make a list of key questions you need to answer for your project.

If you know the answer, include it now! If you don't know the answer, indicate how you plan to find out.

Examples of questions include:

- Is there any legislation that would help or hinder the project's development?
- Have there been similar attempts at such projects before/in Uppsala? Can you contact them to learn what worked/what didn't work or even collaborate?



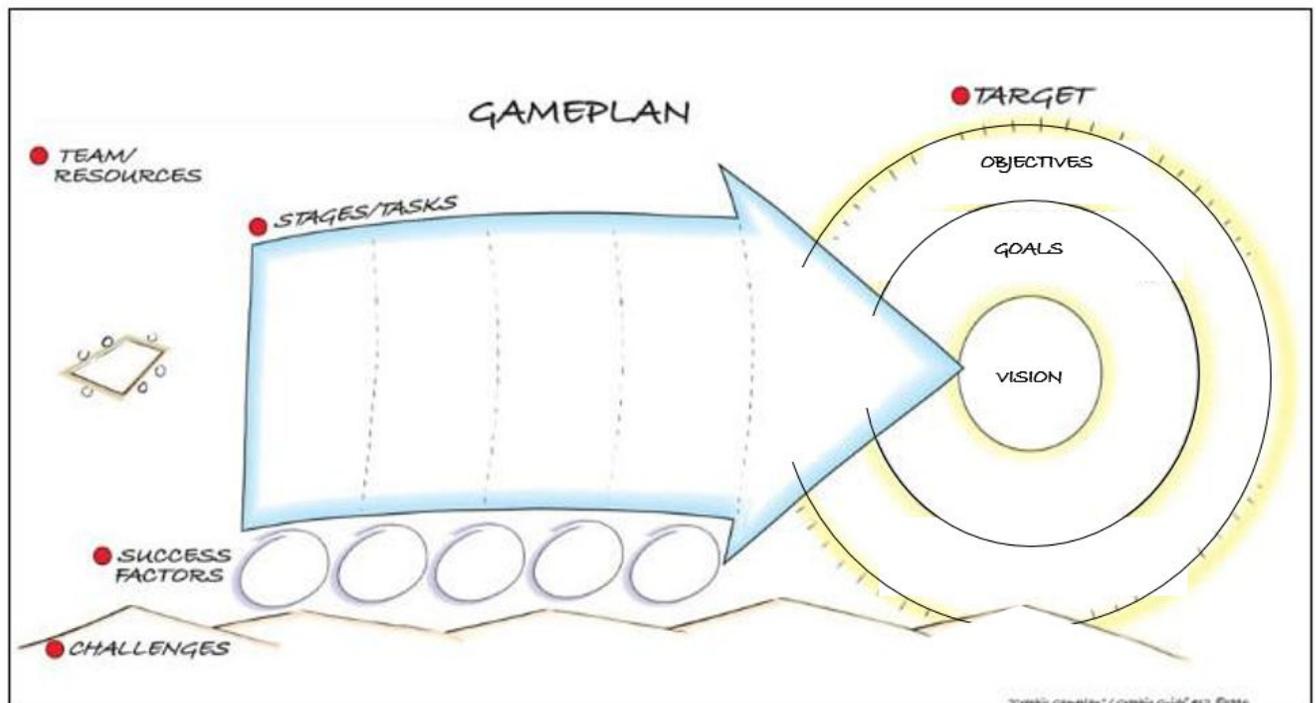
3. Project Game Plan

As part of your project you will complete the Game Plan template to help structure your project. The Game Plan tool is an iterative process, so keep revisiting and revising it as your project evolves. We suggest using a **physical game plan with post-its** to encourage an iterative process. You will receive a physical plan in the class on the 24th September.

Like any tool, it needs to be used to be relevant. If you fall behind in updating these components, the tool becomes less effective.

The Game Plan template itself should visually showcase the essential components of your project. For this submission include **scan/high quality photos of your Game Plan iterations** so far.

In the below sections, you are also asked to go into written detail about the different Game Plan components.





3.1. Project Vision Statement

What is your vision for this project?

A vision statement is a succinct, future-oriented declaration of the project's purpose and aspirations. It should describe WHY you are conducting your project and the change you want to create.

3.2. Project Goal(s), Objectives & Exclusions

What are the goals, objectives and exclusions of the project?

Goals are the WHAT of the process – speaking broadly, what will the project accomplish? Write short (no more than two-three) clear statements that explain what the goal(s) of the project are.

Objectives also indicate what you plan to achieve with your project but emphasise HOW you will reach your project goal(s). Objectives are typically more focused than the broader project goals, and are S.M.A.R.T (Specific, Measurable, Assignable, Realistic and Time-bound). List your project objectives, split into primary and other objectives, being sure to address the S.M.A.R.T. components in your formulation.

Exclusions are the elements of your project that you will not cover in the scope of this project. Describe any project exclusions here.

3.3. Team and Resources

What and the who are the key team members and required resources?

Outline your team structure, including names and primary project skills and responsibilities. Also describe your learning objectives - what do you want to get out of this project?

Detail any required resources needed for this project to go ahead (time, people, space, equipment etc.)



3.4. Stages and Tasks

What do you need to do and when do you need to do it?

Outline the different tasks required for your project to happen. As part of this section, complete a Work Breakdown Structure (WBS) for this stage of your project. A work breakdown structure is a hierarchical and incremental decomposition of the project into different phases, and deliverables. It is a tree structure, which shows a subdivision of effort required to achieve an objective.

Keep the WBS visual and detailed. Breaking down your tasks as much as possible within your project scope will help ensure no tasks fall through the cracks.

You can read more about Work Breakdown Structures on p.21 of the Handbook for Small Projects.

On your Game Plan template address WHEN these different tasks must be realised and WHO is responsible for each task. These should be regularly updated as the project progresses and the Game Plan is updated.

3.5. Success Factors and Opportunities

How will you know when you have succeeded in a particular phase? What opportunities might exist in this phase?

Discuss potential ways you can assess the success of your project and its contribution to a sustainable development/your chosen Sustainable Development Goal(s)? Are there any frameworks you can use/adapt/create? What is the limitation of such a framework if so?

State and reference your chosen framework(s) and make the link to the project clear.

3.6. Challenges

What are the challenges and risks of your project?

In your group write a list of potential risks that can delay the project. Think about internal risks (things like procrastination, a project member getting ill, etc.) and external risks (external factors that may influence the project, for example stakeholders, political processes, etc.).



Once the list is complete assign each risk a Severity score (1 = negatable, 5 = catastrophic) and a Likelihood score (1 = improbable, 5 = frequent). Plot these scores on a 'Risk Matrix' to identify those risks that require most attention. Finally, include your strategies to avoid these risks? What is your 'Plan B'?

You can read more about Risk Analysis on p.38 of the Handbook for Small Projects.

4. Stakeholder Analysis

Who are the key people/parties with an interest in your problem and project?

Create a list of stakeholders. Name specific people if you have them, and add their contact details.

Consider which stakeholders needs to be involved when, and whether the project process is reliant on one/many of these stakeholders?

Complete a stakeholder analysis. The instructions are found in a separate document.

A Stakeholder analysis is a process of systematically gathering and analysing who your stakeholders are, their needs and relationship to your project and your strategy for communicating with them. Understanding your stakeholders is critical to project success.

5. Communication of the Project

5.1. Modes of Communication

Discuss how you are going to spread the message of your project. What information/tools are required to do this?

5.2. Values

Class on the October 9th will discuss the relationship between values and your projects.

What intrinsic/extrinsic values does your project aim to communicate? How do the values from the Common Cause Handbook relate to the communication of your project?



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6. Ethical Projects

6.1. Ethical Frameworks

In the class on October 8th different ethical frameworks will be discussed. Use at least two of these frameworks to critically analyse the key ethical dilemmas within your project this semester. How can you address these dilemmas throughout the remainder of your projects?

6.2. Ethical Code of Conduct

A code of conduct is a set of principles that outline best practices and behaviours for an individual/group. Write your own ethical code of conduct for your project. How will you use this to guide your project work?

6.3. Assumptions

Are there any assumptions you have made about your project? Are they ethically questionable? How could you address these?