

## In the beginning was THE PLAN

beginning was THE PLAN.  
And then came The Assumptions.  
And The Plan was without substance.  
And The Assumptions were without form.  
And darkness was upon the face of the Workers.

And they spoke among themselves, saying,

'It is a crock of s--t, it stinks.'

And the workers went unto their Supervisors, and said, 'It is a pail of dung, and none may abide the odour thereof.'

Supervisors went unto their Managers, saying  
'It is a container of excrement, and it is very strong,  
such that none may abide it.'

such that none may abide it.  
And the Managers went unto their Directors, saying,

'It is a vessel of fertiliser, and none may abide its strength.' The Directors spoke among themselves saying one to another,

'It contains that which aids plant growth, and is strong.'

'It promotes growth, and it is very powerful.'

And the Vice-Presidents went to the President, saying unto  
'This new plan will actively promote the growth and

vigour of the company.

The President looked upon The H.

it was good.  
And The Plan became policy.

Help me to always give 100% at work...  
12% on Monday  
23% on Tuesday  
40% on Wednesday  
20% on Thursday  
5% on Fridays.  
And help me to remember...  
When I'm having a really bad day, & it seems that people are trying to wind me up that it takes 42 muscles to smile and only one to frown.  
I will comply with them.

little more detail here ?

help me to always give 100% at work...  
12% on Monday  
23% on Tuesday  
40% on Wednesday  
20% on Thursday  
5% on Fridays.  
And help me to remember...  
When I'm having a really bad day, & it seems that people are trying to wind me up that it takes 42 muscles to smile and only one to frown.  
I will comply with them.

Results are promising : Turned power on and no smoke detected -- this time...

Elements will be phased in gradually as the product matures:  
It's late!

 AXELOS  
CERTIFIED PARTNER

Simon Harris, P2, P2-Agile, PMP, CGEIT, IPMA-D

slip: Being first at the bar  
boat: Remaining Beer kitty  
Milestone: Paul buys a round  
Earned Value: The Pay Cheque

**What does a Project Manager DO?**

Project Managers are a fortunate lot, for, as everyone knows, a project manager has nothing to do; that is, **except...** To decide what is to be done; to tell somebody to do it; no reasons why it should not be done, why it should be done in a different way; somebody else, or why it should be done in a convincing and conclusive. arguments in rebuttal that shall be convincing and conclusive.

if the thing has been done; to discover that it has not been done; to think up arguments to overcome the excuses.

all time to see if the thing has been done; been done incorrectly; to point out how it shall be done; as it has been done it might as well be left as it is; to get rid of the person who cannot do a thing correctly; ability any successor would be just as bad, or worse.

more simply and better the thing would have been; the first place; to reflect satisfactorily that he has been able to do it right in a place where he himself spent two days.

101 KJ

has nothing to do; that is, **except...** To decide what is to be done; to tell somebody to do it; to listen to reasons why it should not be done, why it should be done by somebody else, or why it should be done in a different way; and to prepare arguments in rebuttal that shall be convincing and conclusive.

**And then:** To follow up to see if the thing has been done; to enquire why it has not been done; to do not do it; and to think up arguments to overcome the excuses.

**And then:** To follow up a second time to see if the thing has been done incorrectly; to point out how it shall be done; to cover that is has been done incorrectly; to point out how it shall be left as it is; to conclude that as long as it has been done it might as well be left as it is; to consider if it is not time to get rid of the person who cannot do a thing correctly; to consider that in all probability any successor would be just as bad, or worse.

**Then:** To consider how much more simply and better the thing would have been done if he had done it himself in the first place; to reflect satisfactorily that if he had done it himself he would have been able to do it right in 20 minutes and that it has turned out, he himself spent two days trying to find out why it is. **Finally:** To realise that such an idea would strike at the very heart of the project team, because it would strike at the very heart of all employees that a project manager is not air-headed.

**God:** Beer kitty buys a round The Pay Cheque

**racie:** don't even talk to us.

Essentially complete: It's half done.  
We predict... : We hope to God! *it*  
Serious but not insurmountable problems. : It'll take a miracle...  
Basic agreement has been reached. : The @###%'s won't ever

# **Passing the PRINCE2® Foundation & Practitioner Exams at your First Attempt**

**Everything** you need to prepare for the exams and a bit extra

Simon Harris, pmp, p2, p2a, cgeit

This book is for sale at <http://leanpub.com/passingprince2exams>

This version was published on 2017-02-21



This is a [Leanpub](#) book. Leanpub empowers authors and publishers with the Lean Publishing process. [Lean Publishing](#) is the act of publishing an in-progress ebook using lightweight tools and many iterations to get reader feedback, pivot until you have the right book and build traction once you do.

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To Lea, Jessica and Toby who will never read it but do benefit from it.

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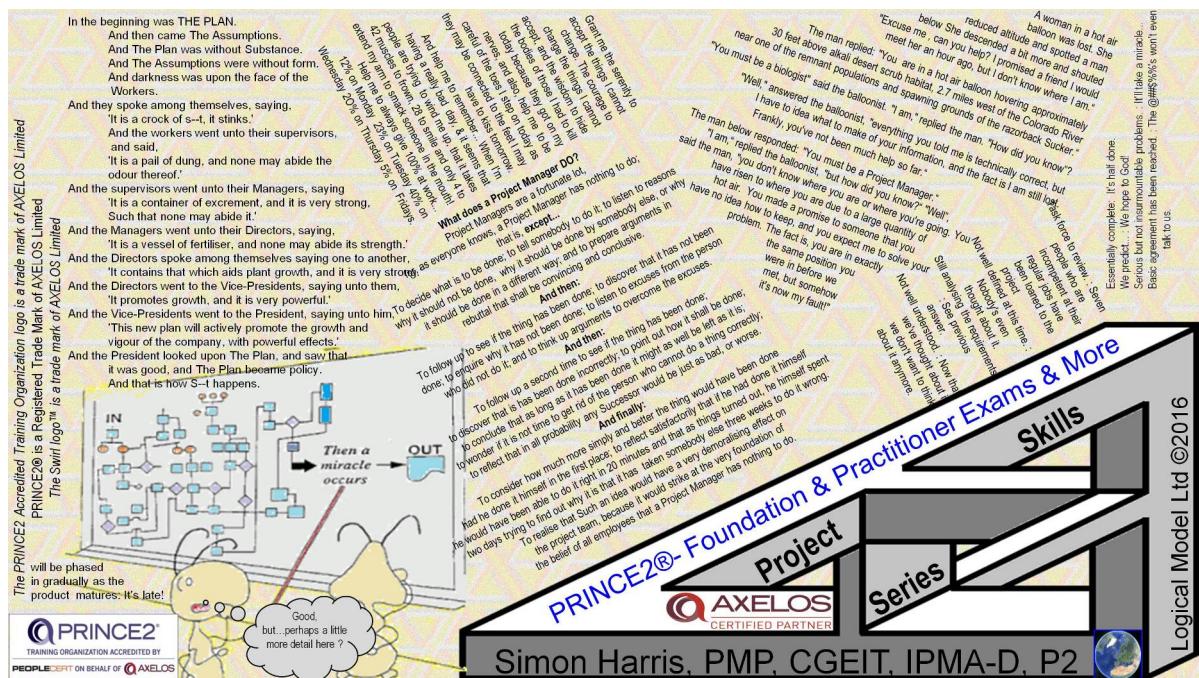
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<sup>1</sup><http://learn.logicalmodel.net/bundles/prince2-agile-exam-and-elearning-course>

# §0 s1 = PRINCE2®- Foundation & Practitioner Exams & More



§0 s1 = PRINCE2®- Foundation & Practitioner Exams & More

## **S0 V1 (1 of 454)::PRINCE2®- Foundation & Practitioner Exams & More::**

Hello, and a very warm welcome \*\*.

- I'm Simon, I am your guide through these course materials on your journey to P2 success.
- For many years I have been a P2 project management practitioner and a project management trainer, who has been helping people to build prince2 competency and obtain certification since before this century!
- This course's real focus is on your need beyond the exam. It could be one of two; a quick pass to add to years of real-world experience or the need for a ground-up introduction. Either way the exam focus is the immediate destination and the long term goal should be your career needs.
- I'm obliged to say that the exam focussed elements of these materials are "Based on the AXELOS PRINCE2® 2009 official manual and is reproduced under licence from AXELOS. All rights reserved"
- I've designed these materials to be flexible what ever your balance of targets. They are also suitable what ever mix of agile and waterfall exists in your working environment. They are even suitable if you currently see agile as something for ballerinas or cats and a waterfall as something to do with a river.
- This course is different from many with similar titles available elsewhere for several reasons; first difference is the design to meet varying needs around that exam goal, second is that it is entirely free when you book your exams with us.
- A third difference is our unique revision aids such as 'syllabus-subject-on-a-sheet-summaries' and step by step animated and fully explained process-on-a-page activity maps, a start point maybe for those with lots of existing knowledge aiming at a quick pass and able to manage a steeper learning curve, but maybe an end point for those starting from zero needing a comprehensive introduction to projects through a gentle start to the learning curve.
  - There are ways these materials appear the same as other peoples; for example we include all the official practice exams that are only available from accredited organisation's like mine, but here too we have an edge to offer you.
- Once upon a time I was a P2 examiner not these days because the exam is no longer essay based, now both F & P exams are multiple choice and marked by computers.
- Still my experience as an examiner, gives me insights about how questions are constructed from the syllabus which means I can share techniques to help you decode them so your preparation leads to an exam pass at your first attempt.
- To do that you'll need to read these notes or listen to my narrations of them plus some focussed hard work studying the slide's, studying the Revision Aids and answering the Practice exam questions that we provide in the course materials,. Together they will help you sail through the exams.

- You can be confident this course is accurate and complete because we are an Accredited Training Organisation (ATO) so it has been certified by Axelos' examining institute.
- You can be confident that my experience as an examiner means I know how to best approach the exam while long experience as a contract project manager means I've seen many different organisations which helps me anticipate what you need to know for your capable use after you are qualified.
- If your aim is real-world skills, perhaps for a career switch then be comforted that this course covers all the foundation stones for leading better and delivering smarter in your future projects after you are qualified.
  - The P2 syllabus doesn't cover everything you need but these materials do, to a degree and our other non-exam courses are comprehensive.

Because of mixed needs and coverage beyond the syllabus I will be careful to differentiate between what is for the exam and what is adding capabilities to build on after you are qualified. Those on the quick path with existing skill can safely skip these parts for speed.

- As we go I'll sign-post great insights from agile (that is iterative) and waterfall (that is plan-first) approaches and from elsewhere that add to PRINCE2.

Apparently 90% of p2 training is still a 5 day class-room event. With these materials in multiple formats you have access to an advantage here too.

- The advantage and difference over a classroom course is that a weeks course lasts a week!. You can't speed a classroom course up, here you determine your pace in this course. The opposite challenge is you can't slow a class course down or rewind it. A week's class-work with an exams at its end is often too time constrained to properly address both the exams and needs beyond.
- So it is the real value of the beyond that gets dropped to meet constraints of fixed timescale and the more visible result of an exam pass. What is learnt in a week is often forgotten in a month because its real-world relevance was out of focus.

Mindful that some people approach p2 because they want to gain project management from a zero start I am careful to ensure that explanations are accessible without any pre-requisite knowledge. This course IS suitable if you have no prior knowledge of project management. I'm also mindful that some people just want to add a badge to their experience for CV/ resume purposes.

- So our explanations are carefully aligned to the p2 syllabus (more explanation soon) and here too is a difference because these materials are deliberately friendly to people who are now or will in the future be working in places where agile and or The Guide to the Project Management Body of Knowledge (PMBoK®-Guide) and APM\_BoK is used.

- If you already hold a PMP for example these materials are designed for you and you can take the Practitioner exam without taking the foundation. This applies to IPMA qualifications too but be aware you'll need the p2 foundation level factual knowledge, it is cheaper because you've one less exam to sit but it isn't necessarily less study effort. If you are a scrum or SAFe practitioner these materials are likewise designed to link to your existing knowledge but these are approaches recognised by axelos as exempting you from the foundation so won't save you from having to jump the foundation hurdle before taking the practitioner exam.
- However the explanations I give will bridge the vocabularies used for the concepts to allow existing expertise to help your easier learning and so that the p2 knowledge becomes more alive in your personal work context.

Mixing support for learners with varied levels of starting knowledge introduces another key course element

- As an experienced trainer I have added sound techniques of instructional design
  - The journey through these materials carefully builds explanations – for that reason doing them in sequence is recommended.
  - The instructional design is lots of invisible stuff like always expanding acronyms, like using the words Section and Sub-Section (§) to refer to chunks of the course materials and reserving the word chapter to unambiguously refer to the official manual, also consistent Sub-Section structure, also a base diagram that sets out the whole p2 universe, and consistent colour schemes, also iterative and incremental coverage to build topic explanations, our unique process-on-a-page detailed and definitive highly distilled revision aids and full instructor support via online support such as forums (details shortly), also the breaking of topics into bite-sized chunks (§ Sub-Sections) and more
  - Together they directly aid study, accelerate learning, boost recall and smooth your path to assimilate what you need to know for qualification and beyond as a competent practitioner.

Another difference in these materials is these slides, the narrations and revision questions are so comprehensive and detailed that they are all you need for success.

- You don't need the official manual which saves money and time and anyway it was written as a reference source while these materials are specifically a study guide.
- You may have heard the practitioner exam is open book and so want a copy to take into the exam.
- In lesson §9 that is Sub-Section 9 I'll explain why the chief examiner says that is maybe not as helpful as it first sounds but if you do want a copy, then it is available from my website at a healthy discount.

- Equally Amazon and many other book sellers discount it too and for many locations I can't equal Amazon, for postage and packing or their speed of despatch.

WHAT you will need to sit the exams and can't get from book sellers or other sources is a sponsoring ATO.

- That is exactly what my company, Logical Model Ltd is
- When you are ready you can register on our website at [LML P2 Exams Home](#)<sup>2</sup> – you don't need to remember that URL as it is in §5: 'Booking and Taking Your Exam With Confidence'

But, hey Lets get started with what is p2 – Depending on delivery platform you may need to click somewhere such as the slide's background to move on.

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<sup>2</sup><http://www.logicalmodel.net/prince2exams>

# §0 s3 = Section 2.1 – Course Notes (Overview & Introduction) Foundation & Practitioner Exam Success Be Qualified Advance Your Job Prospects Promotions and Pay Grade



§0 V3 (3 of 452)

- Course Edition: 2016\*
- Everything needed to prepare for the 2013 Format p2 Exams \*
- Wholly based on the PRINCE2®-2009 Manual\*
- (\*All the most recent versions  
\* Reproduced under license from AXELOS)
- By Simon Harris, PRINCE2®, PRINCE2 Agile™, PMP, IPMA-D, CGEIT, ex-MoR®



Section 1: Foundation & Practitioner Exam Success  
Be Qualified  
Advance Your Job Prospects Promotions and Pay Grade

Those who think education expensive have not yet accounted for what they pay daily for ignorance

P2 Exam Cram Assessed by PEOPLECERT Dec 2014 P2-5th Ed ©2011 Logical Model Ltd <p2@logicalmodel.net> See © & licensing Click HERE +44 84 52 57 57 07  
Some pages numbers are omitted – it isn't an error it's my means to insert pages later without renumbering everything afterwards

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**§0 s3 = Section 2.1 – Course Notes (Overview & Introduction) Foundation & Practitioner Exam Success Be Qualified Advance Your Job Prospects Promotions and Pay Grade**

## **§0 V2 (3 of 454)::Foundation & Practitioner Exam Success Be Qualified Advance Your Job Prospects Promotions and Pay Grade ::**

- The word PRINCE2 when written officially in upper case with the registered trademark sign is a bit shouty so to soften our coverage I'll abbreviate it in most places to p2.
  - When written in full p2 is an acronym that stands for Projects in Controlled Environments
  - An accurate description of what it is.

p2 is a **control framework**.

- It is made up of people in defined roles
- Those people carry out processes described by detailed activity steps that lead to decision making checkpoints based on a set of information templates.
- People plus process plus completed templates equals decision making control – P2 in total.

To justify some of our “Ways these materials are pmbok and agile friendly, and how they are more valuable as a result for everyone lets survey their similarities and differences”

- You may have heard of and be wondering about Agile and or about the Guide to the Project Management Body of Knowledge (The PMBoK-Guide®) and thus the Project Management Professional (or PMP®) exam.
- And so be wondering “which is the best method? How are they different?”

The “best method?” question is from the wrong perspective

- PRINCE2 , Agile and the PMBoK-Guide complement each other almost perfectly
- To run projects in the real world you need the insights from all of them. Between them they have very little overlap and all contain important knowledge. Even together they are less than everything we need for success.

To illustrate I have to use a little unexplained jargon, I apologise in advance. It's the only time in these materials that I will use terms without fully explaining them at the point of first use. Rest assured they will all be covered later.

- The PMBoK-Guide and Agile both provide details of tools and techniques for scheduling workloads like Sprint Planning Meetings or Critical Path Analysis, insight into Team Development and tools like Earned Value or Burn charts.

- All these PMBoK and Agile tools and techniques are the day to day How-To skills of planning and tracking. Vital stuff but PMBoK has little to say about project structure while agile says a little but is mostly product development orientated
- In contrast structure and control is p2's great strength but p2 tells us very little about how to schedule or how-to track status. Instead p2 says its important, tells use when and who, sets out the what but leaves out the how to; this is often a surprise and disappointment to people hoping p2 is their complete guide to a new role. §19 of these materials goes some way to remedy this shortfall
- So each of PMBOK, Agile and p2 have complementary focusses. PMBOK-Guide has little to say about the overall framework of managing projects such as achieving approvals or delegate work packages or trigger interventions but PMBOK is strong on describing tools to schedule, to budget and to track.
- P2 gives structure, timing and roles that leverage PMBOK explanations of how to schedule, albeit pmbok has an assumed planning approach of plan before taking action. Agile is strongest on product development and uses a plan as you go approach; plan a bit, do a bit, plan a bit more etc. Neither p2 nor PMBOK-Guide do more than acknowledge the existence of product development activities in their guidance while agile excels here and p2 is as happy with an agile iterative planning approach as it is with a pmbok plan up front waterfall approach.

What p2 brings to Agile and PMBOK-Guide is communication flows for unbeatable best practices in delegation and escalation between the organisation's layers of Direct, Manage, and Deliver whether we are agile/ iterative or PMBOK waterfall/ plan in advance in our development approach. If these are alien terms they will get explained once we get into content delivery rather than scene setting

- P2 is flexible guidance on the communication flows. This makes it as suitable for complex projects and novel projects for simple projects, for civil engineering or for corporate change projects and anything in between
- So p2 says little or nothing about how to create the contents of those information flows. PMBOK-Guide and Agile tell us how to populate those flows but tell us less about the who and when of each flow's end-points or how to configure the controls or how to respond to the content once the reports are flowing. All aspects that p2 is strong on.
- PRINCE2 assumes you have the ability to groom backlogs and create resource levelled schedules or operate kanban boards. P2 assumes you have the knowledge of how to track a project's actual status in the ways that depend on Conditions of Satisfaction or Acceptance Criteria to complete its progress report templates.

By the time we are done in this course you'll appreciate the mix; you will be able to decide which elements of the technical work of the project should be agile sprints-and-releases and which are better controlled using a waterfall approach. P2 tells us nothing about either but equally it provides the perfect framework for both agile sprints and waterfall phases

- Since p2 tells you “Time to report progress” but not how to calculate and track status versus intention it means P2 is as happy if you use burn-downs from agile or Gantt charts and Earned Value from the PMBoK or both or neither. P2 is truly a flexible project control approach
- I think that's the end of un-introduced terms for illustration. If you don't know those terms worry not; I will explain every piece of jargon as it's use is introduced.
  - Anyway, what we've just been discussing means p2 has to be combined with either agile techniques such as burn-down charts or PMBoK-Guide techniques like earned value So in this course I'll link and sign-post the cross overs, some I'll explain and the rest you'll know to follow-up on post qualification,

Agile is generally suited to small teams of highly skilled people who deliver against evolving goals over short timescales while P2 is a chameleon.

- I've used it formally in small teams and I used it in a 400 person project without every saying “lets do prince”. I know of multi-billion dollar projects running over multiple years which when you scratch their surface will reveal p2 under the corporate paint work. I suspect most of the people involved don't know they are following p2.
- P2 adds to agile, it allows us to operate agile across multiple concurrent teams within the project or mixed agile and design first based teams
- In fact PMBoK-Guide and Agile fit into p2 like a hand in a glove.
- More than just compatible they deliver synergy; the combination is greater than the parts on their own.

As we go you will hear me say <Sync or <Next >. If you do and everything stops then you are on a platform like html5 where you need to click to move on. A Click on the slide background generally works, but varies by platform. Guidance in a couple of slides time.

- On pure video I will have supplied the click.
- On video served from an interactive player it will depend on context. Lets move to the next slide and I'll say a little more <Next >

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<sup>3</sup> <http://learn.logicalmodel.net/bundles/prince2-agile-exam-and-elearning-course>

# Section:1 s4 - Sub-Section 1 Domestics



§1 V1 (4 of 452)

Domestics

Those who think education expensive have not yet accounted for what they pay daily for ignorance

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## Section:1 s4 - Sub-Section 1 Domestics

## §1 V1 (4 of 454)::Domestics::

Let's take a time-out to handle necessary 'domestics'! For Example knowing about the html mobile player is definitely helpful for study-, so is accessing the workbooks from the downloads.

- Every slide has narrations that are these notes or very nearly these notes behind it as a script. Dependant on platform access to them will be more or less obvious.
  - Materials are in sections, sub-sections and lessons; eg all the videos or slides are section two, subsections are the collections of lessons on a topic and items such as Videos V, Revision Aids RA and Exam Question Analysis EqA. There numbering runs in sequence and includes a slide count, some slide count numbers are omitted, its admin, for example to insert a lunch break in onsite in-person course deliveries. Its not a mistake, you haven't missed out on something – your welcome to take a break any time!
- You may be on a Kindle and so reading the notes directly! You may be on iOS and html5 in the slide player where screen size makes finding them a several step process
  - I've tried hard to leave as much control as possible in your hands
- Navigating your player will become second nature, It benefits from a little exploration
  - If I try to explain everything for each combination of html or video on iOS, Android and Windows, Google Cardboard, ePub, YouTube or Scorm LMS platforms this Sub-Section would be very lengthy as detail varies between each platform.
  - Generally; on anything interactive a click on the slide's back-ground is best. The next lesson covers some specifics which you can skip but the online player has some very handy feature such as full search through all the narration text. More on the next slide in its video or notes.

<Next wkbkFC> The Work Books contains a wealth of material. Note that each mobi or ePub or pdf's has a Table of Content that are bookmarks to jump directly to Sub-Sections.

- In this workbook the first dozen pages are a step by step guide to how to embrace study ¿which may be something you've not done in a few years?
- Everything you need to pass is in the eBook, the videos or other slide delivery formats and the Work-Book's Sections.

<Next p. matrix>

- Also in this Work-Book's first Section is a blank Process versus Product Matrix to complete as you study.

- Being exhaustive with the matrix is not required but you'll probably find tracing the path of the more significant products such as the Business Case and the Quality Register is really helpful

Examples of what the Work Book's Sections contain include:

- <Next 666> A 666 word summary of p2, that's about 4minutes of reading; Surely a short and sweet replacement of the 300 and something pages of the Official Manual!
  - Well may be not replacement! But definitely a complete overview that gives holistic coverage without detail, a skeleton against which to record the details as they come, and there is a lot to come.
- In this workbook Part two is the slides reproduced with the hyperlinks that will not be active if you are watching a video and may not be very legible if your platform is a Smartphone screen
- Later course Sub-Sections and other workbooks include the official Axelos practice exams and the rationales for the correct answer.
- Exam questions are also online but the rationales are not. [[ToDo]]
  - The Rationales are very useful to illustrate examiner thinking about why right and wrong answers are right and wrong.

You are a rare and lucky person if you can internalize all the facts and their relationships without note taking and review.

- You don't have to copy down what I'm saying as it is all transcribed within the course's written note formats.
- As you will see as we go in places there is a great deal of detail in the graphics and in the provided notes. The notes are the video and animated format's narration or vice versa. Graphics plus notes equals full interpretation of each topic
- I suggest successful students often cope by taking an iterative approach and that is what the presentation is iterative and incremental of details. Take multiple passes at different speeds.

Each pass through the materials has different aims.

- You might take a first whizz through to see what is here, 10 minutes or less, 'a helicopter view'. Then take a first methodical pass. Aim to get the general end to end flow and each topic's specific details.
  - At this stage don't worry about recall of the details or how all the topics interconnect
- I think this is mostly listening to the narrative or reading their transcript in the notes pages.
- Things to look out for are the roles involved, the headline purpose of each activity and the process flow as a whole.

- Also note which management products the activities use and how generally each output becomes some input elsewhere.

For Back@Work capability development that takes you beyond the exam imagine who in your workplace might carry out each role, and notice that many of the activities might really happen iteratively or partially and in parallel and out of text-book order to achieve the process' aims in a real world setting.

- To help you with study tasks like noting which management products are created where, I've included a template in the Work-Book. Its use is optional but I think helpful.
- Perhaps print the relevant page or redraw it on some blank part of the official manual like the inside front cover?
- Sub-Section 24 is a review of everything covered up to that point and what will come afterwards. There is an argument to use it as precise before doing a detailed pass to hint at what is coming. The 666 word summary in the Work-Book is perhaps the better preview.
  - I've included a number of complex models which in html5 build slowly with animations. If seen as a static whole without introduction they will likely feel overwhelming on first viewing. They are excellent revision when you know it all and just need to do some fact checking or want a comprehensive refresh in the minimum of words.
- Remember that all the detailed explanations that I give you as you view the Slides about activity purpose or product content is within the eBook (or if you're reading the eBook it is all animated in the additional materials that are free with an exam booking. You don't have to book and exam to access the online materials but in that case a fee applies).
  - SO; you don't need to rush and struggle to write down what I say as I say it in the narrations because it's already written out in the notes.
  - Whatever your delivery platform you have text-notes access somehow.

<Next Clear> //There is one other factor! Passing also absolutely demands that you have booked an exam! Access to the full course materials is included, for free when you book an anytime anywhere online remote proctored exam through our web-site. [Book your Exams](#)<sup>4</sup>.

- Last time we looked we where the cheapest source of exams even before you consider we add a fully instructor supported course for free, others often charge several hundred pounds for time limited access
  - We think that makes our whole package MUCH cheaper than everyone else as well as much better content
  - Let us know if you find a deal anywhere else that you'd like us to consider matching for you - eMail [p2@logicalmodel.net](mailto:p2@logicalmodel.net)

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<sup>4</sup><http://learn.logicalmodel.net/bundles/everythingforprince2fnpsuccess>

<Next >

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## §1 s5 = Navigational Help

**Navigation Help**

**Resources** | **Presenter Info** | **Marker Tools**

**OUTLINE**   **NOTES**

Search...

1. ...

2. Navigational Help

3. Free Materials: My Assumption

4. Commercial Use

5. Who Are Logical Model Ltd (LML)?

6. PRINCE2®-2009 Exam Cram For PRINCE2®-2009

7. PRINCE2®-2009 Exam Cram For PRINCE2®-2009

8. Course Objectives

9. Who are we all?

10. Domestics

11. Domestics

1 / 107   00:00 / 00:00

<https://disqus.com/home/forum/learndotlogicalmodeldotnet/>

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**PRINCE2® TRAINING ORGANIZATION ACCREDITED BY PEOPLE**

**PRINCE2® Foundation & Practitioner Exam Success Skills**

**Simon Harris, PMP, CGEIT, IPMA-D, P2**

**Logical Model Ltd ©2015**

## §1 s5 = Navigational Help

## §1 V2 (5 of 454)::Navigational Help::

This slide, like many to come is a mix of synched narrations and animations. In the video I'll handle the synchronisations, my Next or Sync markers on other platforms you'll need to supply the click

- Here I'll introduce the navigation across several alternate platforms available to you. Together they have a lot of facilities that complement the videos like full search capability!
- <Next Search> When accessed as html5 or distilled as a pdf the search box and hyperlinks are very useful. Links don't have relevance in pure video formats that progress serially frame by frame
- In html and the pdf WorkBook formats a click on the top left on-slide process-overview's-p2-manual-chapter-numbers takes you straight to the relevant process map. In html5 they then build up animation by animation. A click on the body of interactive slides will take you onwards, generally one animation step at a time.
  - You'll truly appreciate this when we get to sub-sections that use the detailed process maps.
  - The U shaped button steps backwards through your history. Some platforms go back and back others toggle between two places, some like acrobat ignore it but acrobat has a 'previous' button on the navigation's button bar – right click the button bar to configure it as visible. The Globe and the home buttons take you to link pages. The home button's links are in the gentle course sequence for studying p2's individual elements in a methodical sequence. The globe's destination is laid out for reference if you want the fast track or after you've done introductory study and are ready to reinforce and deepen comprehension of how p2's bits link together. The Book Icon takes you to a jump menu that links to the 26 information set templates in appendix A of the official manual that support p2 role holders in their decision making.
- In the player the back or prev and next animation buttons and the up down cursor keys all move you by a single animation (well probably, it's a little dependant on your configuration!)
- The Page-Up/Down and the on-slide triangles top left skip the in-slide animations and immediately advance a whole slide at a time skipping animations & narrations that remain within the slide.
  - Even in non-interactive video the pause-play button allows you to stop narrations - useful when you want to make notes.

On interactive platforms the time slider (is it bottom left for you?) counts up as animations and narrations are running. So if it has stopped the player is waiting for input from you

- Often where there is a slider you can grab it and scrub it back and forth to advance or rewind and repeat parts of the video that may have just faded out of sight

- If you're on an interactive platform then look for the notes tab – maybe you are reading along with the narrations? The text and narrations are very close but not always identical, for example I tend not to narrate long URLs but do put them on screen. You can switch between either notes or narrations in which every context suits, you won't need both; for example a podcast format might be best if you're on a spin cycle in the gym, while video works on a wifi enabled commute and text may perhaps be best on a plane or for revision of topics that you need to focus on?
- If your course delivery platform is one of the online formats then before we go much further together look for a resources tab or other platform mechanism to link to the downloads. For online video there is a full downloads lesson in sub-section zero \$0 for subscribed course members and a sample set of downloads for the undecided and those accessing the public portions of the course. The URL is in the text formats and on screen [p2 Course<sup>5</sup>](#).
  - The downloadable revision materials (and Recall the globe icon) include process on a page and 'syllabus-subject-on-a-sheet' distillations (i.e. just the terse reference stuff to look at after you've done initial study or are on fast track)
  - Or visit our website [www.logicalmodel.net/prince2exams](http://www.logicalmodel.net/prince2exams) [LML's Central P2 hub] is always a central hub if you have no links onscreen. As is the online forum whose link is the onscreen hand-icon – not normally click-able in a video but great in any of the html formats. The URL is in the notes and on-screen. [[It is at this URL [Disqus Forum<sup>6</sup>](#). ]]
  - The Online forum is where you can get the promised full Instructor Led Support for all your remaining queries. It operates across our course titles. By the way; the Escher triangle icon takes you to our other course offerings
- And recapping the difference between the globe and the Home button of similar links; the home page is in course-running-order for all the gentle introductions needed to be able to cope when starting out and not yet ready for the distilled revision aids.
- I want to explain why the running order is as it is but we have other topics to cover first. Indeed there are a lot of topics all of which I'd like to have been first but obviously that isn't possible
- Returning to the Work-Books I suggest that you download and read the Introductory Section, it contains a gentle intro to p2 and a guide to study.

<Next >

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<sup>5</sup><http://learn.logicalmodel.net/courses/prince2fnp>

<sup>6</sup><http://disqus.com/home/forum/learndotlogicalmodeldotnet/>

## §1 s6 = Course Objectives

### §1 s6 = Course Objectives

## §1 V3 (6 of 454)::Course Objectives::

This course aims to create project managers.

- PMs who are capable of running small non-complex projects and so gain the experience to run large and complex ones.

This course aims to get you through the exams.

- <Next bp1>We provide all the information needed all carefully matched to the syllabus references, the official manual paragraph numbers and the course sub-sections
- The course covers foundation and practitioner because the work required is about the same for both exams as it would be for just the foundation.
  - Those taking the practitioner on a pmp or ipma exemption still need the foundation level knowledge
- The syllabus is referenced throughout the course slides as well as in Work-Book Section 3.3
  - <Next > 2>The current, most recent official manual is in its fifth edition and was published in 2009
- <Next > bp3>The exams current as of 2016 are the 2013 structure
- These materials explain the exams' structure, their content and question types and give tips and tricks for approaching each question type.
  - The insight into question answering techniques and practice questions we provide are everything you need to build ability and confidence.
- We provide all of the Foundation and Practitioner Exams that are currently released as official, authorized exam materials plus more that you probably don't need but are an optional extra for confidence boosting.

Passing the exam takes a lot of effort because of the volume of information to internalise-the-relationships-between elements but it's very easy in every other way.

- There's nothing complicated about PRINCE2.

It's a qualification widely required to get passed the initial round of filtering in job applications.

- With a choice of candidates it's always those who have made the effort to achieve a globally recognized benchmark of their knowledge who get called for interviews.
- For employers it's also useful when responding to contract tenders.
  - It's a great advantage to be able to reference that staff are independently verified as competent.

Introducing the exams a little: Foundation is a knowledge only, closed book exam so our objectives include giving you the facts in memorable ways.

Practitioner is based on the ability to apply that knowledge.

- In the practitioner exam, application is by showing its usage for a scenario. Our exam aim is thus to show you how to recognise the key scenario and question facts so you can match them to give the required answers.
- The only difference in your workload to pass the second exam is the practice of Practitioner questions.
- Upcoming sections of the downloads and sub-sections of the videos or notes have reference to the Practice Exams & Work-Book Sections that in total include the full set of official practice questions for both levels of exam.
- Practice exams measure your progress as you proceed through assessing your level of readiness from just starting out to fully ready - More on that later.

If and when your interest is one of applying p2 to your organization and <Next Fn> implementing and embedding p2 then please feel free to contact us to discuss your needs.

- The skills that you need to pass the exam are not as great or quite the same as those that you need in order to be able to embed p2 into an organization's norms and culture.

My parallel objective is to build your ability to apply p2 in the real world.

- For that we need to add to what is in the manual which I have done in places and we also need to caveat some of the manual's advice. Mostly in this course I have not done more than sign-post that other opinions exist so as NOT to create possible confusion when taking the exam. So extension but not contradiction.
- After your through your exam I have further course materials that you can use to broaden your thinking in ways that compliment or even contradict p2.
- Particularly those focussed on Leading and Managing for Outcomes and Benefits. They build on the foundations of a solid understanding of p2, agile and PMBoK-Guide knowledge that will help you address the challenges of the project manager role as it is evolving in organisations at the moment.

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## §1 s7 = PRINCE2® is A Registered Trade Mark of AXELOS Limited



§1 V3 (7 of 452)

### Course Objectives



- Provide everything needed to pass the PRINCE2® Exams
  - Match = 15 Syllabus areas – All 7 processes, 7 themes and Overview
- Explain the official PRINCE2® 2009 (5th Ed.) manual's idea of how to run projects†
  - Matched to the 2013 exam revisions (as of Jan 2016 these are both the most recent)
- Explain the current exam's structure, content and conduct
  - Provide insight into all the question answering techniques, tips n trix you really really need
- Provide ALL the officially available AXELOS practice exams
  - Success does depend on you practicing these before you face the real exam
  - (We also offer more practice in our extensive library of practice quizzes & tests for an extra confidence boost)
- When your interest is implementing PRINCE2® and moving beyond p2's limits please eMail [sp2@logicalmodel.net](mailto:sp2@logicalmodel.net) to discuss Leading and Managing for Outcomes and Benefits
  - Moving from 'newly qualified' to 'able to embed p2' into daily practices needs assistance
  - P2 is NOT the end of the road it is just the prerequisite to outcome delivery

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† P2 has some "cannot be beaten" content and (in my humble opinion-imho) some less sound content. But that is irrelevant for exams. Exams test only that you know the OM's content. The exams purpose is to ensure two (or more) qualified individuals can discuss how 'we' will manage 'this' project given our and it's idiosyncrasies. Knowing how to tailor & embed P2 takes more than just an exam pass

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## §1 V4 (7 of 454)::PRINCE2® is A Registered Trade Mark of AXELOS Limited::

- Some Good news might be that for exam and real-world skill purpose you can skip reading the slide, it is not examined and it doesn't help you develop real ability and the narrations only last about another 20 seconds
- It is here to explain some context on who is responsible for what.

To book exams you have to have a Sponsoring ATO

- For me to be a sponsoring ATO I have to be accredited by AXELOS who own the P2 Intellectual Property. I pay them fees for that.
  - The accreditation process reviews the course material's accuracy and instructor's capabilities.
  - Accuracy of materials includes correct use of trademarks and symbols and procedures for carrying out exams
  - If you are interested in that stuff please study the slide's text or ask in the online forums
  - Otherwise move on

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VnCtl:29/08/2016 21:42:05 This file is part of Logical Model Ltd's p2FdtnAndPrctnt training course<sup>7</sup>

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<sup>7</sup><http://learn.logicalmodel.net/bundles/prince2-agile-exam-and-elearning-course>

# Section:2 s8 - Sub-Section 2 Course Teaching Approach



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§1 V4 (8 of 452)

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  - Double quotes ("...") are used to denote text quoted from the above document
  - All of the diagrams within are carefully, exhaustively and completely base on the above document
    - Only one diagram is copied in whole or significant part from the above document (see [here](#))
- AXELOS appoint Examining Institutes (EIs) – Our's are [PEOPLECERT](#)
  - EIs accredit training organisations called ATOs (Accredited Training Organisations)
- ATOs offer training courses & can book candidates onto exams via their linked EI
  - The EI assures the ATO's Course Materials, Quality system and Competency
- To sit the exams you need sponsorship from an ATO
  - This accredited course is not only the best available but it is also fully supported AND it's use is completely FREE with an exam booking!
  - To register for exams with us visit [www.logicalmodel.net/prince2exams](http://www.logicalmodel.net/prince2exams)

 <Next > to return to last slide viewed

Not implemented by acrobat for pdfs instead use acrobat's own 'Previous' via 'Alt LeftArrow' or 'Menu>PageNavigation | Previous View' (Menu adjustments are accessed by right-clicking the menu bar)

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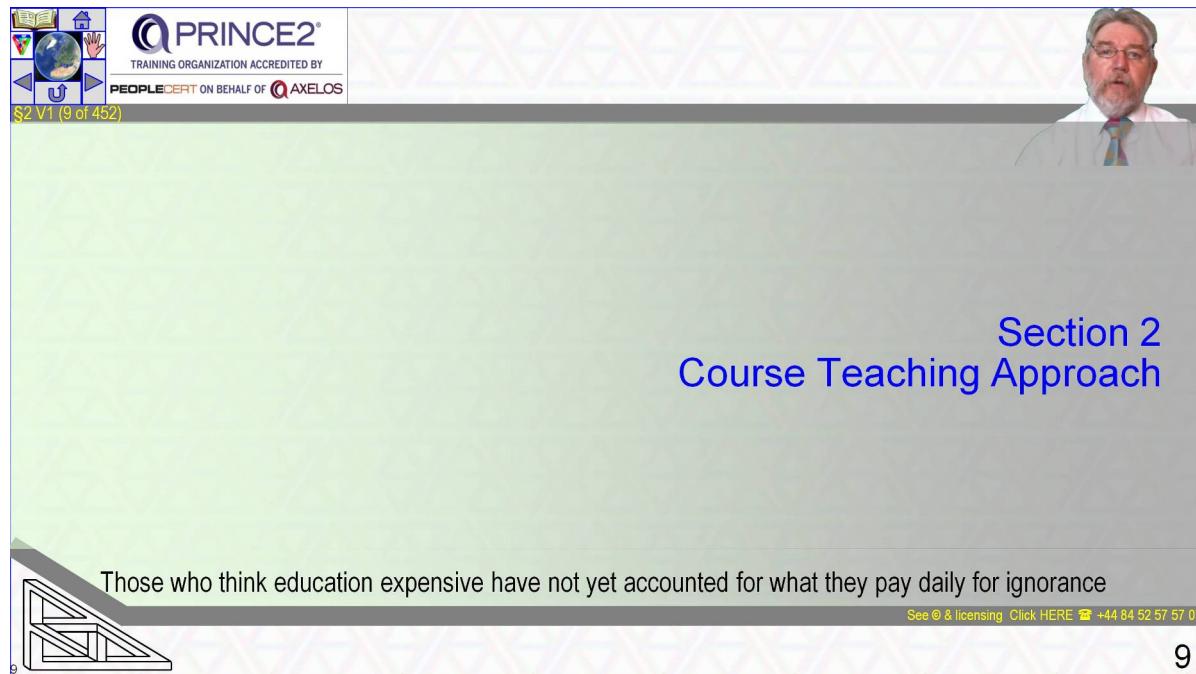
## Section:2 s8 - Sub-Section 2 Course Teaching Approach

## §2 V1 (8 of 454)::Course Teaching Approach::

- Coming in this sub-section:
  - First I'll give a little explanation of the course's layered approach so that you can take maximum advantage of it's design.
  - Second I'll walk you through our unique Exam Question Analysis tool or is it a technique? Either way it gives you a methodical way to work towards correct answer selection or wrong answer elimination and is especially helpful for cracking tough questions.
  - I think this sub-section is the last to mention what study materials I provide, this is the summary list, you should have discovered them all
  - The last topic is a recommended approach to turning the course's presentation of knowledge to you, my bit into your own internalized consolidated understanding, your challenge. It could be the single most important lesson in the course.
  - ~~

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## §2 s9 = Layered Approach



A slide from a PRINCE2 course. The top left corner features the PRINCE2 logo with icons for a globe, a house, and a person, followed by the text 'PRINCE2® TRAINING ORGANIZATION ACCREDITED BY PEOPLECERT ON BEHALF OF AXELOS §2 V1 (9 of 452)'. The top right corner shows a video feed of a man with glasses and a beard. The main title 'Section 2 Course Teaching Approach' is centered in blue text. At the bottom left, there is a decorative graphic of a staircase. The bottom right corner contains the number '9'.

Those who think education expensive have not yet accounted for what they pay daily for ignorance

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**§2 s9 = Layered Approach**

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## §2 V2 (9 of 454)::Layered Approach::

I said earlier there is nothing complicated about P2 but there is a lot of it.

- As we get into the details then most people, at some point doubt their ability to absorb it all
  - This leads some people to attempt to find more and more resources and that is mostly a mistake
  - Instead focus on studying what you have. For example by writing out lists (some detailed guidance in v5 of this §), also redrawing the diagrams and by following the lessons in order – I've been careful to create a sequence that builds increasing detail, explains terms on introduction and establishes abbreviations before they are used as short hand
- Building up the level of detail is part of the Instructional Design I mentioned in §0. The ID techniques will help you in your journey to confidently sit your exam; mostly they don't need to be discussed (Unless L & D is your hot topic! ;-) if so drop me an eMail, [p2@logicalmodel.net](mailto:p2@logicalmodel.net)
- However I will explain the use of a layered approach to successively expand the level of detail and provide lots of reinforcement through repetition. Lets explore layers, reinforcement and a third idea, consistency of colour coding and the representations of the elements that make up p2 like processes<Next Tableau>

I base all process and activity descriptions on this procedural model and reference the elements back to the Official Manual's numbering Chapter 12 to 18 for the processes and the exam syllabus' topic identifiers su, ip, dp, cs and mp, sb, and cp for the processes. I leave you at this stage to map initials to names from the diagram.

The base diagram is so that you always have an anchor reference to see p2's structure and make cross-linkages.

- Learning is in part gathering facts like "p2 uses processes and stage" but is much more about understanding relationships between these elements like "a stage is made up of a combination of some subset of the 7 p2 processes".
- The processes are colour coded so you should see from this diagram that a delivery stage uses three processes, two of which are always CS = {{Controlling a Stage}} and MP {{Managing Product Delivery}}
- I will take you through the overview of these elements shortly and the details in the rest of our Lessons together.

This first view is complete in breadth;

- Chapters 12 through 18 of the manual are the chapters that explain the 7 processes
- Each time I make a reference to the official manual's descriptions of the project team's activities you can link it back to this structure via its chapter reference repeated on every slide header.

- The tableau in the header is a composite of quick access links.
- <Next> World> Expanding the detail is my p2 world map. This shows all 40 activities within the 7 processes and how processes are combined to make-up stages ( as explained next ). It lacks the depth of description that explains the internal activity structure of the processes but it does list the names of the whole set of actives. This is the complete set.
- Expanding the detail again - it takes lots of explanation <Next CS-MP> to fully describe the interactions between all those activities such as the ongoing dialogues between Project Manager and team members that occurs to delegate work-packages and track work achievements – when we get to them then each element of this slide is animated and narrated and 100% complete representation of what the official manual says in all its references. IE I've read and consolidated information from across different parts of the whole manual so you don't have to.

To cover all 7 processes and 7 themes takes about 19 of these detailed activity maps

- (The animated build-ups are also reproduced in the online version of the Quick-reference & Revision Aid which are Smartphone friendly. But that means animations aren't downloadable or easily legible on small screens – the resolution IS there, so if you have a good screen you'll be ok? Anyway the pdf is fully hyperlinked, downloadable and scales and zooms with great resolution.

With so much detailed, sequential and parallel process-flow within PRINCE2® it is vital to have another perspective to complement the activity timeline, it is also half of the 15 syllabus topics. That other view is thematic.

<Next A1 Map>

- As well as the process flow that follows a project's timeline there is a topical perspective that traces all the project disciplines such as risk and organisation that run concurrently through the processes.
- PRINCE2®'s thematic view traces each specific topic from project start to project close.
- I've included 16 of these 'theme versus activity' reference maps.
- The Globe-Icon takes you straight to the list of links but beginners beware this is concentrated stuff for revision after I take you through gaining sufficient context to avoid being overwhelmed.
- My advice is accept the guiding hand now so I can build foundations. This way is quicker and easier for you in the long run
  - If you follow through everything that's included in the course materials then you can approach the exam calmly knowing that you have prepared everything you need to be ready.

Always remember that the syllabus is the same for every exam.

- The scenario is at a superficial level different for every exam but they all describe some people with skills and duties who are at some point in a project's timeline, usually early on, and are concerned to create some deliverables.
- You then have to identify who fits what role according to a small number of guidelines in the official manual. You also have to decide which scenario facts appears against which template heading and describe which principle or theme is satisfied by some action. While there is a lot of it it is all pretty easy and predictable when you have familiarity, its like doing a jigsaw puzzle, at the start no piece makes sense but before long you can spot a piece is "part of the tree on the left, the brick building" etc, its about getting your eye in. That will take a while to develop but it will come.

A note on using etc. When I use it I mean "and there is more, this list is partially complete". If I don't use it you can rely on lists being complete.

To recap the two structural views

- The processes integrate many themes that are concurrently active, it's a time view, for example the start of the project integrates the topics of Business Case, risk, team development, and establishing project controls concurrently.
- A theme concentrates on a single topic for example Risk to describe everything of interest from project start to project finish done by the role holders.
- Exam questions always need awareness of information template, theme etc, lets take a look in the next lesson

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## **§2 s11 = Every Answer Has To Be About...**



**§2 s11 = Every Answer Has To Be About**

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## §2 V3 (11 of 454)::Every Answer Has To Be About....::

Every exam question and therefore every exam answer has to be about one of only a few well known elements.

- For now, let's catalogue what they are and later we'll explore that content and the interrelationship between their component parts.

The practitioner exam is based on a scenario.

- It and the official manual are the only two sources of exam answers in the practitioner
- For the foundation answers are exclusively from the official manual
- Every question has to be about some process. There are seven processes in PRINCE.
  - 1st There is the Starting Up a Project process whose activities receives the project's trigger, builds the team and identifies what it is that we are trying to achieve. The trigger is called a Project Mandate.
  - The next process is the Initiating a Project process that says how we're going to approach delivering the required result and is the principle content of the Initiation Stage's work. This first stage prepares the control regime and builds plans
  - The {{Controlling a Stage}} and Managing Product Deliver processes contain the cycle of activities of the Project Manager and the specialist team members who are building products. Together they control the progress made. They are the content of Delivery Stages and may be agile based
  - The Managing a Stage Boundary process refreshes plans each time we get to a position where we've worked forwards through a defined stage but still have more project work to do. SB must occur at the end of the Initiation Stage and will also occur in all but the last delivery stage
  - The Closing the Project process controls activity as we finish the project's last delivery stage
  - The 7th set of activities are all the decision making activities that happens between all other chunks and above the level of the Project Manager. These are the 5 activities of the Directing A Project process.

The seven processes interact by creating and exchanging some of the 26 pre-defined project management products as well as whatever specialist and technical products the project is creating for the user community.

- The 26 predefined management products cover information sets like Progress reports and Exception reports and Configuration Item Records and a number of other record keeping needs. These reports and records and baselines are maintained by people fulfilling specified roles while carrying out the activities.

There are nine possible roles.

- The Executive Senior User and Senior Supplier together comprise the Project Board.
  - The Executive is the decision maker perfectly juggling with golden balls
  - The Senior User(s) says what is required and
  - The Senior Supplier(s) provides the expertise to make (or acquire) it.
- These three roles together retain assurance accountability and they also hold Change Authority. They may delegate both Project Assurance and Change Authority activity to other people.
  - Delegation is normally on the basis of finding people with the right expertise and sufficient time.
- Roles also include the Project Manager and of course the technical team members.
  - Team members may be organized such that they have team managers
  - Project management may be such a large amount of activity that it needs someone in a Project Support role.
  - Project Support is a typical some or some group like a Project Support Office with skills like Critical Path Analysis and perhaps administrative support in terms of things such as collating progress reports and booking meeting rooms.

## P2 Elements

- As well as the three elements of 26 management information set templates, 9 role descriptions and 7 processes p2 has two more groups of sevens elements that we need to consider; the 7 principles & 7 themes plus two techniques
- p2 is founded on the basis of seven principles. Those seven principles say
  - There must always be a business justification for a project.
  - That we should continuously strive to Learn From Experience.
  - That the people following the business justification and using their experience have defined roles and responsibilities
  - That the role-holders manage and conduct the activities of the project on the basis of stages.
  - Each stage has defined tolerance levels and
  - When those tolerance levels are under threat we Manage By Exception (no news is good news is the other way of expressing that one).
  - Finally that all of this is only done in order to produce products
- The p2 manual says these principles are generally applicable to all projects in all contexts, everybody's specific project and specific context will need the method to be tailored to the specifics but the principles always hold true.

There are also seven themes which largely implement the 7 principles.

- So the business justification principle is maintained, documented, supported and managed by the creation and progressing of the Business Case theme throughout the life cycle of the project.
- The principles are further supported by a theme focussed on the consideration of risk.
- The roles and responsibilities are expressed in the Organization Theme's organogram charts with reporting lines and delegated accountabilities.
- The creation of the project's products to the requirements of the customer obviously require an understanding of how to do testing and other Quality Theme activities.
- Always in a p2 Project, we are expected to follow a plan by tracking the progress that we've made and comparing that progress against the plan to understand whether we have achieved what we had expected to achieve or not. This is the progress theme
- There are times when our project has achieved more or less of what was intended or when we want it to achieve something different to originally envisaged. Under those circumstances we need a theme for control of change to baselines. This is the Change Theme. Its approach is the same as the PMBoK-guide but its philosophy isn't aligned to agile approaches.

P2 recognizes that many techniques are required to deliver projects but it only prescribes the use of two for us.

- That's the Product Based Planning Technique which has many ideas in common with backlogs, definition of done and conditions of satisfaction and the pmbok definition of the breakdown structure IE start with the products. The other technique p2 gives us is the Quality Review Technique. Basically a structure and minuted meeting that records actions arising from peer review.

I hope I can now present this so you see that you can STToPPPP worrying. Every p2 exam question has to be about

- The Scenario if there is one – practitioner only
- One of only Two techniques.
- Then one of the Seven themes and seven principles which are almost the same topic list,
- One or more of the seven processes and or
- One or more of the 26 products and or
- One or more of the nine roles,

If the answer is not directly from a subset of the manuals elements then it must be something in the practitioner exam expressed in the exam paper's scenario and that's the end of the options.

- So here's a very simple thinking aid whenever you get an exam question and you think I wonder what the answer to that should be. Think "STToPPPP".
- Then think are there any Scenario facts apply
- Is a TECHNIQUE mentioned or relevant and how does that apply? In the practitioner this may be linked to the scenario?
- What THEME or PRINCIPLE is the question based on? So therefore
- What PROCESS, management PRODUCTS and PEOPLE (in Roles) are they referring to?

Since both exams are multiple choice the above procedure should have eliminated the false answers and if more than one candidate answer is left then guess and move on.

- There's no negative marking, so a final resort of guessing from a reduced list after analysis preserves precious practitioner exam time and gives you the chance of a mark that you wouldn't otherwise of got
  - The practitioner exam is likely to put you under time pressure but the Foundation Exam should not. More on that in §9 Practitioner Exam Question Types & Advanced Techniques For Answering.

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## §2 s12 = Study Materials

## §2 V4 (12 of 454)::Study Materials::

- You should survey the resources that are included in your exam booking fee so you can take maximum advantage of each resource.
- Currently you're following the course notes in one of several (nearly) identical formats that include Talking Head Video, PodCast, and eBook. Several times so far I've suggested downloading and consulting various Sections such as the Cross-References, revision Aids and Exam Question Analyses.
- It is fine to follow the videos without looking at the downloads for now. I'd suggest looking at the downloads before starting the Themes and Principles though (§6). You'll definitely need the official exam papers by the end of the first real study chapter on {{Starting up a Project}} §8
- If you have downloaded and looked at the early Sections of the Work-Book you'll recognise the quick-starter, the jargon buster etc. My recommendation is you read these sooner than waiting till §6

Resource #3 is the collection of revision aids.

- The revision aid distils the 19 and 16 maps into terse aide-memoirs –
- Item #5 is the collection of official exams and extra quizzes and test questions, also accessible from the web-page
- Resource #1 is my support. This course is fully instructor supported.
  - Not everyone needs instructor support beyond these narrations but clicking the hand-icon visits the online support where you can join in discussions and post questions. You can access my direct support by sending an email to [p2@logicalmodel.net](mailto:p2@logicalmodel.net), the online route usually delivers the quicker response.

Within the materials the resources fall into three categories.

- First) there are the explanations of core p2 method details from the syllabus
  - Many include Foundation Exam relevant quotes from the official manual in literal words.
  - We will talk about the conventions for quotes and for syllabus and manual references next.
  - Quotes and facts are the focus of what you need to know how to apply to questions in order to pass the exams.
  - Listen out for when I say “Quote” it introduces a phrases that could appear in a Foundation exam question. Foundation tests knowledge of what the book says. Practitioner is less dependant on quotes as it tests interpretation of what the book means
  - Also listen out for when I say “Note” or “Key”. They both introduce facts that are specifically examined but not in the form of quote.
- Second) are the reference materials,

- It may be that your best approach to internalising the facts they contain is to hand-copy them. A great place to copy them to is blank pages of the official manual if you bought one.
- Alternatively you might print them off but then they are not admissible to the exam.
- Only the official manual with personal hand-made notes written directly onto the manual's pages is admissible. The practitioner exam is referred to as open book but be aware that it is designed to put you under time pressure so realistically there is not time to look things up in that open book – I'll give you the details in Sub-Section 9.
- The third category to the course resources are the navigational elements of Lessons and hyperlinks that simply give us structure and effectively tick off the syllabus elements as we cover them, one after another. The lesson structure is important so you can see your progress. How do you eat an elephant? In small bite-sized chunks.
- Another source of visible progress is the milestone diary. If you'd like a sample, suggested set of milestones with which to fill-in the blank in the course notes then drop me an eMail [p2@LogicalModel.net](mailto:p2@LogicalModel.net).
- I suggest you complete it as soon as you have surveyed the resources that you have

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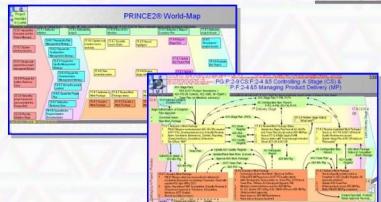
## §2 s13 = Revision Notes Review the Sub-Section just gone and capture NOW...



**Study Materials**



 #1: The course is Fully Instructor Supported [use eMail or Disqus forum](https://disqus.com/home/forum/learndotlogicalmodeldotnet/)  
<https://disqus.com/home/forum/learndotlogicalmodeldotnet/>



- #2: *The Work-Book sections*
  - Process Matrix
  - 666 word quickStart:
  - Free Study Diary in 20 Key Milestones For Solid Preparation
    - Available on request
  - The syllabus and other reference sources
  - Official AXELOS Exam Papers



 #3: Downloadable Revision Aid (Compatible with iOS, Android and PC)



 #4: The course's animated, narrated presentation in various formats



- #5: Online quizzes and questions
  - Optional (Unnecessary but comforting) extra practice exam questions & study aids†
    - See [www.logicalmodel.net/prince2exams](http://www.logicalmodel.net/prince2exams)

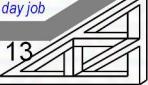


\* P2 is NOT everything you need to run projects, for example p2 omits how to plan! These materials extend exam training. *We include the missing elements you need in the day job*

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† The FREE materials plus your focussed work ethic (and an exam booking) are everything you need to pass.  
 If you want more confidence then I provide 'Extras' too. See [What's Xtra!](#)

13



## §2 s13 = Revision Notes Review the Sub-Section just gone and capture NOW

## §2 V5 (13 of 454)::Revision Notes::

Every lesson ends with one (or two) of these slides. Two is only for on-paper pagination control.

- <Next > This may be the most important slide for all the objectives of certification and real world competency
- When we get into more detail these slides are very significant as places you have to be active rather than passive listener

It is crucial for exam success that you internalise what we cover

- One way that works for most people is to make summary notes in your own words or diagrams.

'Make a list three times' is a good strategy.

- By that I mean attempt to list the lesson just gone from memory.
- Start by listing what you know easily from memory of what we have just covered. This helps to extend your recall.
  - Crucial is to note what is confusing or now 'seen but not understood'
- Then using the Section of the Work-Book that is the copy of the slides, list what you have to remind yourself of by studying the slides.
- For anything with low understanding or recall study the materials or ask for help, perhaps in the online forum, or by eMail [p2@logicalmodel.net](mailto:p2@logicalmodel.net)
- When you have created a complete list, part recall and part assisted revision repeat the steps a second or even third time; From memory and then by reference – List everything while attempting to look-up less each time.
  - Of course the target by the third step is to list everything from memory.

Use the official exam questions referenced in each course sub-section and the additional quizzes we supply to identify where you'll benefit by returning to content already covered and where you will benefit from review of your notes.

- For some online quizzes you can elect to send the results back to me.
  - If you include your email where asked then I can see how to support you and as you make progress we can celebrate achievement.
- Study and achievement earns progress recognition , makes you feel good and so boosts both your energy and your certainty of success.

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<sup>8</sup> <http://learn.logicalmodel.net/bundles/prince2-agile-exam-and-elearning-course>

# **Section:3 s18 - Sub-Section 3 The Exam (& Course's) Contents**



**Section:3 s18 - Sub-Section 3 The Exam (& Course's) Contents**

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### **§3 V1 (18 of 454)::The Exam (& Course's) Contents::**

- In this sub-section we cover 6 points
  - The syllabus' 15 topics in syllabus order, not the order we will take them in
  - The online location of the examining institute's page for you to register for your exam
  - Navigation central, the links to course materials in gentle order and an introductory explanation of them
  - Conventions for references to the official manual and other resources such as The Guide to the Project Management Body of Knowledge (PMBoK®-G)
  - Personal introductions for online community joiners, and my self-introduction
  - A request for your feedback that will improve the course
  - In the next sub-section we will cover the whole of what is p2 and how does it work? At a high level

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## §3 s19 = The 15 Syllabus Areas & The Up-Coming Contents Is...



§3 V1 (19 of 452)

Section 3  
The Exam (& Course's) Contents

Those who think education expensive have not yet accounted for what they pay daily for ignorance

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§3 s19 = The 15 Syllabus Areas The Up-Coming Contents Is

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## **§3 V2 (19 of 454)::The 15 Syllabus Areas The Up-Coming Contents Is....::**

In recognition of our first objective here is the exam syllabus' top level.

- 15 headings in the order the official manual presents them.
- That is not the order we will cover them in for reasons of good instructional design.
- The instructional design principle relevant here is that people tend to understand best when given stories that follow a timeline. Lets do exactly that on the next slide which I call Navigation Central.

Note when later you are revising that each heading here is a link to the treatment in the course materials. Dependant on your presentation platform's ability to provide links of course -If you bought the exam then you always have access to the other formats

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## §3 s20 = Registering For Your Exams



The 15 Syllabus Areas<sup>†</sup>  
The Up-Coming Contents Is...

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† These materials rigorously follow the (distilled) syllabus and reference the syllabus on each explanation of p2's elements  
A complete (but still distilled to less words) rendition of the Syllabus is provided in Work-Book S:3



- **7 Processes**
- DP **Directing A Project**
  - Own and oversee the project
- SU **Starting Up A Project**
  - Define team and task
- IP **Initiating A Project**
  - Define control strategies and plans
- CS **{Controlling a Stage}**
  - Day-to-day project management
- MP **Managing Product Delivery**
  - Day-to-day specialist work
- SB **Managing A Stage Boundary**
  - Refreshing the themes
- CP **Closing A Project**
  - Confirm acceptance, Archive & Disband

### §3 s20 = Registering For Your Exams

### **§3 V3 (20 of 454)::Registering For Your Exams::**

The exam fee is unavoidable, it is charged by Axelos, the copyright holders and collected by their examining institutes when accredited training organisations book exams on behalf of candidates. What I can do for you is offer the exam at reduced rates compared to other providers.

- <Next ImIsite> Visit our website for our current best prices
- <Next free> Our exam bookings include free, full, instructor Supported elearning materials. I'll talk though the booking process in Sub-Section §5. In §7 I'll direct you to the procedure to test your online exam set-up and give a brief overview of what the exam software looks like and what guidance notes are sent to you at the stages of the process.
  - The summary for booking is create an ID on PeopleCert's candidate's system <Next URL>, Via the Create Account <Next ca> button
- <Next LangTab>Official practice exams and guidance notes are available in a variety of languages, here they are.
- Everything is available in English and this course is entirely English (I'm interested in proposals for translation), here are the other language options for exams – let me know what you need via the Online forum, I'll include the table in the text notes too.
- <Next certs>Your target is these documents, well really the pink one is the one of interest.
- Lets examine the structure by which we get there

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## §3 s21 = Navigation Central (in html & pdf formats)

**Registering For Your Exams**

Free 100% complete Instructor Supported PRINCE2 Foundation and PRINCE2 Practitioner exam preparation eLearning course *with every booking for online exams*

Visit <http://www.logicalmodel.net/learn/booking.html> to buy your exam voucher at a *healthy discount*

- When you have your discount voucher then register as an exam candidate at <https://candidate.peoplecert.org>
- Our voucher entitles you to take your exams any time within a year\*
- The voucher code gives you a big discount to list price!
- Please check-out our quality of materials and instruction against the competition
- Check-out our price AND flexibility
- A complete and free and accredited, fully instructor supported course with official practice exams AND discounted entry to the real certification exams!!
- Full instructions [here](#) and PeopleCert's help is [here](#) (& available 24hrs x 365day)

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 † Anywhere with internet access 24x365  
 \* Extension over 1 year available without charge on request

<http://disqus.com/home/forum/learndotlogicalmodeldotnet/>

Click here IF you want to skip ahead to see [Section 3 Booking Your Exam](#)  
 more exam booking details

### §3 s21 = Navigation Central (in html & pdf formats)

## §3 V4 (21 of 454)::Navigation Central (in html & pdf formats)::

This Slide is Navigation Central for any interactive format and a forward looking introduction of all that is to come in every format

- It's a list of links to our contents in the order we will cover the topics.
- These links include the lessons that cover exam booking and other topics necessary to satisfy the course's primary objective of guiding you to becoming certified. Listed here are the lessons that target explaining the official manual's 15 syllabus topics and extra practical non-exam needs
- Where ever you are in the course materials the home button brings you here – dependant on presentation platform capabilities of course.
- these links then take you onwards to the topics.

Our story has so far has covered some administrative needs and there is a little still to go but pace of information coming your way will start to pick-up from here. In §4 we will tour the whole of p2's contents to give Big-Picture structure in preparation for assimilating the forest of details that must be covered.

- After lesson 4's complete breadth of coverage we'll cover the process of booking the exam.
  - Access to following chapters depends on signing-up.
- From §6 onwards we are into depth of treatment on each topic that needs to be covered.
  - In §6 we cover the 7 principles and link them to the 7 themes coming in lessons §14 to §20. §6 is preparing for understanding the procedural journey through a p2 project's timeline. Preparation continues in §7 this explains the exam question types found in the foundation exam.
  - §8's exploration is full blown p2 in full and final detail but reduced scope, the scope is the activities of the {{Starting up a Project}} process. SU's activity's prepare a description of a potential project. After the definitive coverage of SU I'll suggest you try some foundation questions at the lesson's end.
    - \* As your first questions they will be quite a challenge but good preparation for you to appreciate what to be looking for and listening to as we cover the rest of the materials in each syllabus topic.
  - Next we'll explore practitioner question types like the infamous Assertion/Reason questions in preparation for practicing them. At the end of this §9, I'll suggest that you try the official Axelos questions at practitioner level related to the SU topic we just covered. That will also be quiet a challenge so I won't yet suggest you try it under time pressure yet.
- Now the course's regular structure starts to emerge. A structure of topics covered against foundation level syllabus entries, then practitioner syllabus items then you practice foundation and practitioner questions.

- §10 covers the whole of the {{Directing A Project}} process, mostly to introduce it because DP contributes an activity here and there along the timeline. L10 ends with relevant exam questions to try at foundation and practitioner level
- §11 covers the Initiation Stage from the {{Initiating a Project}} process perspective while §12 extends that to the Initiation Stage's use of {{Managing a Stage Boundary}}. Both lessons end with relevant exam questions to practice. Now will be a good time to add the challenge of answering questions at exam pace or faster. In part that is hard to simulate for the practitioner exam without attempting a whole paper in one go. As such I suggest we hold one official practitioner paper in reserve until you reach the end of lesson §26
- Woven through that narrative of a project's start and the coming discussion of the project's middle and end is important continual stuff like appraisal of the projects value via a business case and of its risks by following the management procedures of the risk theme. Recall that concerns with a continual need for consideration are called themes in p2, there are 7 of them; we saw them in [§2 V3](#). Can you list them before I remind you, Pause? Welcome back? How many could you recall? Here is a clue, pause ? Welcome back? Ok they are Business justification, Learn From Experience, Define Roles & responsibilities, Use of Stages, Manage By Exception, Focus on the Products, and Tailoring
- Now we have a firm foundation §13 through §23 give detailed coverage of all the themes that initiation has addressed. §13 is the general stuff the syllabus calls overview like the definition of a project according to the p2 official manual. §14 covers the reason for a project IE the Business Case theme. We also need the team, that is §15's explanation of the Organisation theme, §16 is the theme of Quality, §17 through 20 are Planning as a theme. As a p2 technique and as a real world team activity, §21 is Management of Risk and §22 Management of Change. §23 Measuring and reporting progress. Each sub-section ends with exam practice at Foundation and Practitioner Level
- §24 recaps the whole journey so far so that we can cap off our coverage with treatment of running project execution and closing the project down in §25 and §26 respectively.
  - \* §25 explains quote the controlled middle.
  - \* The project's middle is three cycles of interaction that are cared for by the {{Controlling a Stage}} process. One cycle for routine management of technical work via managing product delivery, this is where either waterfall phases or agile cycles like scrum or kanban slot in. Two more p2 cycles are the ones for routine reporting and handling of routine stage/sprint/release or project end. We must also have a communications flow for handling escalations to the Project Board of issues and abnormal stage or project end. Project end is when we enter quote the controlled end of a PRINCE2 Project. The controlled end comprises the activities of the Closing A Project process and the last Directing A

Project process DP5 which is the Project Board activity to authorize project closure.

- At the end of §26 I suggest that you do the whole reserved practitioner paper. After that §27 is definitely last. It is the slides in which we will close out the course coverage although your instructor support continues through your exam and beyond for as long as you wish.

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## §3 s22 = Documentation Conventions

**Navigation Central (in html & pdf formats)**

12	13	14	15	16	17	18
SU	DP	CS	SB	CS	OP	CP

§3 V4 (22 of 452)

<a href="#">Foundation &amp; Practitioner Exam Success</a>	<a href="#">Section 12 BC The Reasons &amp; Costs</a>
<a href="#">Be Qualified, Advance your Job Prospects, Promotions and Pay Grade</a>	<a href="#">Section 13 OR Who Reports to Who &amp; Does What</a>
<a href="#">Section 2 Introducing PRINCE2® Breadth Without Depth</a>	<a href="#">Section 14 QU Checking Requirements are Met</a>
<a href="#">Section 3 Booking and Taking Your Exam With Confidence</a>	<a href="#">Section 15 Part 1 PL Create Schedule &amp; Budget</a>
<a href="#">Section 4 The Themes and Principles</a>	<a href="#">Section 15 Part 2 PL PBP &amp; Create S &amp; B Pt2</a>
<a href="#">Section 5 Foundation Exam Question Tips &amp; Tricks</a>	<a href="#">Section 16 RK Handling Uncertainty</a>
<a href="#">Section 6 SU Getting Going –Processes</a>	<a href="#">Section 17 CH Maintaining Baselines</a>
<a href="#">Section 7 Practitioner Advanced Exam Techniques</a>	<a href="#">Section 18 PG Knowing Status</a>
<a href="#">Section 8 DP Making Project Decisions –Processes: DP</a>	<a href="#">Section 19 Review; Done &amp; Still To Do</a>
<a href="#">Section 9 IP The Initiation STAGE; Mostly Processes</a>	<a href="#">Section 20 Managing a Delivery Stage</a>
<a href="#">Section 10 SB Refreshing Investment Decision Data</a>	<a href="#">Section 21 CP Turn Activity off and Disband</a>
<a href="#">Section 11 OV The Background Stuff –Themes</a>	<a href="#">Section 22 of 22 Wrap-up</a>

Links to Appendix A Product Description templates

Links to here!

Links to the course catalogue on our website

Links to Disqus forum

Links to Process on a Page

Back & Forward one slide in numerical order

Return to last slide

22

### §3 s22 = Documentation Conventions

## §3 V5 (22 of 454)::Documentation Conventions::

To find the correct answer to each questions in the exam you need to know the manual's view of the activities, roles, principles themes etc so I need to show you a few conventions.

- For example to distinguish what is interpretation of the manual's content - from what is extracted verbatim.
- The Foundation exam quite often uses direct or near direct quotations from the official manual. Where those are reproduced in the course materials I'll introduce them as Quote and they will be in "speech marks" in order to indicate that future recognition of the idea in either identical words or at least words basically similar to this text is helpful for the exam.
  - In these cases the quoting conventions show that we're closely following the manual's expression.
  - Note that text in "Speech marks" may sometimes paraphrase or selectively extract an idea but is always close to a literal expression of what's in the manual and will maintain exam trigger phrases like "slow drift into operations", or "sum of the products"
- Quotation marks are also used where in my humble opinion (imho) something said is expressed in an odd way to phrase the idea. If (imho) it's even more odd or just wrong for reality but important for the exam then the quote will be followed by the Latin S-I-C sic, to say "literally so".

Text in square brackets is used for three purposes.

- One to encompass the 40 activity names within the seven processes. But not initially; I'll let you get some familiar with the rhythm of p2 before being strict about defined activity names and numbers.
- Another use of "[ ]" square brackets is to indicate commentary on or addition to the official manual's text.
  - Commentary text in square brackets is non p2 thinking and or p2's words You should ignore it for the exam. I've used it when it gives additional understanding or is commentary that in real-world use is, in my experience helpful
- A third use is to insert words into selective quotes that restore grammatical English e.g. " [to ensure] the project's controls are balanced with the project's level of risk"
  - Text not in quotes or square brackets is also explanation of the manual's content. Mostly this is explanation for the Practitioner Exam that you'll need to know how to consider in order to find the right answers. Normally a careful piecing together of fragments from different chapters and different topic areas that are all talking about the same subject.
  - One of the official manual's 'quirks' (?) shared by many project management writings offering both a process view and a topical view is the fragmentation of related information.

Lastly single curly braces define the contents of things such as Appendix A Management templates and double braces delimit the names of the 7 defined process. But again not initially while we are establishing some comfortable familiarity and being less strictly formal in use of names in order to convey p2's rhythm or feel

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## §3 s23 = References To Syllabus and Official Manual Explained

**Documentation Conventions**

• These materials are [ in places! ] a plain extract from the 2009 manual
 

- Some conventions (like “[ ])” apply so you know what is ‘vanilla’ p2 from the manual

• “Text in quotes is important for the exam” EG may be quoted in a foundation question<sup>‡</sup>

- “Text in quotes” is close to a literal copy from the PRINCE2® manual
  - Sometimes a careful paraphrasing that reduces words while maintaining exam key words & meaning
  - “” are also used when the idea is odd, weak or even (imho<sup>t</sup>) wrong

• **[Text in square brackets]**

- *[is commentary you need to know when USING p2 AFTER the exams but is NSFE\**
  - IE it extends or contradicts the manual or uses non-exam vocabulary ]
  - Or it adds words required...[to] ...give a paraphrased quote grammatical sense
  - These uses aid understanding for life but do not directly support exam answers
  - “[ ]” are also used for process name references to the manual e.g. [ Authorize initiation [ 13.4.1 ]

• “Text not in quotes or [ ]” is explanation **wholly based** on the manual’s contents
 

- Normally removing tautology and piecing fragments from across the manual together in one place

• “{}” single braces mean ‘Definition includes...’ EG **Business Case** = *{List of contents}*

- {{}} surround p2 process names EG {{Starting up a Project}} – nb {{}} may be omitted in places

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<sup>‡</sup> The foundation exam use manual quotes, the practitioner exam may use any vocabulary

<sup>t</sup> In My Humble Opinion \* Not Safe For the Exams – IE ignore this when in the exam but use it in real-life

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### §3 s23 = References To Syllabus and Official Manual Explained

## §3 V6 (23 of 454)::References To Syllabus and Official Manual Explained::

Familiarity with the referencing conventions that relate to the syllabus and so to the exam and then to the course materials and the official manual and back to the syllabus is also helpful.

- When we get to it, then the syllabus is closely cross referenced throughout the course materials

<Next >In each syllabus reference there is a two character syllabus area code

- For example IP for {{Initiating A Project}}
- Then there is an exam ID which can only be P for Practitioner for F for Foundation.
- Next a Learning Level from Bloom's Taxonomy which I will explain when we get to looking at the exam make up later
- Then the last element is an item number which simply runs in sequence to a low number normally less than ten
- Anytime you see something like SU colon F colon 3-1, you can decode it as in this case {{Starting Up A Project}}, Foundation exam, Question level 3 number 1.

<Next >Alternatively; anytime you see an entry such as 10.3.2.3 then these are Chapter and paragraph numbers from the official manual.

- This one means "within chapter 10 which is the chapter on Progress then if we look at 10.3 and within 10.3 at 2.3 we get the paragraphs on technical stages.
  - So 10.3.2.3 is the whole conversation about technical stages within the official manual.
  - If we need to look at a lower level of definition below that then P3 or BP2 stand for Paragraph three or Bullet Point two counted from the beginning of the itemised chapter sub-heading.
  - Pg99 Bp6 means the 6th bullet from the top of page 99.
    - \* Try this if you are bothering with a copy of the manual! Find 10.3.2. The second bullet point underneath it will say "give the ability to ensure" and at 10.3.2.3 paragraph 3 we can count one, two, three to "Often the boundary "

Entries in angle brackets < and > are synchronisation of narrations or references to The Guide to the Project Management Body of Knowledge (PMBoK-Guide®-G) 5th Edition chapters and inputs tools and techniques and outputs together known as the ITTOs.

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## §3 s25 = Introductions: Who are we all?



### §3 s25 = Introductions: Who are we all?

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- §3 V7 (25 of 454)::Introductions: Who are we all?::
- For in-the-same-room training and for 'virtual' instructor led classroom based courses, both known as ILT which stands for Instructor Led Training we can all introduce ourselves in person.
- eLearning includes on-demand video where we are not all present at the same time. here I invite you to do your introductions through the discussion facilities rather than in virtual classes and physical classes where we can do our introductions face2face in real-time.
  - Video on demand elearning is still ILT because I'm contactable and support you anytime you ask.
  - If you're on the learning portal at [LML Training Portal](#)<sup>9</sup> then the disqus forum is automatically linked to materials. Otherwise Mail me <mailto:p2a@logicalmodel.net> and I'll give you the details of how to join the support group
- In this medium I'll introduce me.
  - I live in Edinburgh Scotland with my wife Lea and my adult returned to the nest daughter and son Jessica & Toby who enjoy a low overhead rent free existence – at least for now
  - I started work as a programmer and then project manager and have worked across many organisation as divers as GE and the UN, also in industries like banking, oil and gas and defence. Clients are an alphabet soup of global blue-chips through to small niche companies.
  - During that time I've run projects, troubleshoot operational departments, been a prince2 examiner and taught a wide variety of project management training courses from prince2 and PMP exam preparation to Effective team development and communication and more besides
  - My consulting activities focus on improving the state of the art in project management. Something p2 structure, pmbok tools and an agile mindset combined with openness to adopt, adapt and integrate the best of ideas from all sources greatly enhances.

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<sup>9</sup><http://learn.logicalmodel.net>

**End**

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## **§3 s28 = Feedback Online Events**



**§3 s28 = Feedback Online Events**

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### §3 V8 (28 of 454)::Feedback Online Events::

I'm always grateful for feedback that will help you and other students gain the most from the materials.

- If you spot places of confusion or errors or omissions please let me know.
- Please send feedback to [p2@logicalmodel.net](mailto:p2@logicalmodel.net)

Alternatively open a thread in the online forum by using the top-left corner hand-icon. If you don't have any active links the URL is in the notes >>>Link<<<<sup>10</sup>{Discussion Forum}.

Thanks

<Next > -onward when you have read the slide and are ready

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VnCtl:29/08/2016 21:42:05 This file is part of Logical Model Ltd's p2FdtnAndPrctnt training course<sup>11</sup>

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<sup>10</sup> <http://disqus.com/home/forum/learndotlogicalmodeldotnet/>

<sup>11</sup> <http://learn.logicalmodel.net/bundles/prince2-agile-exam-and-elearning-course>

]

]Section:19 s290 - Sub-Section 19 [[Planning For Real A Short Non-Exam Interlude]]



**Section:19 s290 - Sub-Section 19 [[Planning For Real A Short Non-Exam Interlude]]**

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]

::]§19 V1 (290 of 454)::Sub-Section [[Planning For Real A Short Non-Exam Interlude]]::

If you're an experienced PMBoK-Guide or Agile practitioner who has no trouble facilitating group planning sessions the next 8 graphics can be skipped without cost.

- They may give you some value

If you're new to all things project management then these 8 slides are a lightning fast tour of basic planning tools that apply to any planning session agile or not.

- All that changes is the diagramming conventions and the scale of application. The purpose and team dynamics are the same in all contexts
- The 9th graphic et. seq. are the map of Plan-A16 involvement in the p2 activities so vital reference for everyone.

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## §19 s291 = Tasks in PDM/ Network Diagrams



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§19 V1 (291 of 452)

• P2 doesn't tell us how to create budgets and schedules, just that we need them  
– Here are a few slides worth of guidance

Section  
[[Planning For Real  
A Short Non-Exam Interlude]]

Those who think education expensive have not yet accounted for what they pay daily for ignorance

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### §19 s291 = Tasks in PDM/ Network Diagrams

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## §19 V2 (291 of 454)::Tasks in PDM/ Network Diagrams::

Everything that we cover from now to the end of the chapter is the summary of things we've already covered, and are marked 'Not Examined' in the official manual and syllabus.

- I'll explore them briefly here with reference to the diagramming conventions that are useful for planning in reality although they are additional to what you need to pass the PRINCE2 Foundation and Practitioner Exams.
- If your focus is squarely on an exam pass you can skip forward to the two Syllabus Summary on a Sheet about 7 slides ahead

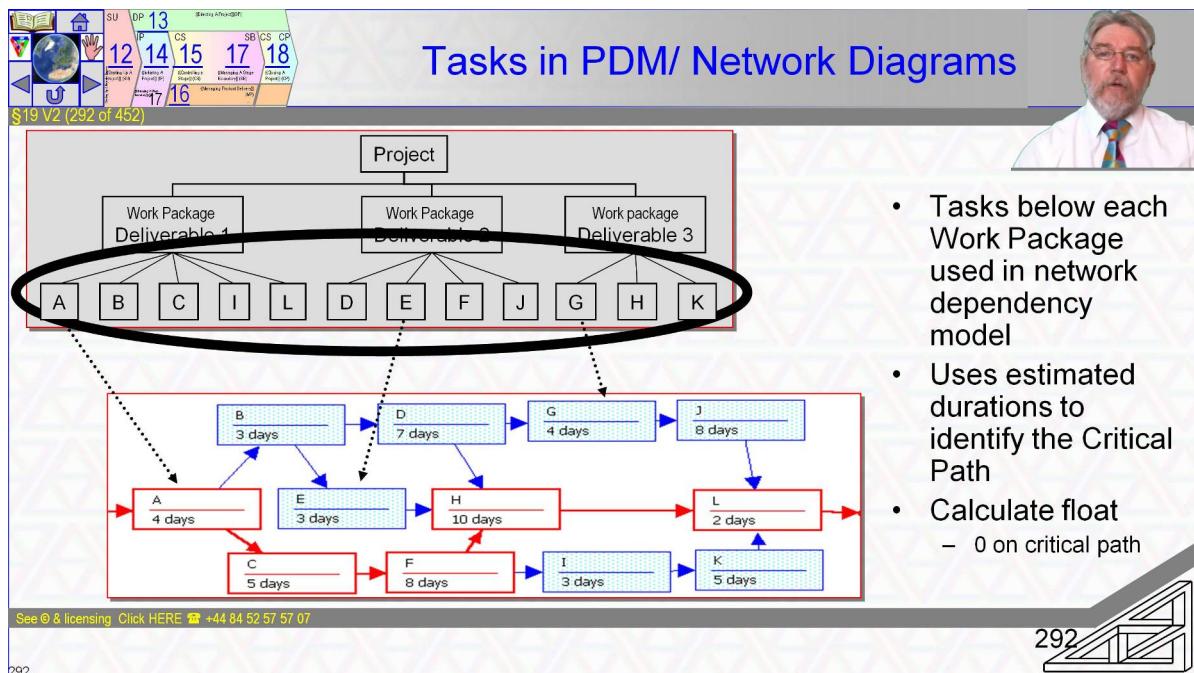
The scope of a Work Package in the Product Breakdown Structure is described using nouns, the name of what is to be delivered in the customer's vocabulary and documented in detail by p2 as a Product Descriptions.

- The Work Package-A26 is the tasks to create the products and also references the PRINCE2 controls to be used in administering the work package.
- It's a simple step from result-required – the items in the Product Breakdown Structure with Product Description-A17 to skills to deliver it and thus tasks or activities to create the result.
- It is then a simple task to determine the dependencies between tasks in an Activity On The Node or precedence model.
- Every piece of planning software I know supports A-o-N dependency type of Finish-Start, start to finish, finish to finish and start to start.

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## §19 s292 = Network Diagram



### §19 s292 = Network Diagram

## **§19 V3 (292 of 454)::Network Diagram::**

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## §19 s294 = Network Diagram to Resource Gantt

**Calculating Float**

• Total Float A = 6, B = 2, C = 3  
   – Float for D = E = F = Zero therefore Critical Path

• Free Float A = 4, B = 0, C = 3

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294

**§19 s294 = Network Diagram to Resource Gantt**

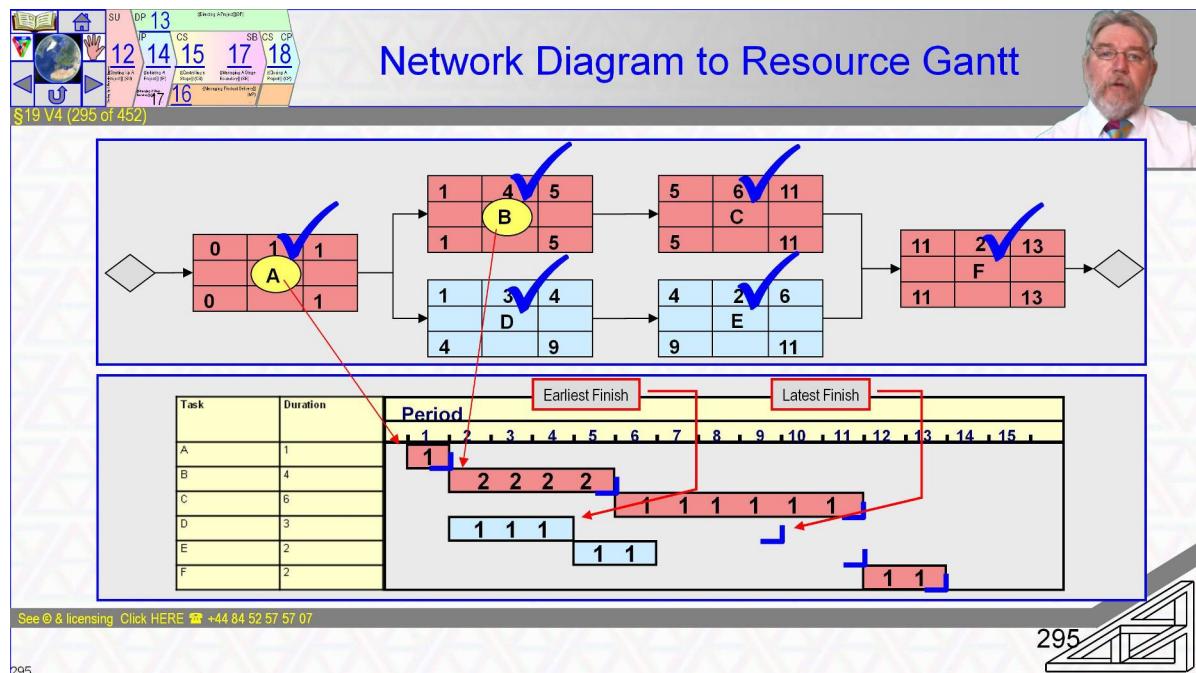
## **§19 V4 (294 of 454)::Network Diagram to Resource Gantt::**

Transcription of the network to Gantt is very simple and software does it at computer speeds

- Both tools network and Gantt have benefits and drawbacks but we will ignore that discussion here – It is in our basic planning courses.
- Once in Gantt format the determination of resource profiles by resource type is easily determined

---

## §19 s295 = Resource Gantt to Resource Histogram



§19 s295 = Resource Gantt to Resource Histogram

## **§19 V5 (295 of 454)::Resource Gantt to Resource Histogram::**

And easily shown as a time phased resource histogram.

In reality different resource types would each have their own profile of demand over time.

Once the profile is established it can be compared with availability and where practical tasks rescheduled within float to accommodate peaks and troughs in demand.

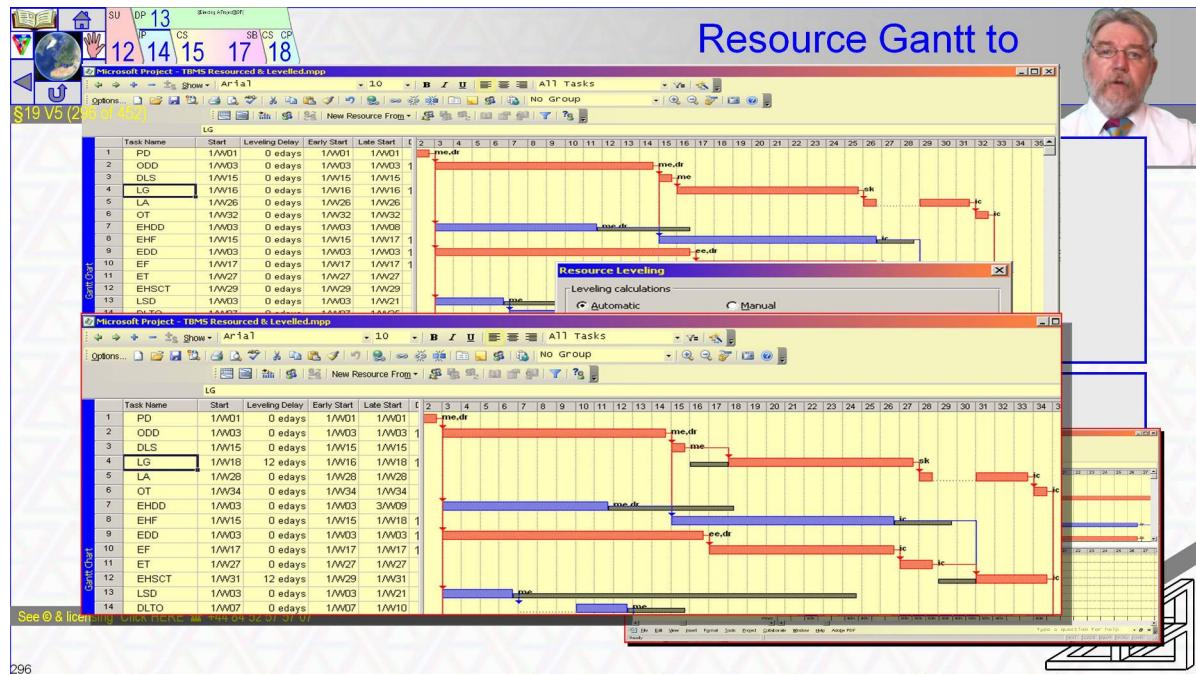
Levelling aims to make efficient use of resources assigned

~~

[[[ToDo: new]]

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## §19 s296 = Resource Levelling



## §19 s296 = Resource Levelling

## **§19 V6 (296 of 454):: Resource Levelling::**

We aim where possible to level by rescheduling tasks using their float as if it was a project resource

- It's nice when things work out neatly like this diagram but they don't often.

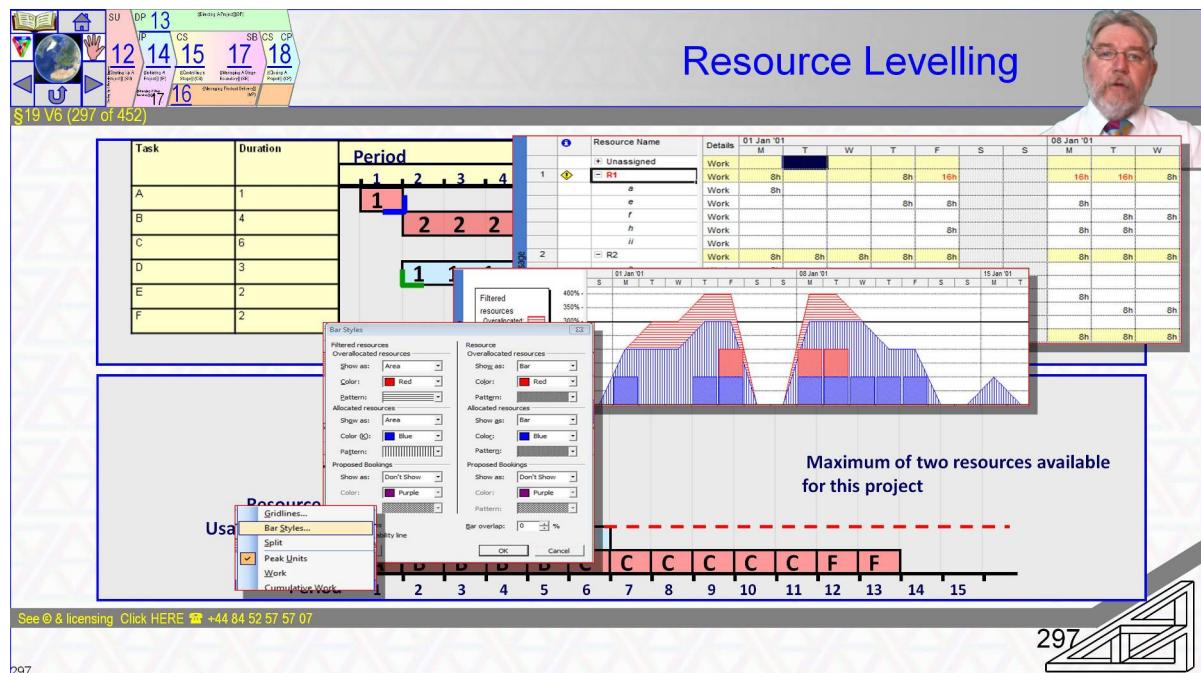
Of course software supports the process.

- Details of how to use software like Microsoft Project to do this are on our website.

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## §19 s297 = Cumulative Resources & Timing



## §19 s297 = Cumulative Resources & Timing

## §19 V7 (297 of 454)::Cumulative Resources & Timing::

When, finally we have products defined and decomposed to technical, quality and management tasks which are scheduled and resourced and levelled timelines, the cumulative budget needed by the Business Case for discounted cash flows can be determined and net present value and other investment appraisals applied.

- That is a very 'traditional project view point, I could relabel it a Burn-Up Chart.
  - If I redraw the diagram as "Work to be done at an ideal velocity" and track achievement then I have created a Burndown chart
- There are now truly new ideas in project planning and tracking just re-labelling.

The aspect that truly changes is mind-set. After you are p2 qualified you might like to explore the mindset-change by consulting our prince2-Agile guidance

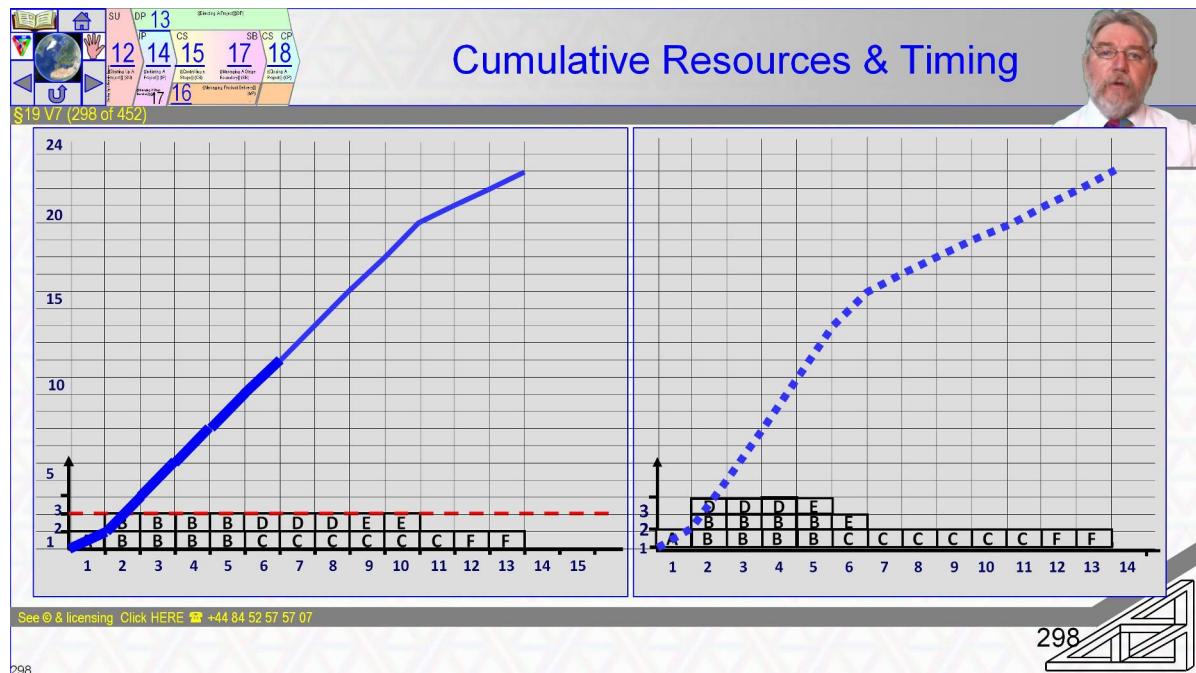
- See [learn.logicalmodel.net](http://learn.logicalmodel.net)

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[[ToDo: new]]

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## §19 s298 = WBS + Resources & Dependencies = Schedule & Cumulative Cost & BAC



§19 s298 = WBS + Resources & Dependencies = Schedule & Cumulative Cost & BAC

## **§19 V8 (298 of 454)::WBS + Resources & Dependencies = Schedule & Cumulative Cost & BAC::**

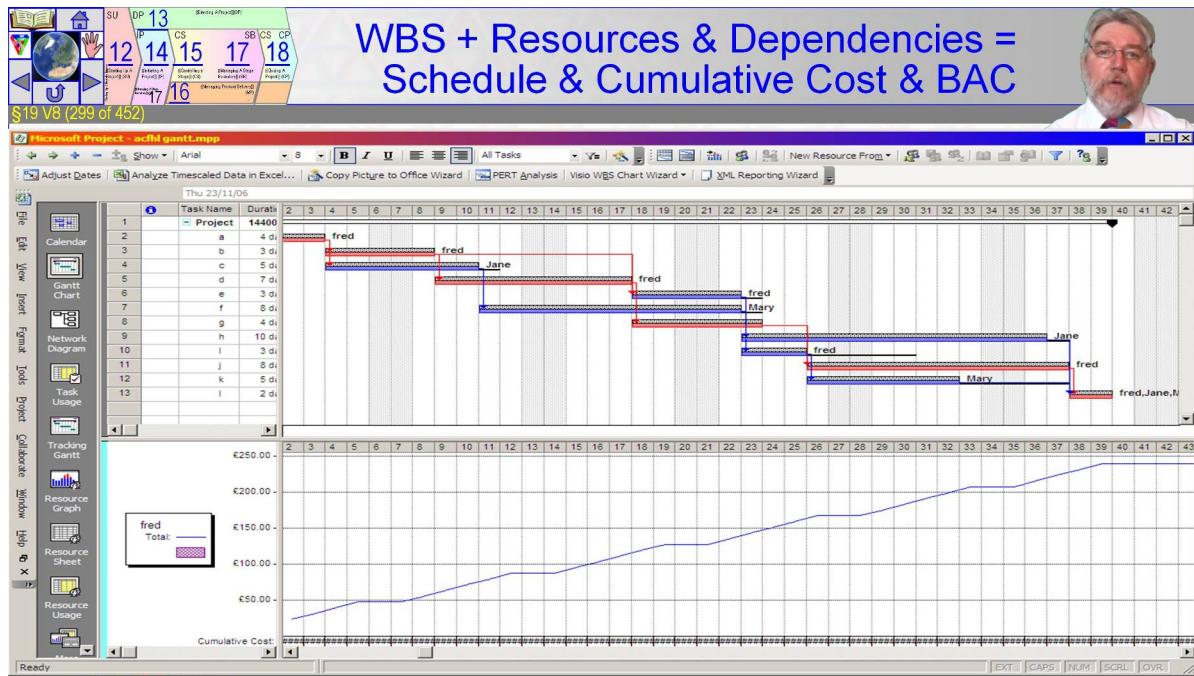
Again this is graphic shows standard industrial strength project management tool usage.

It is outside the scope of PRINCE2's exams but when you need to do the job of Project Manager with the standard toolset then visit the Logical Model website for the full details.

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## §19 s299 = Scoping Workshops



## §19 V9 (299 of 454)::Scoping Workshops::

The reality remember is that scope is determined in workshops.

- Here the Project Executive and the Senior User's needs are written in red.
- In blue the tasks to deliver the results, somewhat harder to pick out are the names of the resources, here's mine, and then tasks are mapped to a crude timeline that acknowledges European dead time over August.
- The transcription to software is just documentation.

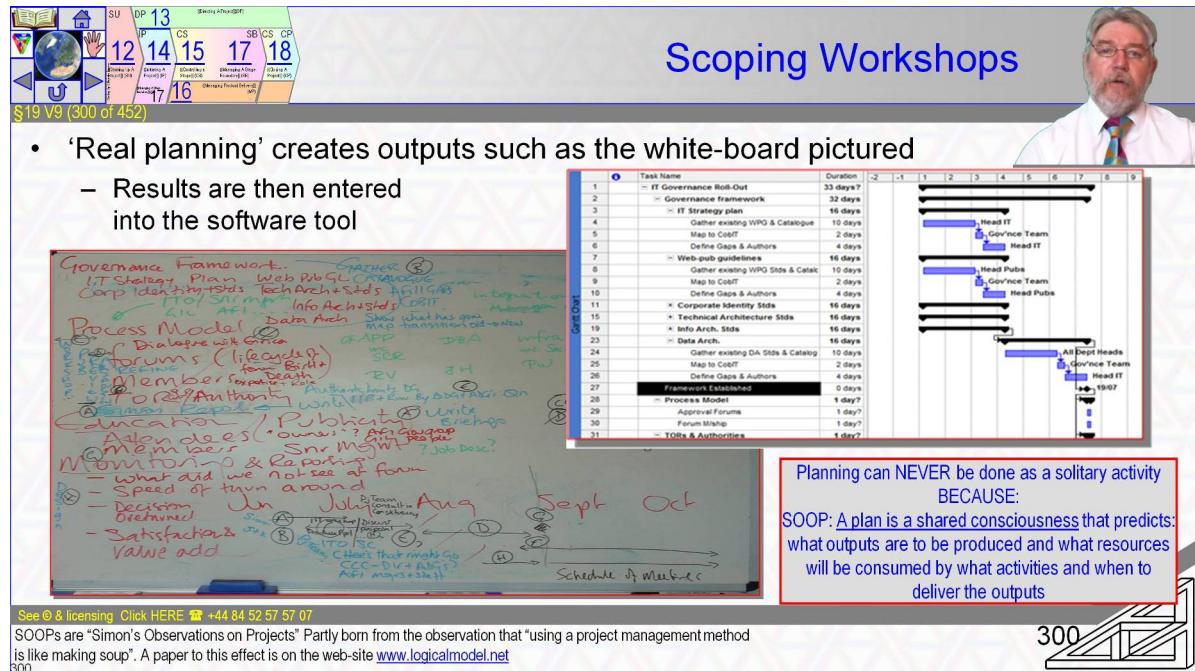
The planning finished when the caps were replaced on the white board markers.

~~

[[ToDo: unch]]

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## §19 s300 = Waterfall (Design First) Actually a 'V' Model



- 'Real planning' creates outputs such as the white-board pictured
  - Results are then entered into the software tool

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SOOPs are "Simon's Observations on Projects" Partly born from the observation that "using a project management method is like making soup". A paper to this effect is on the web-site [www.logicalmodel.net](http://www.logicalmodel.net)

300

### §19 s300 = Waterfall (Design First) Actually a 'V' Model

VnCtl:29/08/2016 21:42:06 This file is part of Logical Model Ltd's p2FdtnAndPrctnt training course<sup>12</sup>

<sup>12</sup> <http://learn.logicalmodel.net/bundles/prince2-agile-exam-and-elearning-course>

# Section:25 s402 - Sub-Section 25

## Managing a Delivery Stage Syllabus

### Processes: CS {{Controlling a Stage}} & MP {{Managing Product Delivery}} & SB {{Managing A Stage Boundary}}



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§25 V1 (402 of 452)

	OV Overview, Principles and Tailoring
	BC Business Case
	OR Organization
	QU Quality
	PL Plans
	RK Risk
	CH Change
	PG Progress
	SU Starting Up A Project
	DP Directing A Project
	IP Initiating A Project
	SB Managing A Stage Boundary
• CS	{{Controlling a Stage}}
• MP	Managing Product Delivery
• CP	Closing A Project

Section 20

Managing a Delivery Stage  
Syllabus Processes:  
CS {{Controlling a Stage}} &  
MP {{Managing Product Delivery}} &  
SB {{Managing A Stage Boundary}}

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Section:25 s402 - Sub-Section 25 Managing a Delivery Stage Syllabus Processes: CS {{Controlling a Stage}} & MP {{Managing Product Delivery}} & SB {{Managing A Stage Boundary}}

## **§25 V1 (402 of 454)::Sub-Section 20 Managing a Delivery Stage Syllabus Processes: CS {{Controlling a Stage}} & MP {{Managing Product Delivery}} & SB {{Managing A Stage Boundary}}::**

A p2 project gets going through the activities of Starting Up A Project and the Initiation Stage and delivers products through delivery stages.

Each delivery stage follows three major cycles that interact through the activities of {{Controlling a Stage}}.

{{Controlling a Stage}} is always preceded by the activities of {{Managing a Stage Boundary}} and ends with pretty much the same tasks but either as part of Managing A Stage Boundary's rebirth of a new stage or Closing A Project's activity to close down the project.

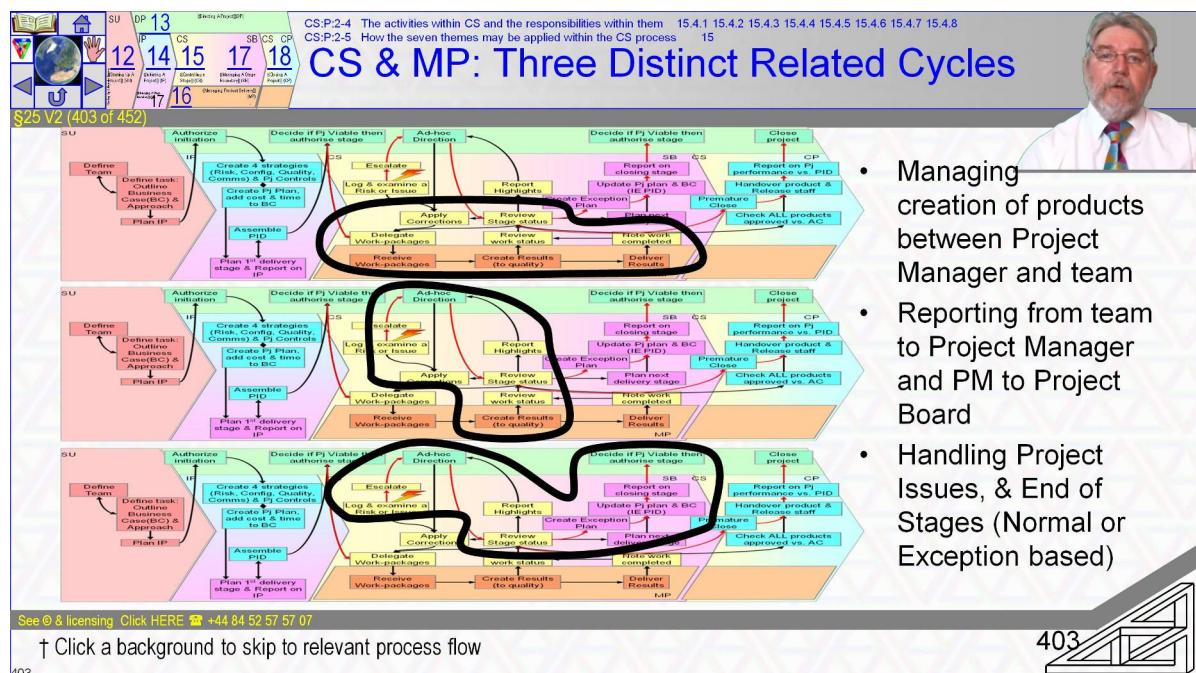
In this lesson we will cover all of {{Controlling a Stage}} and it's interaction with {{Managing Product Delivery}}.

And we will revisit Managing A Stage Boundary.

The we lesson that deals with our last syllabus area; that lesson we will cover the last of the seven processes, Closing A Project.

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## §25 s403 = CS & MP: Three Distinct Related Cycles



§25 s403 = CS & MP: Three Distinct Related Cycles

## **§25 V2 (403 of 454)::CS & MP: Three Distinct Related Cycles::**

When we started looking at the processes I introduced the structure of them with the graphic shown three times here.

- If you came here on a link to get the {{Controlling a Stage}} details then the three graphics link to their focus areas
- The heart of a project is the delivery stage's use of {{Controlling a Stage}} which communicates up to Directing A Project and links down to Managing Product Delivery and does so through three integrated cycles of activity.
  - One cycle of {{Controlling a Stage}} interacts with Managing Product Delivery to manage creation of products.
  - One cycle handles time driven reporting and
  - One cycle handles event based decision making like End of stage and events like Request For Change that may trigger exceptions.
- Stages always start with an Approval
  - DP1 [ Authorize initiation [ 13.4.1 ] for Initiating,
  - DP3 [ Authorize a Stage or Exception Plan [ 13.4.3 ] for all other stages

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## §25 s405 = CS – Purpose of CS & MP



CS – Purpose of CS & MP

§25 V3 (405 of 452)



- CS:F:2-1,2,3 The purpose, objectives & context of the CS process 15.1,2,3
  - *Focus on delivery of the stage's products* to [ current<sup>†</sup> ] business needs,
  - *Project Manager's day-job (generic)*: Delegate work, monitor achievement and problems
    - *CS may be used to control the Initiation Stage's activities*
- MP:F:2-1,2,3 The purpose, objectives & context of the MP process 16.1,2,3
  - *Ensure work can be completed within constraints*, Critical success factors in place
    - “Control *the link between the Project Manager and the Team Manager(s)*, by placing formal requirements on accepting, executing and delivering project work”
    - Applies whether team is internal or external to the Project Manager's organisation
    - No guidance on any technical or specialist activity
    - Development process in use can be Agile or waterfall
  - 3 Cycles: 1) Assign work, 2) Monitor & Report 3) Handle events
    1. Routinely [15.4.2 Review Work Package status] and [15.4.4 Review stage status], *after* [15.4.1 Authorise a Work Package] and [15.4.3 Receive completed Work Packages]
    2. [15.4.4 Review stage status], [15.4.5 Report highlights]
    3. [15.4.6 Capture and examine issues and risks] and [15.4.7 Escalate issue and risks] as dictated by events
      - Towards stage end trigger activities of SB or CP

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† With appropriate Change Control

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## §25 s405 = CS – Purpose of CS & MP

## §25 V3 (405 of 454)::CS – Purpose of CS & MP::

The objective and purpose of the {{Controlling a Stage}} activities that gives CS' three internal process flows context is to maintain the project management team's focused attention on the delivery of products that support the Business Case, and ultimately deliver the benefits. Delivery melds work authorisation, status tracking and responding to events as they arise

Managing Product Delivery's purpose is to ensure what is to be produced within received performance targets is produced.

- Success depends on good communications between project manager and Team Manager (or team member) to agree what is achievable within constraints and critical success factors and then that the results required are produced to cost and time, scope and quality, risks managed, acceptances gained and products handed over.

The activities of {{Controlling a Stage}} and {{Managing Product Delivery}} are generic 'work-anywhere anytime' project management work packages that are designed to handle day to day management of the stage and generic team manager activities to enable project monitoring and control.

- The activities within CS and MP readily play-nicely with any specific techniques such as Scrum or local functional department's Quality Management System procedures that the organisation chooses to use.

p2 says nothing about how any technical work is carried out. P2 is designed so that those who are {{Managing Product Delivery}} do not have to use p2 to do it. [[ToDo: advertsie]]

- In part this is why p2 complements agile and PMBoK-Guide environments so easily and so well.

{{Controlling a Stage}} and Managing Product Delivery activities are definitely used for each delivery stage of a project and are useful but not mandatory for control of the Initiation Stage too.

Starting with what is almost a quote from the manual,

- {{Controlling a Stage}} one assigns work to be done, Two monitors it and both reports on it to the Project Board and three deals with events like the need to authorize another work package, need to check on status, to review issues and risks, to respond to tolerance threats and tolerance breaches, or respond to an approaching stage transition or project end.

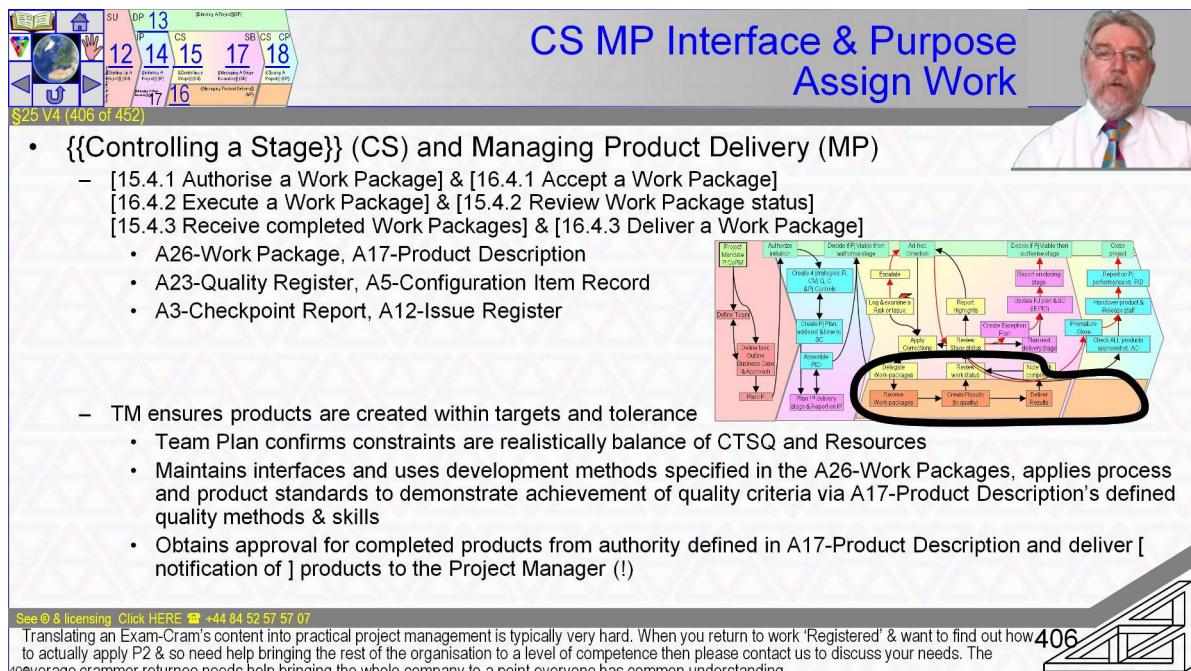
To support the three aims the activities of {{Controlling a Stage}} group into three interacting and overlapping cycles.

- The dominant cycle is made of the activities [ Authorize a Work Package [ 15.4.1 ], [ Review Work Package status [ 15.4.2 ] and [ Receive completed Work Packages [ 15.4.3 ] ] ] ]

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## §25 s406 = CS MP Interface & Purpose Assign Work



§25 s406 = CS MP Interface & Purpose Assign Work

## **§25 V4 (406 of 454)::CS MP Interface & Purpose Assign Work ::**

The work allocation and authorisation cycle is the interface to the Managing Product Delivery activities

- The interface is built from Work Packages-A26 containing Product Descriptions-A17 for delegation, Quality Register entries and Configuration Item Records for record keeping, Checkpoint Report-A3 and Issue Register-A12 entries for reporting and escalation.
- The activities of Managing Product Delivery are the team manager's perspective and opposite to the cycle in {{Controlling a Stage}} by which work is authorized and performance analyzed.
- In {{Managing Product Delivery}} work is received, executed and reported on.

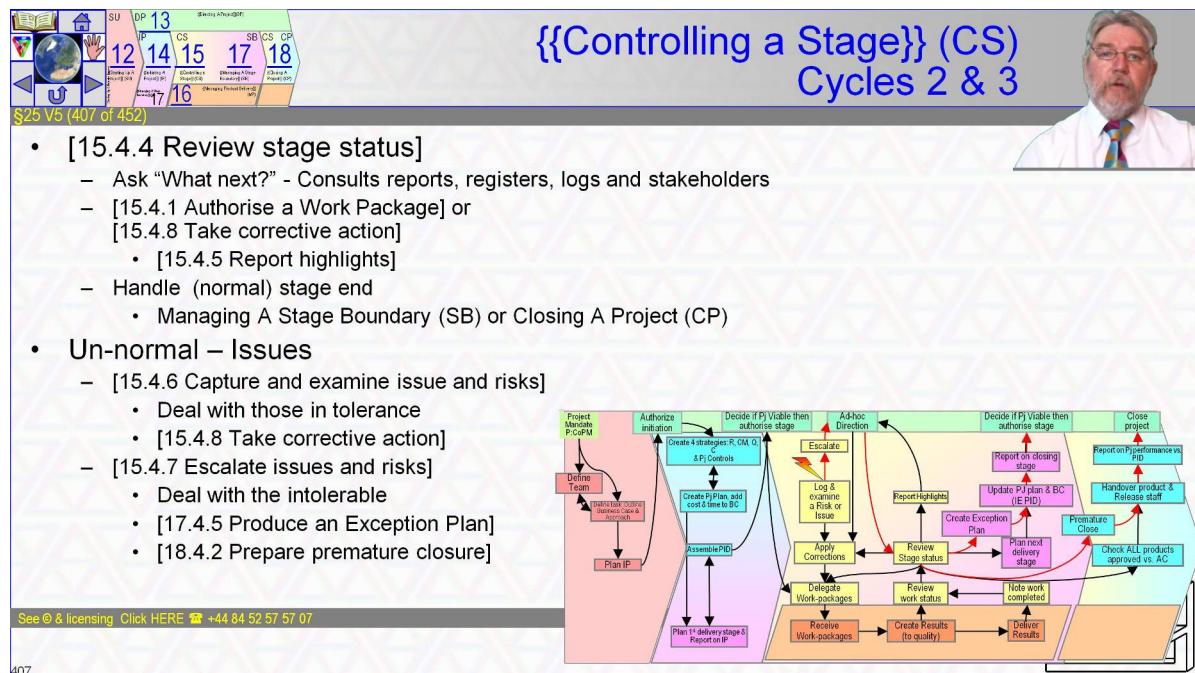
The {{Managing Product Delivery}} activities face off one to one with the {{Controlling a Stage}} activities.

- [ Accept a Work Package [ 16.4.1 ] checks and understands the viability of authorized work packages before accepting them from the Project Manager with a commitment to deliver
- [ Execute a Work Package [ 16.4.2 ] is the 'home' of all the specialist, skilled technical work that creates products and reports on status, here is Quality Control and the Quality Review are conducted and where all data for all later reporting comes into existence
- [ Deliver a Work Package [ 16.4.3 ] passes one or more products that match the specification of their Product Description into Configuration Management or possibly to the end customer and reports the fact back to the project manager.

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## §25 s407 = {{Controlling a Stage}} (CS) Cycles 2 & 3



## §25 s407 = {{Controlling a Stage}} (CS) Cycles 2 & 3

## **§25 V5 (407 of 454)::{{Controlling a Stage}} (CS) Cycles 2 & 3::**

{{Controlling a Stage}}'s second cycle also centres on the activity of [ Review the stage status [ 15.4.4 ] as manager of routine activity

- Here we consult all reports, registers, logs and stakeholders before authorizing a new Work Package or [ Take corrective action [ 15.4.8 ] and [ Report highlights [ 15.4.5 ].

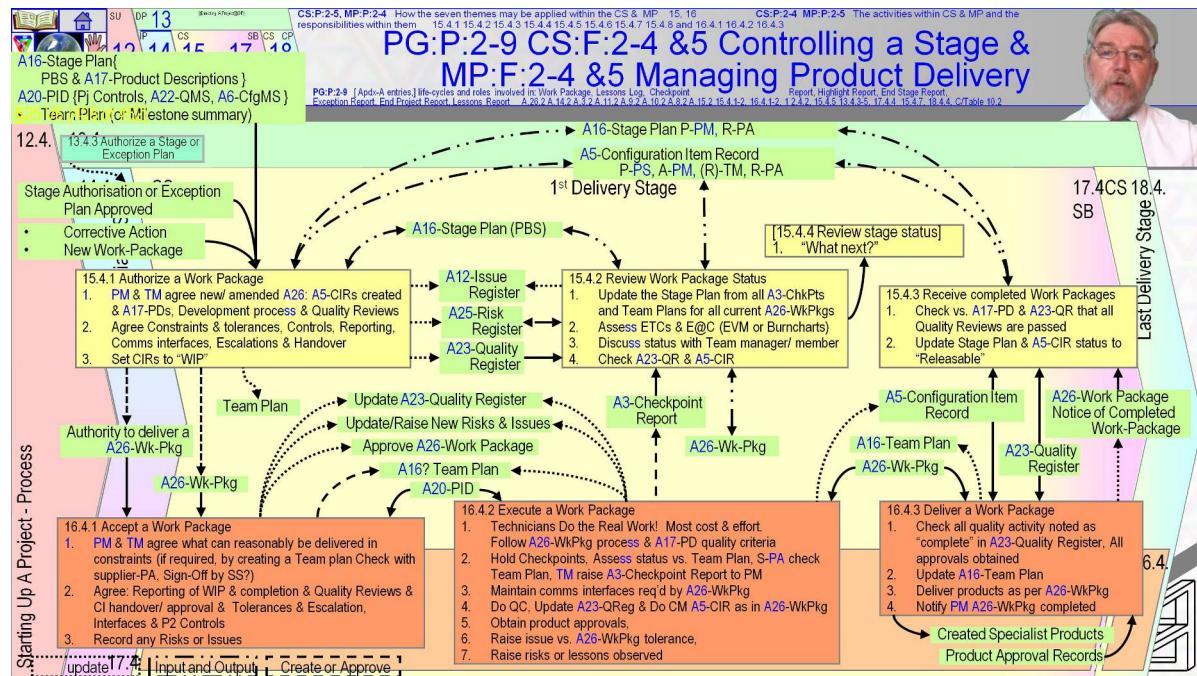
The third cycle of {{Controlling a Stage}} is also centred on activity [ Review the stage status [ 15.4.4 ] now as manager of event triggered activity such as [ Capture and examine issues and risks [ 15.4.6 ] and when relevant normal stage end handling within Managing A Stage Boundary or Closing A Project.

- If an exception arises or the Project Manager wants advice then the event handling cycle escalates issues and risks before triggering a suitable response ranging from [ Take corrective action [ 15.4.8 ] to [ Produce an Exception Plan [ 17.4.5 ] or [ Prepare premature closure [ 18.4.2 ]

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## §25 s408 = PG:P:2-9 CS:F:2-4 &5 Controlling a Stage & MP:F:2-4 &5 Managing Product Delivery



## **§25 V6 (408 of 454)::PG:P:2-9 CS:F:2-4 &5 Controlling a Stage & MP:F:2-4 &5 Managing Product Delivery::**

The first CS / MP Interface cycle to look at is the authorization of work packages, <Next > .

We have touched on everything that is relevant to work authorization as we covered the themes. The only absolutely new content here is the unfamiliar perspective.

The purpose of the interface between {{Controlling a Stage}} and Managing Product Delivery is to improve the chances that products are delivered within quality, cost, effort and time tolerances by having the Project Manager coordinate work.

Control over work to be done is exercised by the Project Manager authorizing resource use in a coordinated manner across all teams and team members in a way that individual team managers are unlikely to be able to observe. A similar process may be needed within teams to coordinate in-team work. P2 doesn't comment on that but lean pull flow techniques like kanban are an excellent example of compatible techniques

As soon as the Project Board [ Authorize a Stage or Exception Plan [ 13.4.3 ] the Project Manager can trigger work packages in [ Authorize a Work Package [ 15.4.1 ].

But this is not the only trigger.

Mid-stage further work authorisation is mostly triggered by a team having finished it's previous Work Package and sometimes by the need to make corrective actions within tolerance as we will explore in the next {{Controlling a Stage}} cycle.

[ Authorize a Work Package [ 15.4.1 ] ensures the Work Package that starts the dialog with the team is well defined and is a clear instruction to commence work.

While [ Accept a Work Package [ 16.4.1 ] ensures it is understood and achievable.

- The two activities are a dialog.
- Authorize begins the discussion by creating or checking the work package.
- The steps start by consulting the Product Breakdown Structure of the Stage Plan to understand what is to be delivered by the work package, and consulting the Project Initiation Documentation-A20 for the project's strategies especially for Configuration Management and Quality Management that apply to these products.
- The Project Manager creates an initial Work Package much of it may be cross reference to Stage Plan, Product Description-A17, Quality Management Systems and the Project Initiation Documentation-A20.
- The interaction is intended to be a negotiation between Project Manager and team manager on behalf of the rest of the technical team.
- The result should be that when work starts it is considered to be practical within tolerances and constraints such as key intermediary milestones.
  - The mechanism is the embodiment of an agile mindset that team work-pace must be sustainable for the long-term

- To show how products are produced within constraints may require the team to create a team plan and negotiate trade offs between scope and approach, cost and time and resources et cetera.
- Where practical the team plan may be an input to [ Authorize a Work Package [ 15.4.1 ] by having been previously created in parallel with Stage Planning at the last Stage Boundary.

Before [ Authorize a Work Package [ 15.4.1 ] and [ Accept a Work Package [ 16.4.1 ] can finish joint understanding and explicit agreement is required on what is to be delivered, within what tolerances for cost, time, scope, quality and risk, The format, content and timing of reporting must be agreed including for risks and issues and particularly relating to exception handling, as must any specific development techniques to be used, processes or procedures to be used

- The quality reviews to be held which may amend those originally envisaged, each of which must be recorded in the Quality Register, and both customer and supplier project assurances advice must be sought on who will perform what quality activities.
- The Configuration Management procedures must also be agreed. Particularly how and from whom approval of the products is to be obtained and once approved how the products will be formally handed over.
- Also to be agreed are all interfaces that must be maintained for example with other teams, maintenance and operational support functions during product development.

The official manual notes that where a team is from an external supplier working under contract the Project Manager may not be party to the detail of their team plan so may work from a milestone summary of the team plan.

- This can be to protect trade secrets covering procedures used in product development.
- At the opposite end of the spectrum the team plan may need the project manager's approval as part of a contract.

Supplier Project Assurance should check the inclusion of relevant standards within viable plans, and the Senior Supplier should be part of the team plan's sign off.

Also suppliers may not be using p2.

In that case influence p2 exerts on them is that they must agree to follow the PRINCE2 interface which includes Checkpoint Report-A3, Quality Register-A23 updates and issue handling.

Note - 2003

[ Execute a Work Package [ 16.4.2 ] is where most projects spend most of their time and budget yet we have almost nothing to say here.

- The real work is done by subject matter experts whether bricklayers and electricians or other technicians, designers or test teams using skills and in-process quality control to monitor results and make corrective actions.
- The result is products produced to specification using the required procedures and techniques and with interfaces to other development support, operations and maintenance groups all honoured.
- As he work that creates the products progresses and quality reviews are held that demonstrate products meet their quality criteria, the team manager obtains approvals for completed products which may include issues of certificates from internal or external authorities or the team itself or other evidence of diligent performance. Progress is recorded by updates to the Configuration Item Records-A5.
  - It is possible a supplier's Configuration Management system is separate from the customers.
- Effort expended and resources consumed will be recorded.
- Supplier Project Assurance oversees activity and results.
- Quality, Lessons, Issue and Risk Registers will be updated either directly if strategies and the Work Package specifies that access is allowed or via Project Support or via the Checkpoint Report-A3.
- The results of [ Execute a Work Package [ 16.4.2 ]'s data gathering and status monitoring of each product and any team risks may update the team plan if one exists But is definitely forwarded as a Checkpoint Report.
- The team manager should discuss status with supplier Project Assurance to verify the Work Package remains viable.
- Risks particularly new ones may need to be advised to the Project Manager, Team members may not have direct access to the project Risk Register.
  - Work Package guidance should state whether risks are raised in the Checkpoint Report or entered directly to the project's Risk Register by the team manager.

Status data is forwarded to [ Review Work Package status [ 15.4.2 ] at the frequency and in the format agreed when work was authorised

- Team status is checked for a match to Quality and Configuration Management records and reviewed with the team member or team manager to confirm products will be completed within tolerances and to decide what next.
- The Stage Plan is updated from the combination of all Checkpoint Reports and register entries.

This may be a largely administrative action carried out by Project Support in preparation for the Project Manager to [ Review the stage status [ 15.4.4 ].

- Of particular note is that comparison of achievement to intent allows re-estimation of all work still to be started and finished.

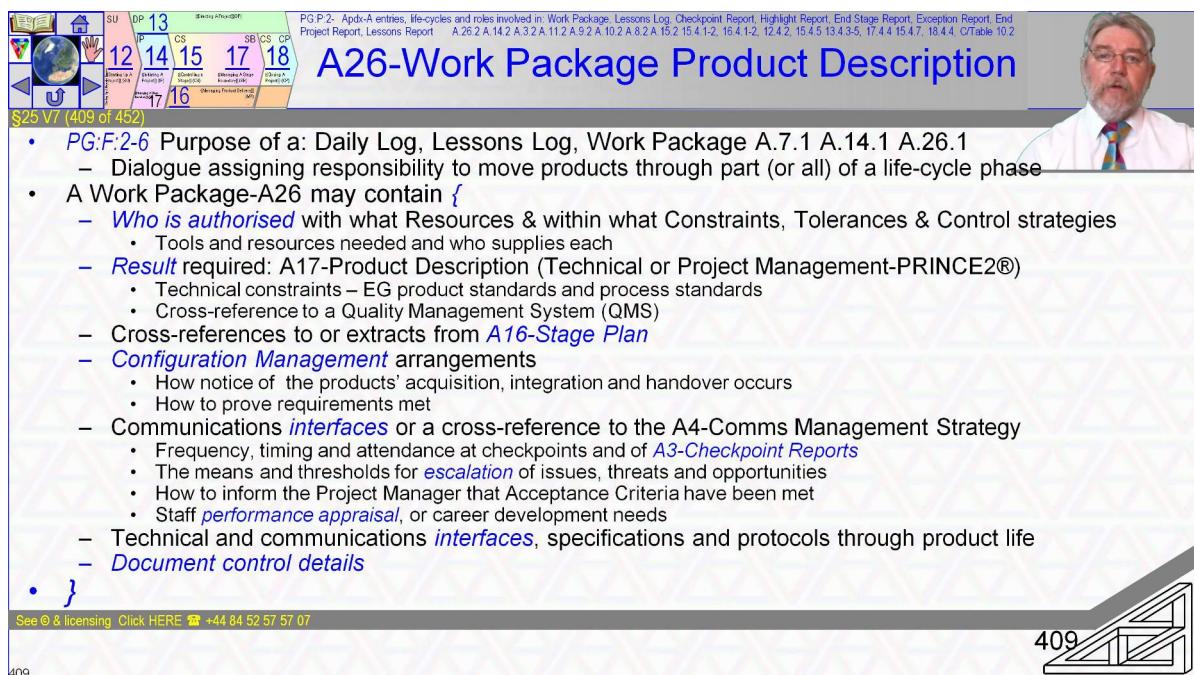
- That is the creation of ETC Estimates To Complete and EAC Estimate At Completion based on the empirically determined team velocity or efficiency to date versus plan of the work being carried out.

In [ Deliver a Work Package [ 16.4.3 ] products are delivered to their recipient after a check by the team manager that all development and quality steps are completed and approval records are in place.

- Products are delivered according to the handover details within the work package.
- Plans are updated, the Project Manager is notified who also ensures all is complete and that the product is now under Change Control until subject to a later Work Package or an approved Request For Change or handed over to the customer.
- ~~

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## §25 s409 = A26-Work Package Product Description



PG:F.2-6 Purpose of a: Daily Log, Lessons Log, Work Package A.7.1 A.14.1 A.26.1

- Dialogue assigning responsibility to move products through part (or all) of a life-cycle phase
- A Work Package-A26 may contain
  - *Who is authorised* with what Resources & within what Constraints, Tolerances & Control strategies
    - Tools and resources needed and who supplies each
  - *Result* required: A17-Product Description (Technical or Project Management-PRINCE2®)
    - Technical constraints – EG product standards and process standards
    - Cross-reference to a Quality Management System (QMS)
  - Cross-references to or extracts from *A16-Stage Plan*
  - *Configuration Management* arrangements
    - How notice of the products' acquisition, integration and handover occurs
    - How to prove requirements met
  - Communications *interfaces* or a cross-reference to the A4-Comms Management Strategy
    - Frequency, timing and attendance at checkpoints and of *A3-Checkpoint Reports*
    - The means and thresholds for *escalation* of issues, threats and opportunities
    - How to inform the Project Manager that Acceptance Criteria have been met
    - Staff *performance appraisal*, or career development needs
  - Technical and communications *interfaces*, specifications and protocols through product life
    - *Document control details*
- }

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409

## §25 s409 = A26-Work Package Product Description

## **§25 V7 (409 of 454)::A26-Work Package Product Description::**

The Work Package-A26 is a central element of project control that when agreed between Technical Team and Project Manager is a contract to deliver results using supplied resources to constraints and strategies.

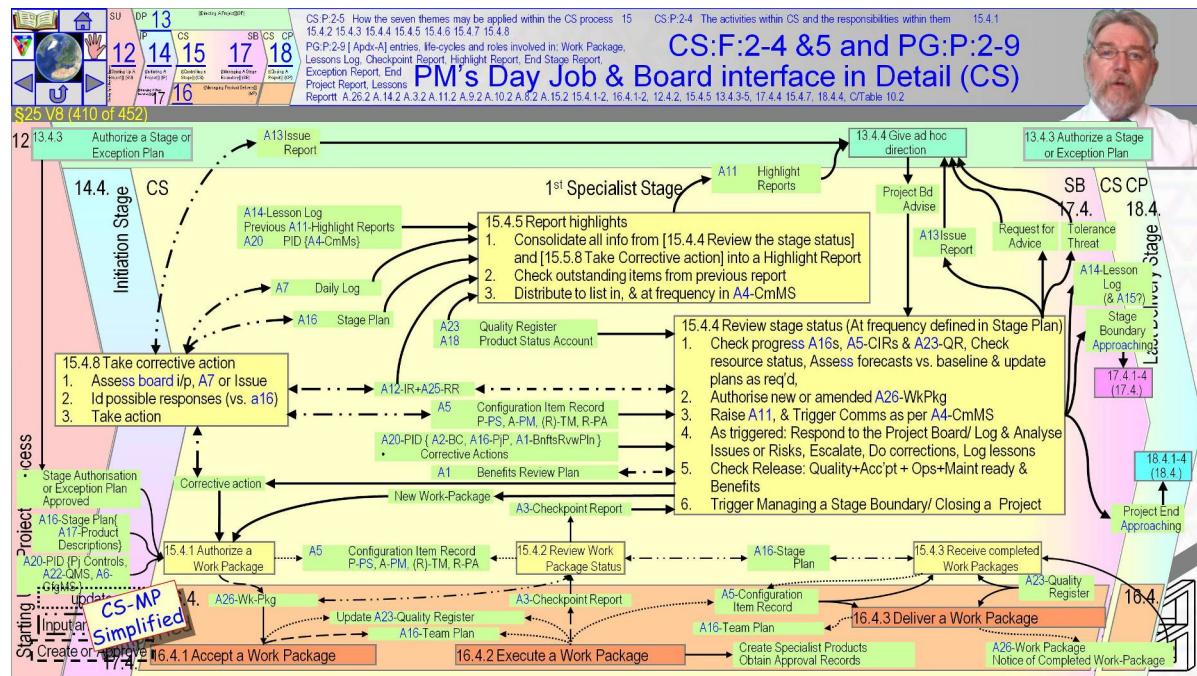
It's a two way commitment that states who is authorized and what they are to achieve.

- It is a description of the result required with reference to Product Descriptions for target, with what resources and facilities as enablers and to what constraints.
  - Recall the finalising of the Work Package-A26 is a negotiation. The contents makes clear that required resources are available, what they are and where they are sourced from and that they are in balance with the other aspects of Cost, Time, Scope, Quality, Risk [and ultimately benefits]
- The Work Package-A26 is a reference to the Stage Plan so that the work and the result's have context in the journey to delivering the customer's benefits
- It identifies the acceptance authority and acceptance process for the products of this Work Package-A26
- Products and process standards are explicitly identified, probably by reference to Quality Management Systems.
- Configuration Management arrangements such as handover, communication such as Checkpoint Report frequency and escalation points and may include how the Project Manager feeds back on staff performance.
- Somewhere at start or end it should have the normal admin of creation date and author.
- Note each of the 40 p2 activities is a work package (or part of one, or collection of linked Work Packages).
- A26 Work Packages may be used to commission project management tasks throughout the Initiation Stage and Delivery Stages.

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## §25 s410 = CS:F:2-4 &5 and PG:P:2-9 PM's Day Job & Board interface in Detail (CS)



## §25 s410 = CS:F:2-4 &5 and PG:P:2-9 PM's Day Job & Board interface in Detail (CS)

## **§25 V8 (410 of 454)::CS:F:2-4 &5 and PG:P:2-9 PM's Day Job & Board interface in Detail (CS)::**

The Project Manager's day job is to ensure the project runs smoothly which requires monitoring all stakeholder's current opinions and all project records.

- Assuming the team are busy creating products to quality and reporting reliably, and that Issue and Risk Registers are in place the Project Manager should look forward to what needs to happen next. Otherwise they must be reacting to immediate events for as long as is needed to remove urgency and restore activity to a stable state

The day job is [ Review the stage status [ 15.4.4 ] and it starts by first knowing status so requires review of the Stage Plan, Issue Register and Risk Register.

- What happens next depends on analysis and forecasting from consideration of the Quality Register, Product Status Account-A18, Checkpoint Reports and Configuration Item Records, Revised prediction for resource availability and the outcomes of current corrective actions.
- Forecasts must consider the current outlook for the Business Case and Project Plan-A16 and new issues and risks.
- Several answers to the what next question are likely and we will cover them before finishing this process-on-a-page graphic

The day job's second step is likely to be to keep the teams productive by allocating new work packages to teams that are finishing assigned work or correcting assignments for day to day devil in the detail fluctuations in performance.

Third will be to [ Report highlights [ 15.4.5 ].

- You should recall that the Highlight Report-A11 is the Project Manager's summary of project status compiled by assessing Stage Plan, Checkpoint Reports, Risk Register, Issue Register, Quality Register, Lessons log, Product Status Account and last period's Highlight Report.
- The resulting report is distributed to stakeholders at a frequency documented in the Communications Management Strategy-A4.
- The official manual says that reporting of corrective actions taken during the reporting period assures the Project Board that active management is ongoing.
- Fourth is the need to respond to Project Board guidance which may be asked for or may result from events elsewhere in the organization or may be the response to a Highlight Report.
- [ Give ad hoc direction [ 13.4.4 ] is the Project Board's equivalent to the Project Manager's [ Review the stage status [ 15.4.4 ] day job, being a catchall for the Project Board's general involvement in the project.

- [ Give ad hoc direction [ 13.4.4 ] is the activity that results from the Project Board's receipt of information from any source at any time and there is a reasonable amount we need to say about it, but not till we get to the process model after next.
- Before that is issue handling in [ Capture and examine issues and risks [ 15.4.6 ] and [ Escalate issues and risks [ 15.4.7 ]

And before that we must finish the project manager's day job responses to the Project Board or to any source of adjustment within tolerances. There is a long list of sources.

- Adjustments may be triggered by the Project Board on receipt of a request for guidance or on their receipt of early warning of a coming issue or a Highlight Report or the Project Board may just offer advice and guidance, Adjustments may be triggered by a team member's questions or Adjustments may be continuing previously triggered actions as detailed in Issue Register and Issue reports, or adjustments may be actions previously noted in the Daily Log or identified by the Project Manager's routine monitoring, for example to respond to new issue or risks that are inside stage tolerances.
- Adjustments are Day to day management activity achieved by [ Take[ing] corrective action [ 15.4.8 ].
- Normally corrective actions create or amend a technical team's Work Packages-A26 or are dealt with by the project management team's regular interactions to manage people and processes.

The first step should be to gather relevant information by looking at the trigger , definitely by looking at the Stage Plan, Issue Register and Issue report, also the Risk Register and the Daily Log and the Configuration Item Records, and then assess options and selecting a response that furthers resolution of what needs action.

- Actions taken must be recorded appropriately so that Daily Log, All project registers and Dynamic reports like the Issue Report-A13 stay reliable.

Returning to [ Review the stage status [ 15.4.4 ] the Project Manager should routinely consider if anything noteworthy has arisen recently and if so create A14 Lesson Log entries, or if very significant an immediate Lessons Report-A15.

- If a release is about to handover products the Project Manager should Request a Product Status Account-A18 and check products have been shown to meet their quality criteria or are covered by appropriate concessions and that the operation and maintenance organizations are ready to take responsibility for the products and approvals have been secured from those people named in the Product Descriptions.

- The official manual also notes that if the Benefits Review Plan-A1 shows any reviews needed during the project, then quote, “the Project Manager should ensure they are executed, results analyzed and the required actions taken” [! Who needs regular management? All the worlds a project?]. But also don’t forget that p2 defines Benefits Management as outside of the project’s responsibilities.

Another key element of eh project manager’s day job in [ Review the stage status [ 15.4.4 ] is to examine the up to date current Stage Plan to identify when stage end approaches.

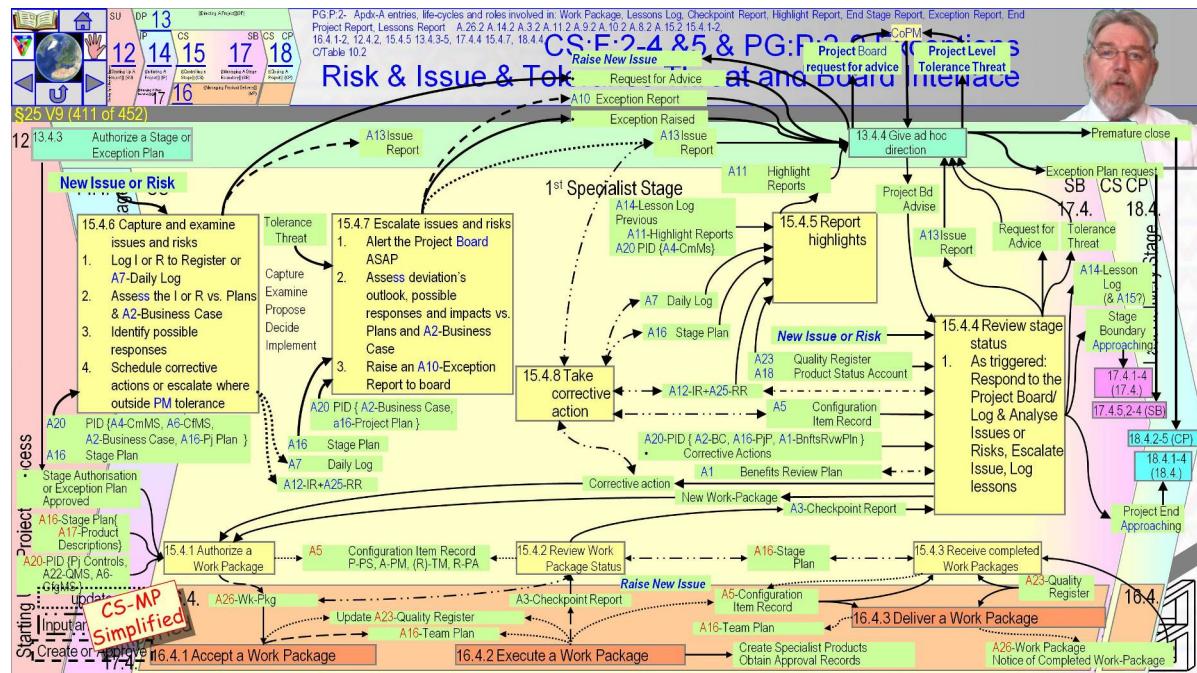
- The change in the nature of Quality Register entries from mostly pending to completed and the Configuration Item Records changing from Work-not-started to Ready-to-integrate or Ready-to-deliver also signals stage end approaching.

The Project Manager should trigger action to close down the current stage. Either Managing A Stage Boundary which will also prepare for the next Delivery Stage or Closing A Project which will close down the stage and the whole project and also prepare for Benefits Realisation.

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## §25 s411 = CS:F:2-4 &5 & PG:P:2-9 Exceptions Risk & Issue & Tolerance Threat and Board Interface



§25 s411 = CS:F:2-4 &5 & PG:P:2-9 Exceptions Risk & Issue & Tolerance Threat and Board Interface

## **§25 V9 (411 of 454)::CS:F:2-4 &5 & PG:P:2-9 Exceptions Risk & Issue & Tolerance Threat and Board Interface::**

A crucial purpose of {{Controlling a Stage}} is to handle the unforeseen which may have been unforeseeable and the foreseen but uncertain

Particularly when they are exceptions that require the activities of Managing A Stage Boundary to arrive at an alternative way forward.

- Risk and issues arise in an ad hoc manner so need reactive processes to respond to them

They can be raised by anyone at any level in the project and should be recorded as soon as identified either in the Daily Log-A7 for informal treatment or the Issue Register-A12 for formal treatment.

- Informal issues are simply dealt with by [Review stage status 15.4.4] and [Take corrective action 15.4.8].

Exception handling operates against the backdrop of routine assignments, execution, monitoring reporting and closure of specialist activities and the Project Board reporting cycles In other words people are busy doing normal stuff.

- We can ignore that in this process model but not in reality.
- Not all project participants may have direct access to the Risk Register so some risks must be raised as issues and filtered by [ Capture and examine issues and risks [ 15.4.6 ]. Some Risks can be raised by direct access to the Risk Register.
- What ever route raises a risk or issue it is always crucial for subsequent development of risk responses that threats and opportunities are captured in a consistent and reliable way that ensures clearly worded causes and consequences.
- We have discussed the procedures for managing risks in Sub-Section 16 and issues in Sub-Section 17.
  - In brief both require the details to be entered to the register as soon as possible. Issues are categorized as Request For Change, Off-Specification or Problem/ Concern. They are assessed for priority and severity of impact on the Stage Plan, Project Plan-A16 and Business Case. Responses are proposed, decided on and implemented. For risks the cause, event and consequences are described, matched to the risk scales, responses proposed selected and integrated into plans.
    - \* All of this management activity occurs within [ Capture and examine issues and risks [ 15.4.6 ] when within tolerance.
  - All the steps are undertaken with reference to the Stage Plan and the contents of the Project Initiation Documentation-A20 such as the Business Case and the Project Plan. More details in a moment.

- The official manual notes Scope Creep as a source of issue [ but does not mention that uncontrolled changes occur in all 6 axis of performance not just scope.
  - \* Externally imposed shrinkages such as budget cuts and schedule accelerations are as painful as growth of scope are for the team and slippage, poor quality, undelivered scope and cost overruns are as undesirable to the Senior Users and Executive.
  - \* Control should thus be in each axis.]

If the Project Manager wants the Project Board's advice they request it from [ Give ad hoc direction [ 13.4.4 ]. If the situation triggers an exception or looks likely to cause one then the project manager must advise the Project Board of the exception

[ 279 pt 2 1547.wav]

I have mentioned escalation many times as we've work our way to this point.

- Here is the definitive statement of the inputs, steps and outputs used to escalate from Project Manager to Project Board when the project management team's corrective actions would not prevent a stage or the project going beyond agreed tolerances from any individual issue or risk or group of issues and risks of any type.

The first step is early notification to prepare the Project Board as soon as possible.

- Early responses typically improve the effectiveness of action. Never delay action by waiting for the full analysis that creates the Exception Report-A10, or by hoping to fix the problem without revealing it or feeling that asking for assistance is any sort of failure. Note the official manual explicitly says it's good practice not failure to bring focus to issues as early as possible.
- Escalations are actual or predicted variations in performance versus baselines outside of tolerance. So the next step after warning is to understand the nature of the effect on the Business Case by reference to the Project Initiation Documentation-A20, Project Plan-A16 and Stage Plan.

Analysis starts with consideration of how creation of products is affected and a forecast of the future situation if the cause is untreated.

- When causes and consequences are understood recovery options can be proposed and their relative effectiveness evaluated for all stakeholders from all perspectives.
- Special note is the availability of people to help diagnose and react to the exception, and the knock on effects to the project or business.
- The very people needed are probably the most skilled and experienced so are busy delivering the project or running the business.

- Options to resolve exceptions must be presented to the Project Board via [ Give ad hoc direction [ 13.4.4 ] using the template Exception Report-A10 and Issue Report-A13.
  - We looked at the issue template Product Descriptions in Sub-Section 17 (use the Globe Hyperlink to get to the links to management products. I'll cover the Exception Report-A10 Product Description on the next slide, and the details of the promised description of the Project Board's [ Give ad hoc direction [ 13.4.4 ] deliberations on the graphic after that.

The Project Board will have to consult Corporate and Program Management if project tolerance is involved and may under any circumstances prepare to ask for their advice.

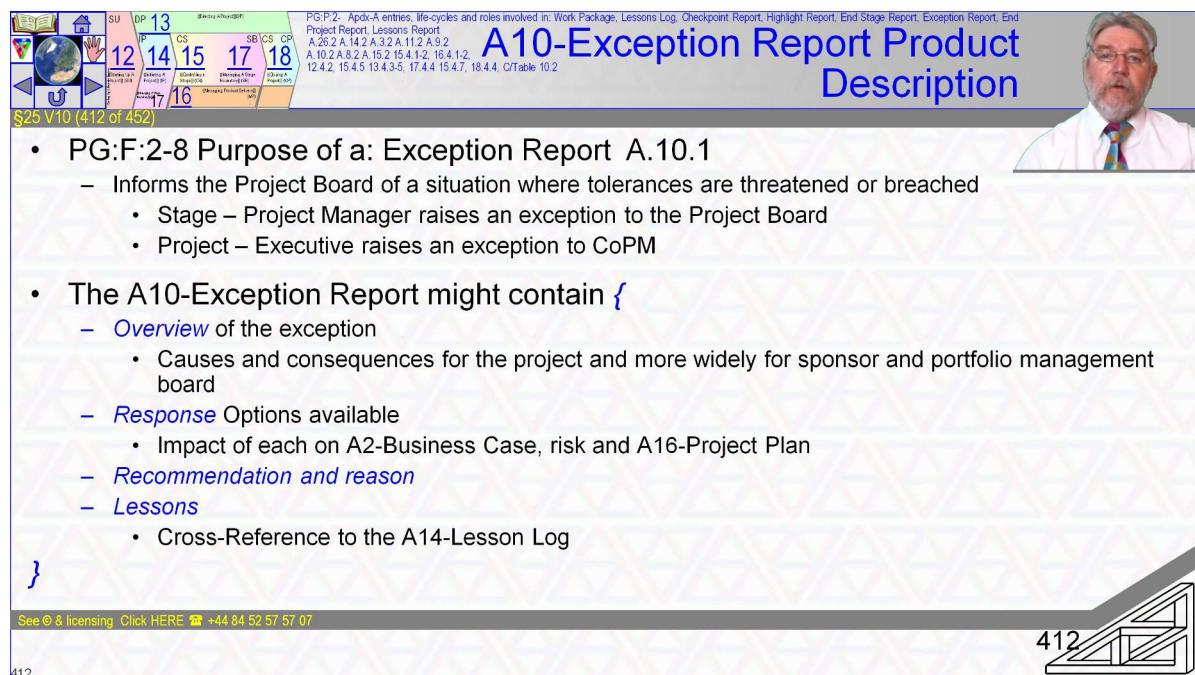
It's possible the process we are discussing actually starts here by Corporate or Program Management initiating instruction to the Project Board that causes them to generate an Exception plan request, which automatically causes the stage to end with Managing A Stage Boundary at activity [ Produce an Exception Plan [ 17.4.5 ] instead of [ Plan the next stage [ 17.4.1 ].

- When the Exception Report-A10 is terminal the Project Board will direct the project be brought to an early close.
- It's also possible that the Project Board changes tolerances or dismisses the issues for example by rejecting a Request For Change.
- In all cases the Issue Register-A12, Issue Report-A13 and Risk Register-A25 are updated and [ Take corrective action [ 15.4.8 ] and other activities will refer to the registers as needed to ensure no needed actions are overlooked.

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## §25 s412 = A10-Exception Report Product Description



PG:F:2- Apdx-A entries, life-cycles and roles involved in: Work Package, Lessons Log, Checkpoint Report, Highlight Report, End Stage Report, Exception Report, End Project Report, Lessons Report  
A.26.2 A.14.2 A.3.2 A.11.2 A.9.2  
A.10.2 A.8.2 A.15.2 A.5.4.1-2, A.5.4.1-2  
12.4.2, 15.4.5 13.4.3-5, 17.4.4 15.4.7, 18.4.4, C/Table 10.2

§25 V10 (412 of 452)

- PG:F:2-8 Purpose of a: Exception Report A.10.1
  - Informs the Project Board of a situation where tolerances are threatened or breached
    - Stage – Project Manager raises an exception to the Project Board
    - Project – Executive raises an exception to CoPM
- The A10-Exception Report might contain {
  - Overview* of the exception
    - Causes and consequences for the project and more widely for sponsor and portfolio management board
  - Response* Options available
    - Impact of each on A2-Business Case, risk and A16-Project Plan
  - Recommendation and reason*
  - Lessons*
    - Cross-Reference to the A14-Lesson Log

### §25 s412 = A10-Exception Report Product Description

## **§25 V10 (412 of 454)::A10-Exception Report Product Description::**

An Exception report describes options and recommendations for dealing with the situation outside tolerance.

Exception Reports-A10 are normally submitted by the Project Manager to the Project Board for a stage level exception but can be produced by the Project Manager for the Executive to submit to Corporate or Program Management for project level exceptions.

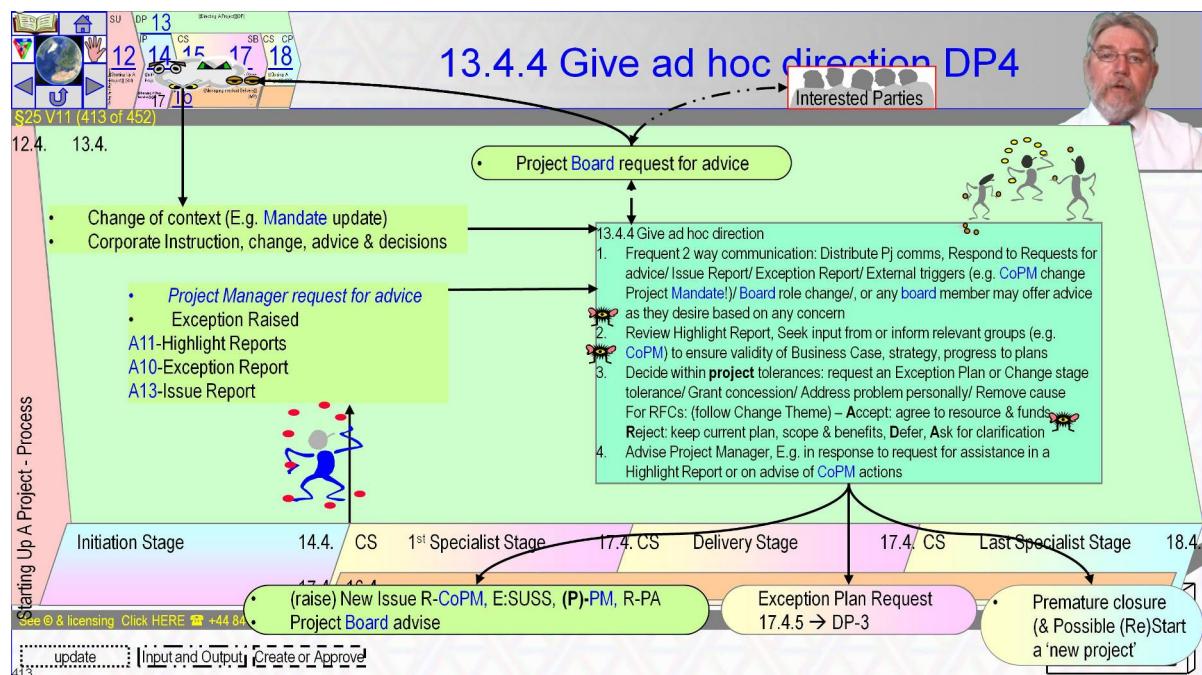
The Exception Report contains a description of the causes and consequences, constraints, options and recommendations and may link to relevant lessons.

- You should review the Product Description via any of the course revision aids.

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## §25 s413 = 13.4.4 Give ad hoc direction DP4



§25 s413 = 13.4.4 Give ad hoc direction DP4

## **§25 V11 (413 of 454)::13.4.4 Give ad hoc direction DP4::**

We have already covered much of what the Project Board are expected to do on an ad hoc basis.

Inputs to give [ Give ad hoc direction [ 13.4.4 ] from the project are Project Manager requests for advice, exceptions raised, early warnings, Highlight Reports, exception reports and issue reports, program and corporate advice and decisions or other inputs from interested parties that are external to the project perhaps, Quality Assurance and Centres of Excellence etc.

Recall that Project Board controls such as End Stage Reports-A9 are handled by Project Board activities other than [ Give ad hoc direction [ 13.4.4 ].

One expectation of [ Give ad hoc direction [ 13.4.4 ] relates to two way communications with the project's wider context.

Another relates to routine monitoring and all the other expectations focused on Providing resource, Defining requirements, Offering support and guidance and Decision making within authority as triggered by the different needs of the project.

In all cases the Project Board should represent the views of all stakeholders.

- Also in all cases they retain Project Assurance accountability but may ask a delegated Project Assurance role holder to do the majority of the reviewing and options assessment.
- Monitoring relates to the routine receipt of the Highlight Report that ensures the Project Board has understanding of project status and that the project remains on track to deliver its performance targets.
- As needed the Project Board should steer project focus to maintain dynamic alignment on corporate strategies.
- Any of the project's communications such as the Lessons Report-A15 may need to be distributed by the Project Board and all incoming communication is expected to arrive through the Project Board's representation to coordinate wider communications

The Project Board must act to resolve conflicts between stakeholders and they must provide public visible support for and offer guidance to the Project Manager at all times.

- Particularly to respond when requested either collectively or individually.
- Guidance needs are likely to be highest during Starting Up A Project and the Initiation Stage, at stage boundaries and at project close down.

The Project Board may raise an issue to the Project Manager to notify the Project Manager of changes in the corporate or program environment with potential to impact the project and so ensure appropriate responses are put in place.

Potential triggers for support are the Project Board may be asked for help, they may have a suggestion or question raised to them as the representatives of future operations, supplier interests or as Business Case owner,

- A trigger may be because of changes to board composition or when the board want guidance themselves from corporate or program management, or when Corporate or Program Management directs the Project Board for example by changing the Project's Mandate.
- Triggers also arrive in response to requests for change and in response to an Off-Specification and in response to risks.

Instructions to the Project Manager typically result from communication from Corporate or Program Management that affect the project and range from the minor to the game changing such as changing the mandate.

- Changes to the Project Mandate can be handled as a Request For Change or by terminating the current project and recycling to Starting Up A Project with the new Project Mandate as input and the current status quo as context.
  - The official manual warns recycling may be the more expensive.

If faced with an issue that is within project tolerance but outside of stage tolerance the Project Board may have the means to remove the cause of the deviation or they may change stage tolerances to remove the deviation however caused, or they may defer a decision.

For a Request For Change they may reject it, restore the pre-change-proposal baseline or they may grant it and apportion some of the change budget or find a new budget to give to the Project Manager's performance measurement baseline of cost and time, scope and quality and resources and thus restoring an in tolerance status.

- Stage level exceptions are raised via an Issue Report-A13 and an Exception report A10 that specifies solution options and recommendations.
  - Exception reports may range from the need for a simple intervention to radical game changing proposals.
- For stage level exceptions if the Project Board don't resolve the exception by any of the list of options just described then they should direct the Project Manager to prematurely trigger the Managing A Stage Boundary process starting with activity [ Produce an Exception Plan [ 17.4.5 ], and then consider the resulting Exception Plan-A16
  - The Project Board may instruct that the project be brought to an orderly but premature close by Closing A Project starting at [ Prepare premature closure [ 18.4.2 ] before or after receiving an Exception Plan, or they may instruct the Project Manager to take some other specific actions.

For an Off-Specification they may grant a concession or ask for more information or defer judgment especially when the situation is dependent on an uncertainty or forecasts are not reliable, or they may reject the Off-Specification and demand that it is resolved.

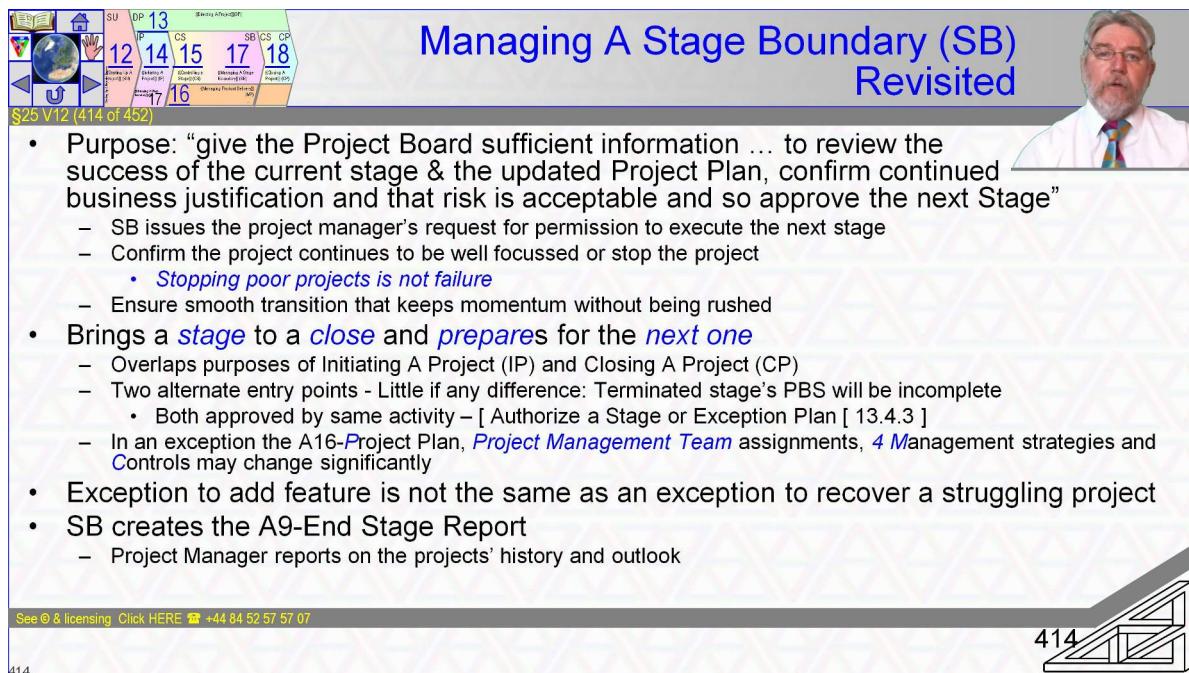
- In which case the customer or supplier will have to provide a remedy outside of the project's assigned resources.

When responding to an escalated issue the Project Board's response is described in the Change Theme and our previous Lesson 17 is the place for your revision.

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## §25 s414 = Managing A Stage Boundary (SB) Revisited



The slide features a header with the title 'Managing A Stage Boundary (SB) Revisited' in blue. To the left is a project timeline diagram showing phases: SU, DP 13, P 14, CS 15, SB 16, CS 17, OP 18. Below the timeline are icons for a globe, a house, a hand, and a gear. The text '§25 V12 (414 of 452)' is at the bottom left. To the right is a portrait of a man with glasses and a tie. The bottom left corner has the text 'See © & licensing Click HERE ☎ +44 84 52 57 07' and the bottom right corner has the number '414'.

- Purpose: "give the Project Board sufficient information ... to review the success of the current stage & the updated Project Plan, confirm continued business justification and that risk is acceptable and so approve the next Stage"
  - SB issues the project manager's request for permission to execute the next stage
  - Confirm the project continues to be well focussed or stop the project
    - *Stopping poor projects is not failure*
  - Ensure smooth transition that keeps momentum without being rushed
- Brings a *stage* to a *close* and *prepares* for the *next one*
  - Overlaps purposes of Initiating A Project (IP) and Closing A Project (CP)
  - Two alternate entry points - Little if any difference: Terminated stage's PBS will be incomplete
    - Both approved by same activity - [ Authorize a Stage or Exception Plan [ 13.4.3 ]
  - In an exception the A16-Project Plan, *Project Management Team* assignments, *4 Management strategies and Controls* may change significantly
- Exception to add feature is not the same as an exception to recover a struggling project
- SB creates the A9-End Stage Report
  - Project Manager reports on the projects' history and outlook

### §25 s414 = Managing A Stage Boundary (SB) Revisited

## §25 V12 (414 of 454)::Managing A Stage Boundary (SB) Revisited::

The Managing A Stage Boundary activities are a near duplication of the Initiating A Project and Closing A Project activities rolled into one and we saw them previously in Lesson 10 when handling the normal end of the Initiation Stage.

We will now add what happens when entering at [ Produce an Exception Plan [ 17.4.5 ] and what may be needed when the ending stage is a delivery stage.

- The purpose of the Managing A Stage Boundary process is quote to provide the Project Board with sufficient information so that it can review the success of the current stage.

Managing A Stage Boundary brings a stage to a close and prepares for the next one.

- In an agile world {{Managing a Stage Boundary}} IS\* the activities of sprint and or release retrospectives followed by release and or sprint planning
- In p2 it has two alternate entry points one for a fresh stage and one for a stage in exception.
- These two are also near duplications.
- There is little if any difference between normal and exceptional stage end activities or the subsequent Project Board activity to [ Authorize a Stage or Exception Plan [ 13.4.3 ].
  - P2 is perhaps less concerned about interrupting a stage than for example Scrum is concerned about interrupting a Sprint. Partly because p2 stages are often much longer than 10 or 20 days so waiting till their end is less practical and bigger impact.
  - Although the focus when being used in the real world feels different.

The activities of Managing A Stage Boundary for normal stage end confirm the project continues to be well focused or they should make positive recommendation to redirect resources and avoid wasting time and money from continuing a project whose Business Case is no longer a viable justification. {{Managing a Stage Boundary}} may recommend stopping the project.

- Note p2 regards a well informed termination to be a success and an ill informed decision to keep going a failure.

Review and re-planning activities should be performed with sufficient time as to allow smooth transition from the stage ending whether due to natural or exceptional causes into the stage starting.

- Neither so early as to lose momentum and create a standing army of resources waiting for authority to proceed nor so late that the preparations for the next stage are rushed and we start the coming stage ill prepared.

- Perhaps more easily achieved for normal stage transitions than exception situations.

Not mentioned in the official manual but crucial to keep in mind is that the situation is different when an exception exists to add an attractive feature to the project's outputs or incorporate wider external influences into an otherwise robust Stage Plan than when the exception is triggered by failure of competences within the project.

- Agile is very relaxed about the product backlog always being open to the addition of products and features.
- This is somewhere that agile practices add great value to many organisation's use of p2
- If the {{Managing a Stage Boundary}} is triggered by a current in-project disaster then you need the deeper guidance in our course Assessment And Recover of Troubled Projects accessible at >>>[Link](#)<<<<sup>13</sup> mypost

If we come to be executing the management work-packages of {{Managing a Stage Boundary}}'s exception handling then the first action should be to update the issues records to reflect the Project Board's request for an exception plan.

- Whether normal or exceptional stage end the Project Manager makes assessment of what products of the stage coming to an end are complete and approved and Reports on the project's history and the outlook Prepares a request for permission to execute the next stage, Prepares a newly created Stage Plan that reflects any required refreshing of any and all aspects of the Project Approach, Four Strategies, Project Controls, Project Management Team assignments and an updated project plan, updated Business Case and a description of the current aggregate risk exposure.

In an exception situation the Project plan, the Project Management Team assignments, Strategies and Controls may change significantly.

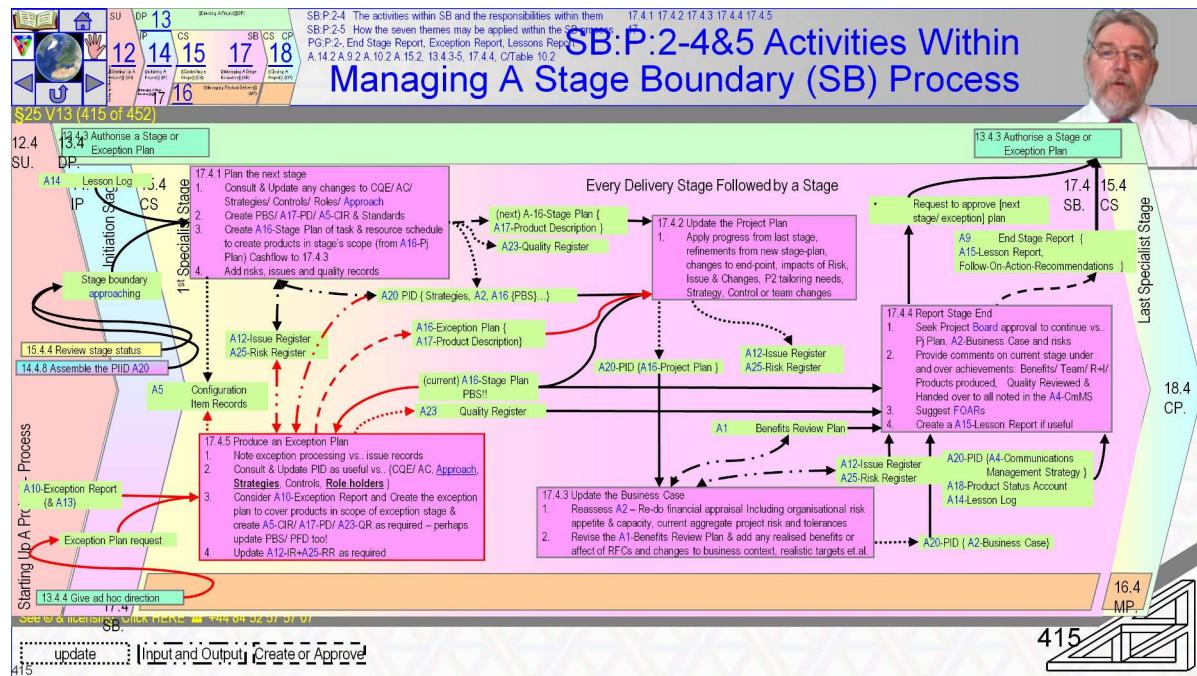
- Note: When created, Exception plans are a replacement for are in the same format as and at the same level as the plan or plans in exception, stage and project being potentials.
- Approval of the Exception plan is by [ Authorize a Stage or Exception Plan [ 13.4.3 ].
- If approved the replacement plan runs from the time of approval to the end of the replaced plan's duration.

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<sup>13</sup><http://learn.logicalmodel.net>

## §25 s415 = SB:P:2-4&5 Activities Within Managing A Stage Boundary (SB) Process



## §25 s415 = SB:P:2-4&5 Activities Within Managing A Stage Boundary (SB) Process

## §25 V13 (415 of 454)::SB:P:2-4&5 Activities Within Managing A Stage Boundary (SB) Process::

Almost quote "All planning for a next stage's plan normal or exceptional is performed near the end of the current stage by consulting the Project Board members, Project Assurance, )Team managers and possibly other stakeholders in order to create a viable plan".

- The official manual says the more people involved the more robust the plan.
- Stage Planning follows the planning theme and the Plan Design for format and presentation suited to use. We covered (Designing A Plan (7.3.2) in Lesson 15 Part 1.

[ Plan the next stage [ 17.4.1 ] and [ Produce an Exception Plan [ 17.4.5 ] are Planning activities

- Both starts by examining the Project Initiation Documentation-A20 to understand the subset of products in the Project Plan-A16 that are within this stage's or the exception's scope.
- The applicable elements of the Quality Management System A22 and the standards that apply and the Customer's current Quality Expectations are compared to those baselined in the Project Initiation Documentation-A20.
- A check is made for any desirable changes to Project Approach, and the relevance and suitability of the strategies and controls to the coming stage (normal next-stage or replacement remaining-stage), The composition of the Project Management Team and their role descriptions – perhaps because of the arrival of new team members with skills suited to freshly approaching technical tasks particularly resources from suppliers or because of the desirability of changes revealed by performance in troubled stages

After review of the status quo planning should then Create or update a stage relevant Product Breakdown Structure, Product Descriptions and Product Flow Diagram and so identify product development tasks, and Create Quality Register-A23 entries for required Quality Reviews and Create required Configuration Item Records-A5

Quality tasks should be matched to the Quality Register including target dates for their completion.

- Planning should also maintain ongoing review and update of the Issue and Risk Registers. New risks perhaps discovered by planning activities must have owners appointed and selected risk response tasks and Contingency arrangements should be added to baseline schedules and added to Cost/Resource profiles and the registers updated. In-stage Project monitoring and reporting tasks must also be included. Then a resource levelled schedule, stage cash-flows and resource needs calculated.

- Alternatively a back-log may be queued against a kanban board.

#### [ Produce an Exception Plan [ 17.4.5 ]

Producing an exception plan has only minor differences to producing a normal Stage Plan.

- Perhaps obviously the request for an Exception plan because of poor performance prior to arrival at a planned stage boundary is itself a stage boundary for the revised stage.
  - One implication is that the concluding stage is incomplete so its Product Breakdown Structure and Configuration Item Records form a start point for schedule development and the new schedule will be for the incomplete work but not beyond. The Issue Report-A13 and Exception report A10 contain analysis of the current status and a recommended recovery option that might be quite different from the plan in exception.
- Hopefully as obvious is that a request for an exception plan because of a desire to amend products and features in a well running project is also a stage boundary for a plan whose scope is the old plan's but is now likely to remain largely as was. Disasters often need radical replanning while adjustments don't. The process and its name is the same but the degree of change may be quite different
- Planning steps then proceed as normal although the initial inputs add the exception information and where the exception is recovery rather than adaptation or incorporation greater scrutiny must be applied to what are the Customer's Current Quality Expectations, and the suitability of strategies, controls and Project Management Team members and their assignments if we are to avoid a repeat exception situation.
- Examination of the Exception report A10 will suggest recommended actions that should either help create the Exception plan or should be incorporated into it.

Extensions of an otherwise robust Stage Plan need consideration of the Quality Planning steps to ensure Product Descriptions, Configuration Item Records and quality management strategy and standards are all in place, and that Quality Register records are also in place for amended features and products.

When a stage ends it is possible that the [ Review the stage status [ 15.4.4 ] maintained updates to the Project Plan-A16 on a regular basis but not certain.

- It is certain that the plan the next stage activity will have refined details that could update the Project plan.
- An up to date Project Plan-A16 is important for the board to measure progress against, for example on receipt of each Highlight Report in order to be informed and proactive.

[ Update the Project Plan [ 17.4.2 ] adds actual progress from the closing stage's Stage Plan and revised forecasts for dates and costs from the Exception plan or new Stage Plan for the stage about to begin.

- When the update reflects a simple extension of the project to incorporate an approved Request For Change the update must take account of the extra products or features approved by the Project Board.
- For exceptions whether additions or recoveries there are potential effects on most elements of the Project Initiation Documentation-A20 such as strategies, controls, benefit review plan, Business Case and risks to be reflected in the Project Plan.

If necessary and it shouldn't be necessary the old Stage Plan is first updated and as normal any issues or risks detected should be appropriately recorded and their impacts managed.

- At stage end the Project Executive must be sure that the project has a viable Business Case if the Project Board's remit is to remain valid.
- The Project Manager with the Project Executive's input and assistance must apply the results of the closing stage, the updated Project Plan and Stage Plan and an assessment of influences in the project's wider context to the Business Case to determine the project's outlook for inclusion in the End Stage Report-A9

When the re-planning is to incorporate a Request For Change the benefits will presumably be extended. If the exception is to resolve project performance failings benefits may have been eroded and additional costs increased.

- So it is important to capture current outlook. The End Stage Report-A9 must also record all benefits already achieved.
- Change to benefit outlook caused by change to project products in specification or availability dates, or if market conditions change must also be reported.
- Also discounted cash flow calculations must be repeated using revised schedule and cost data from the updated project plan.
- Finance representatives and the Senior User(s) should contribute if not create this information
- The current set of project issues including requests for potentially beneficial changes must be considered. So must the organization's ability to absorb threats and current appetite towards risk and the current risk exposure in aggregate and for specific significant risks, as well as the refresh of the Business Case, the Benefits Review Plan-A1 may need to be updated to reflect benefits due in the coming stage and of course all newly discovered risks and issues should be properly processed.

When a stage ends normally the Project Manager should summarize all aspects of the stage and the project's achievements and outlook in an End Stage Report-A9 by reference to all reports, registers, baselines and logs for review by the Project Management Team and stakeholders identified in the Communications Management Strategy-A4 as needing an update on project performance and outlook.

The end stage report may mention Achievement of benefits and Benefits Review Plan activities, Stage performance versus objectives and the outlook for project objectives, Quality activities in the stage ending, Products completed and approved and transferred to user, operations and maintenance in the stage ending with note of acceptance and any product related Follow On Action Recommendations.

- Also Products not produced and carried forward to future stages as determined by review of the Product Status Account-A18, Team performance review, Issues and Risks ,management history for the stage closing, particularly the effectiveness of response actions – EQ I hope you recall all those IP activities creating strategies that mentioned “how the strategy’s performance will be measured and monitored”?

Long running projects or projects with significant observations to share may create Lessons Report-A15 at stage ends.

In exception circumstances the activities to update the Project Plan-A16 and update the Business Case 17.4.2 and 17.4.3 are identical although for [ Report stage end [ 17.4.4 ] quote, “The Project Board should advise if an End Stage Report-A9 is required in addition to Exception plan and Exception report.”

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## §25 s416 = CS - {{Controlling a Stage}} (CS) Exam Practice

CS - {{Controlling a Stage}} (CS) Exam Practice

- [CS Syllabus Area official AXELOS foundation preparation questions](#)
  - [Simon's Additional Questions – Not needed but available if you want to build extra confidence](#)
- CS & MP:- Tailor CS/ MP for an exam scenario
  - CS:P:3-1 Identify scenario actions appropriate to carrying out CS 15.4
  - MP:P:3-1 Identify scenario actions appropriate to carrying out MP 16.4
- CS & MP:- Assess if CS/ MP applied correctly to an exam scenario
  - CS:P:4-1 Has CS been well applied by the right roles? 15.4
  - MP:P:4-1 Has MP been well applied by the right roles? 16.4
- Sample CS/ MP exam questions
  - FX02 – No suitable questions, FX03 – Qn 9 but save as a full scale mock exam
    - Less familiar with the scenario will be more realistic

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§25 s416 = CS - {{Controlling a Stage}} (CS) Exam Practice

## **§25 V14 (416 of 454)::CS - {{Controlling a Stage}} (CS) Exam Practice::**

The only official Practitioner question that we have covering {{Controlling a Stage}} and Managing Product Delivery is in the FX03 paper.

We are very close to having covered everything at which point I recommend you do a full mock exam.

SO I suggest skipping any practitioner practice right now, complete {{Closing a Project}} and then we can get ready for a full mock.

I still recommend that you use the online link for relevant Foundation questions and chase down all the rationale's in the relevant Work-Book Sub-Section.

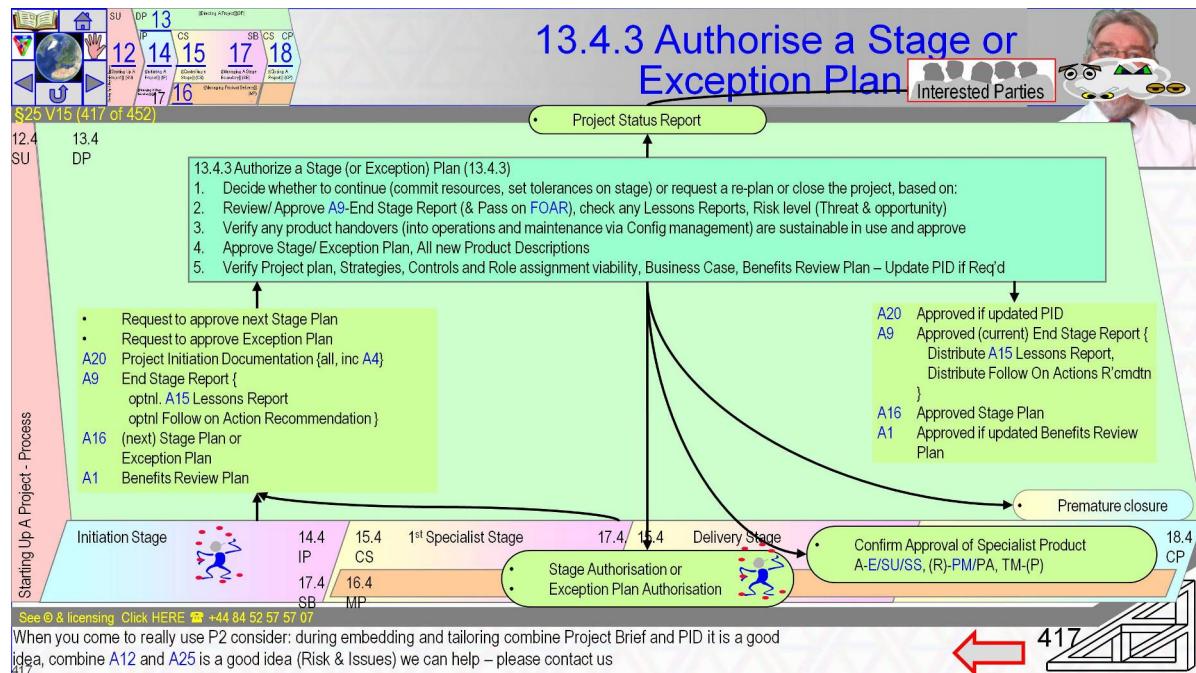
Review is still important so use the end-of-lesson "What I recall easily, what I still only get by reviewing the materials " template

The after you've consolidated the large amount of stuff in the lesson just gone accompany me on a tour of closing out with the LAST process

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## §25 s417 = 13.4.3 Authorise a Stage or Exception Plan (DP3)



**§25 s417 = 13.4.3 Authorise a Stage or Exception Plan (DP3)**

## **§25 V15 (417 of 454)::13.4.3 Authorise a Stage or Exception Plan (DP3)::**

We discussed the [ Authorize a Stage or Exception Plan [ 13.4.3 ] process at the end of the Initiation Stage when it approved the first Delivery Stage.

- That is the only time it is guaranteed to be needed and the time it is likely to be invisibly incorporated into the bigger decision about whether the project is selected to continue which is [ Authorize the project [ 13.4.2 ]
- The previous discussion pretty much said it all. The on-slide arrow bottom right skips back to the previous discussion.

---

## §25 s418 = Revision Notes Review the Sub-Section just gone and capture NOW...

 Revision Notes  
Review the section just gone and capture NOW...

• What I'm sure of:  
- \_\_\_\_\_  
- \_\_\_\_\_  
- \_\_\_\_\_

• What I need to write-out to build recall:  
- \_\_\_\_\_  
- \_\_\_\_\_  
- \_\_\_\_\_  
- \_\_\_\_\_

• What to study more to fully understand:  
- \_\_\_\_\_  
- \_\_\_\_\_  
- \_\_\_\_\_  
- \_\_\_\_\_

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As well as providing notes space these entries are pagination control  
418 

**§25 s418 = Revision Notes Review the Sub-Section just gone and capture NOW**

## **§25 V16 (418 of 454)::Revision Notes Review the Sub-Section just gone and capture NOW....::**

Revision is still important for what we just covered that so don't skimp here – CS and MP and SB are the core of the implementation of the themes so key you have solid understanding of in the exam.

- As ever try three times to write a list of what we covered with as little looking-it-up as possible and none on the third time through.

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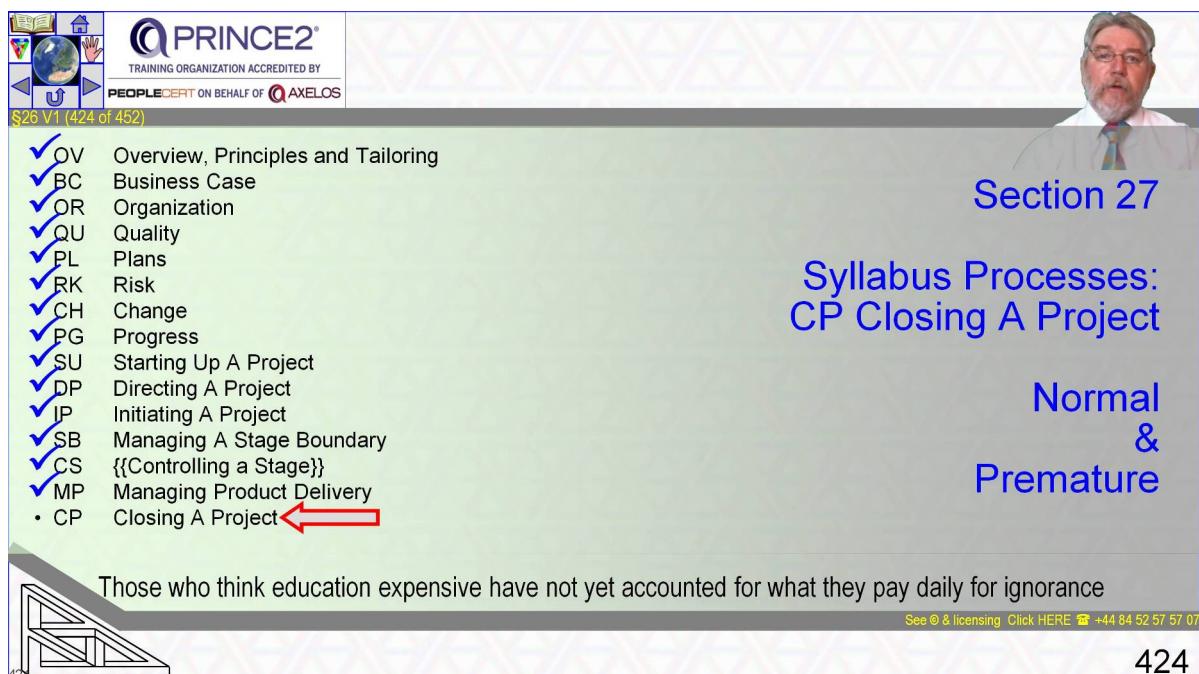
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VnCtl:29/08/2016 21:42:06 This file is part of Logical Model Ltd's p2FdtnAndPrctnt training course<sup>14</sup>

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<sup>14</sup><http://learn.logicalmodel.net/bundles/prince2-agile-exam-and-elearning-course>

# Section:26 s424 - Sub-Section 26 Syllabus Processes: CP Closing A Project Normal & Premature



The slide is titled 'Section 27' and features a portrait of a man in a suit. The main content is 'Syllabus Processes: CP Closing A Project' with sub-sections 'Normal & Premature'. On the left, a list of processes is shown with a red arrow pointing to 'CP Closing A Project'. The slide includes the PRINCE2 logo and a quote at the bottom.

**Section 27**

**Syllabus Processes:**  
**CP Closing A Project**

**Normal**  
**&**  
**Premature**

✓ OV Overview, Principles and Tailoring  
✓ BC Business Case  
✓ OR Organization  
✓ QU Quality  
✓ PL Plans  
✓ RK Risk  
✓ CH Change  
✓ PG Progress  
✓ SU Starting Up A Project  
✓ DP Directing A Project  
✓ IP Initiating A Project  
✓ SB Managing A Stage Boundary  
✓ CS {{Controlling a Stage}}  
✓ MP Managing Product Delivery  
• CP Closing A Project 

Those who think education expensive have not yet accounted for what they pay daily for ignorance

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424

Section:26 s424 - Sub-Section 26 Syllabus Processes: CP Closing A Project Normal & Premature

**§26 V1 (424 of 454)::Sub-Section 21 Syllabus Processes: CP  
Closing A Project Normal & Premature ::**

Closing A Project may be triggered for normal or premature project closure.

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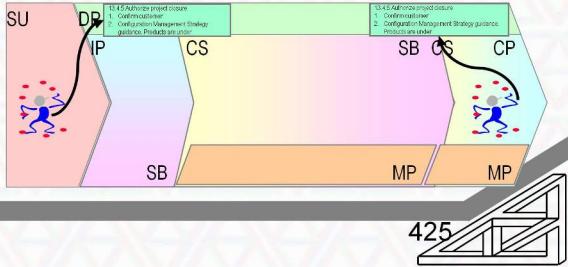
## §26 s425 = CP - Closing A Project Foundation & Practitioner

**CP - Closing A Project Foundation & Practitioner**

§26 s425 = CP - Closing A Project Foundation & Practitioner

- CP:F:2-1,2,3 The purpose, objectives & context of CP – 18.1,2,3
  - “a fixed point at which acceptance of project products is confirmed, ...
    - *recognize that objectives* of the original Project Initiation Documentation are *achieved* (as modified by approved changes), *or the project has nothing more to contribute*”
    - Fixed point means planned into the last Stage Plan & reported via A8-End Project Report
    - Verify User's, Ops' & Maintenance's Acceptance of products, ...
      - Transfer of products (following Configuration Management procedure), Post-project host-site support arrangements, Review project vs. baseline, Assess any benefits to date, Pass-on FOARs
    - “...a project is finite...[an explicit close is better than a] slow drift into use, Objectives met, Run its course, Products passed to someone, Team disbanded, Cost centres closed”
      - Benchmark achievements and Ensure benefits measurement is in place
      - Formality may vary
  - Project may require premature closure
    - Standard process tailored to suit partial product delivery with FOARs or total withdrawal



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**§26 s425 = CP - Closing A Project Foundation & Practitioner**

## **§26 V2 (425 of 454)::CP - Closing A Project Foundation & Practitioner::**

When activity is directed towards a normal close down it is necessary to verify that user, operations and maintenance are ready for and accept the project's outputs before the project team move on.

When faced with a premature closure there may be a need to reclaim products already delivered, and there is a need to make safe and salvage products that are incomplete.

In either circumstance the equivalent reporting to end of stage is required with a whole of project perspective.

The activities of Closing A Project are management work packages who's resourcing and scheduling should have been included in the Stage Plan of the project's final stage.

The purpose of the Closing A Project process is quote but paraphrasing, "to provide a fixed point at which acceptance for the project products is confirmed and to recognize that objectives set out in the original Project Initiation Documentation-A20 as amended have been achieved, or that the project has nothing more it can contribute".

Formality of closure will vary but should be clearly identifiable.

The Starting Up A Project process and [ Authorize initiation [ 13.4.1 ] are designed to ensure the project has a clear start, and the Closing A Project process and activity [ Authorize project closure [ 13.4.5 ] are intended to provide a clear end quote "without activity and cost drifting on".

For a clear and agreed end it's important that there is agreement that the final baseline objectives, taking account of all approved issues have been met.

That the project team will be moving on so ownership of the products transfers to the customer and ends the responsibility of the project team.

Those people with operational or program responsibilities must take over care for the project's outputs from beyond project closure.

Also that project cost centres are closing.

Any deferred issues including remaining objectives and open risks must be handed on with recommendation for follow on actions.

Premature closure occurs when the project can no longer justify benefits either because of external changes or project performance.

- In an agile world there isn't really a premature end and in a waterfall world premature end may mean all the expense was incurred for zero benefits

The standard closure process is necessary either way although some situational tailoring that depends on events will be needed.

Premature project termination may trigger withdrawal of deliveries made to date, for example if payment disputes arise or may make partial delivery plus provision of documented follow on actions.

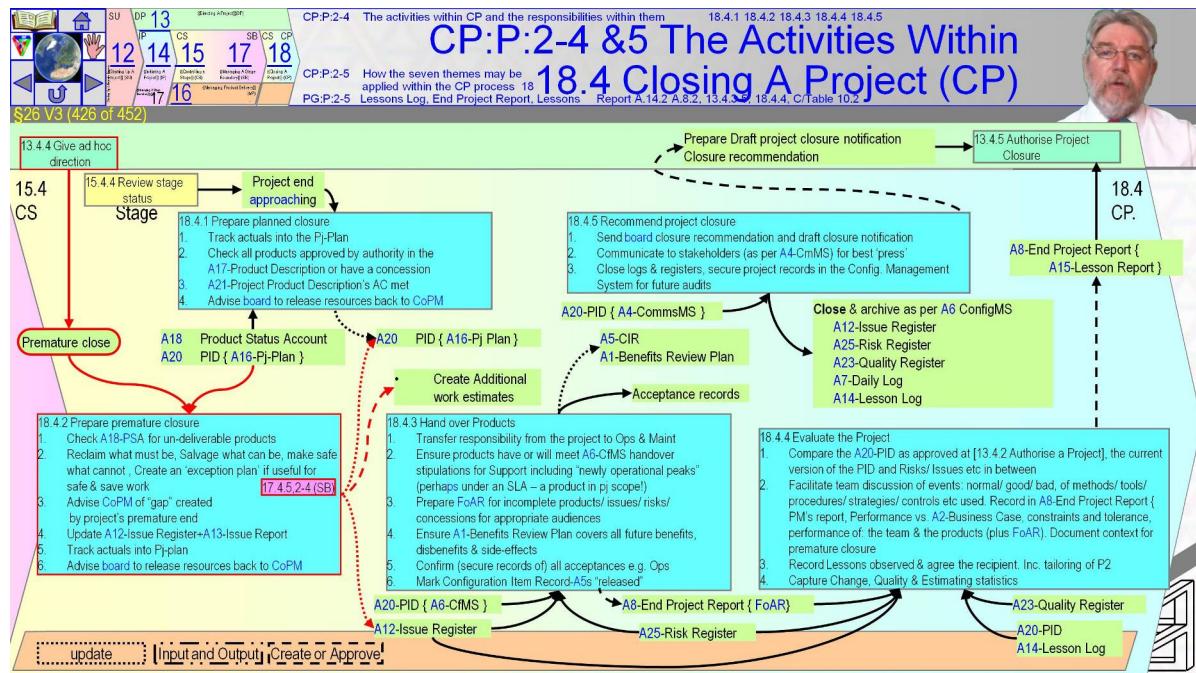
Closure depends on a final review of performance against baseline and benefits achieved to date.

The transfer of all obligations and confirmation that ongoing benefits assessment is in place.

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## §26 s426 = CP:P:2-4 &5 The Activities Within 18.4 Closing A Project (CP)



## §26 s426 = CP:P:2-4 &5 The Activities Within 18.4 Closing A Project (CP)

## **§26 V3 (426 of 454)::CP:P:2-4 &5 The Activities Within 18.4 Closing A Project (CP)::**

The Closing A Project process has two entry points. One for normal closure and one for premature closure.

Normal project closure is triggered by the project management activity [ Review the stage status [ 15.4.4 ] detecting the approach of the end of the last stage.

- Project management work-packages start with [ Prepare planned closure [ 18.4.1 ]'s updating of the Project Plan-A16 to record the approval and acceptance status of all products.
- A useful input is a Product Status Account-A18 which will show approvals for products that have passed Quality Review or been granted a concession and have been or are ready to be approved by the authority named in their Product Description-A17.
- Approvals will have been based on the records of the Quality Register.
- A closing check also confirms that all products approved in isolation adds up to satisfaction of the Acceptance Criteria for the Project Product Description A21 in total.
- Lastly closure will give notice to Corporate or Program Management that resources can be or are about to be released.

### [ Prepare premature closure [ 18.4.2 ]

- When a project is being closed prematurely some activity will be needed to bring work to a safe conclusion.
- If remedial work is extensive an Exception may result and require an Exception plan.
- A Product Status Account will help define the status of all products as a start point for determining the details of the close out actions.
- Products may have been delivered which suppliers need to reclaim.
- Physical results may require action for example to make them safe and secure and it may be worthwhile attempting to salvage anything of value.
- The Issue Register should be updated to reflect the issue's impact i.e. premature closure, the Project Plan-A16 should be updated to show status of project closure and a summary prepared to advise Corporate or Program Management of the project's cancellation and make arrangements for the early release of staff.

### [ Hand over products [ 18.4.3 ]

- At normal closure the project products must be transferred to the customer and for premature closure the Project Board must clarify what if any approved products should be handed over.

- Physical handover may have occurred as phased deliveries from [ Deliver a Work Package [ 16.4.3 ] or there may be a single release at the end of the last stage.
- Handover Transfers ownership and the responsibility for the products from the project to the operations and maintenance organization, updates the product's Configuration Item Records and is dependent on confirmation of acceptance of the approved products by the user community and the operations and maintenance organization which is confirmed by obtaining acceptance records from all sources.
- Transfer must ensure the operational and maintenance support environment is in place particularly the early life support arrangements when demands are often higher.
- While operational issues are shaken out the Project Manager may need to facilitate creation of a service agreement or contract between the operations and maintenance organizations and the end users.
  - If so then this is also a project product.
- Products should be handed over in accordance with the Configuration Management Strategy and should be accompanied by relevant Follow On Action Recommendations if any, prepared by the project team for each product or distinct user group.
- The Benefits Review Plan-A1 must be reviewed for inclusion of the inspections of benefits to be conducted after the project.
- Review must match the handed over product set and must be capable of detecting all results whether benefits or dis-benefits and whether intended or unintended side effects that may be useful lessons in the future.
- [ Evaluate the project [ 18.4.4 ]
- As each stage ends so its performance is evaluated by the team to record performance versus targets and tolerances, review products created and the Follow On Action Recommendations if any for each product.
  - The resulting opportunity to Learn From Experience helps improve the project success rate.
- For the last stage the evaluation is similar but broader and particularly valuable if the reasons are captured when a project is coming to a premature end.
  - End project reviews help improve organization capability

The evaluations results are recorded in an End Project Report-A8.

- The review should identify how well the project performed for both the business intention of the project as recorded in the initial and final version of the project initiation document's Business Case, and the project controls as recorded in the strategies and plans.
- Of particular note is where success was by luck and where results were unsuccessful even when following procedures.
  - The aim is to remove flawed procedures and proceduralize lucky coincidences.

Of most value is improving the estimating capability for future projects by creation of metrics for actual task resource usage and durations.

- [ When linked to a library of Product Descriptions suggested way, way back in these materials this can be a powerful competitive advantage ]
- The End Project Report-A8's Product Description is on the next graphic in the Work-Book.

An End Project Report-A8 contains the project's final Lessons Report-A15, comments on abnormal project occurrences and makes recommendations for future improvements in specialist and project management or p2 strategies, controls, techniques and tools, also recommendations that suggest how to improve the effectiveness of design and development procedures for creating products that are fit for purpose and of quality regimes that reduce faults and detect remaining ones during inspection.

- Recommendations for measurement and metrics such as quality inspection statistics also Risk Management's effectiveness and volume and turn around times for issues.
- The end project report needs Project Board approval before it is distributed.

Note - 2103

[ Recommend project closure [ 18.4.5 ]

The last few actions at project end are to close the project's registers and logs and follow the Configuration Management strategy's archiving policy to store project records suitable for future audit of decisions made and the team's performance.

When everything needed to close the project appears done the Project Manager creates a draft Project Closure Notification for review by the Project Board stating that the project has closed.

Then the Project Manager triggers [Authorize project closure 13.4.5] by suggesting to the Project Board that Closure Can Be Recommended.

When closure is approved the Closure Notice is circulated according to The Communication Management Strategy as possibly extended to include project end Marketing opportunities and Public Relation needs to all relevant stakeholders.

<Next > and go red> The flow through to the end of the last delivery stage is almost identical whether the trigger was normal or premature project closure.

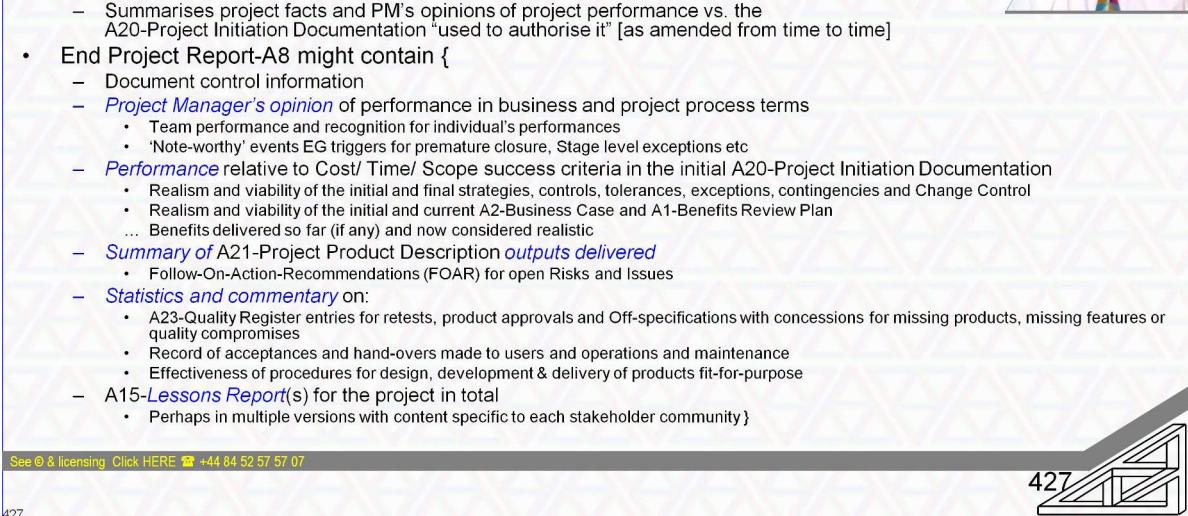
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## §26 s427 = A8-End Project Report Product Description



PG.P.2- Apdx-A entries, life-cycles and roles involved in: Work Package, Lessons Log, Checkpoint Report, Highlight Report, End Stage Report, Exception Report, End Project Report, Lessons Report A.26.2 A.14.2 A.3.2 A.11.2 A.9.2 A.10.2 A.8.2 A.15.2 A.15.4.1-2, 16.4.1-2, 12.4.2, 15.4.5 13.4.3-5, 17.4.4 15.4.7, 18.4.4, C/Table 10.2  
§26 V4 (427 of 452)

- **PG:F:2-7 Purpose of a:** End Stage & End Project Report, Lessons Report A.9.1 A.8.1 A.15.1
  - Summarises project facts and PM's opinions of project performance vs. the A20-Project Initiation Documentation "used to authorise it" [as amended from time to time]
- **End Project Report-A8** might contain {
  - Document control information
  - *Project Manager's opinion* of performance in business and project process terms
    - Team performance and recognition for individual's performances
    - 'Note-worthy' events EG triggers for premature closure, Stage level exceptions etc
  - *Performance* relative to Cost/ Time/ Scope success criteria in the initial A20-Project Initiation Documentation
    - Realism and viability of the initial and final strategies, controls, tolerances, exceptions, contingencies and Change Control
    - Realism and viability of the initial and current A2-Business Case and A1-Benefits Review Plan
    - ... Benefits delivered so far (if any) and now considered realistic
  - *Summary of A21-Project Product Description outputs delivered*
    - Follow-On-Action-Recommendations (FOAR) for open Risks and Issues
  - *Statistics and commentary* on:
    - A23-Quality Register entries for retests, product approvals and Off-specifications with concessions for missing products, missing features or quality compromises
    - Record of acceptances and hand-overs made to users and operations and maintenance
    - Effectiveness of procedures for design, development & delivery of products fit-for-purpose
  - **A15-Lessons Report(s)** for the project in total
    - Perhaps in multiple versions with content specific to each stakeholder community }



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### §26 s427 = A8-End Project Report Product Description

## **§26 V4 (427 of 454)::A8-End Project Report Product Description::**

As we have just covered for [ Evaluate the project [ 18.4.4 ] the last stage ends with an End Project Report-A8 which is very similar to an End Stage Report-A9 with the addition of commentary on how close the initial and final Project Initiation Documentation-A20 sets were.

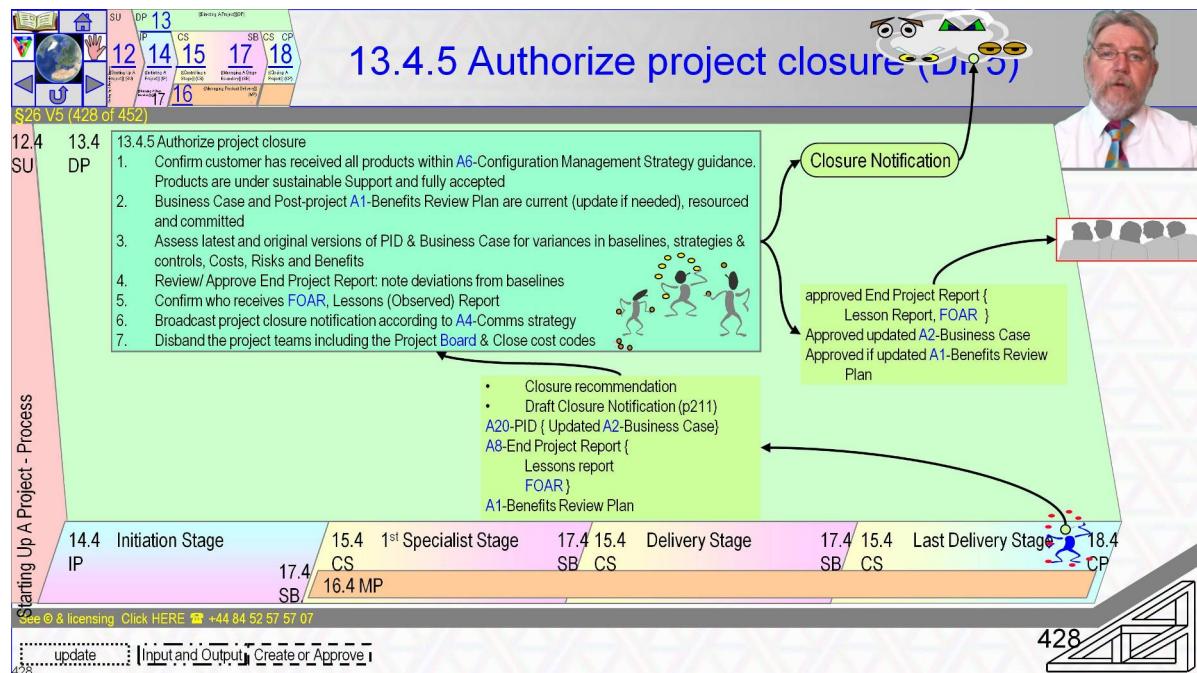
The End Project Report-A8 also includes how successful p2 tailoring was, benefits delivered so far if any, project statistics and recommended actions for those coming after the project.

- Typical content of recommended actions include deferred Request For Change and unexploded risks.

You should review the Product Description in the Work-Book.

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## §26 s428 = 13.4.5 Authorize project closure (DP5)



§26 s428 = 13.4.5 Authorize project closure (DP5)

## **§26 V5 (428 of 454)::13.4.5 Authorize project closure (DP5)::**

Project Board authorization of project closure marks recognition quote “that the project has nothing more to contribute” and discharges the project management team’s responsibilities.

- The official manual says quote, without this approach the project may never end, the project can become business as usual and the original focus on benefits will be lost.
- //Perhaps P2 as written may not be onboard with Dev-Ops

The Closure notification advises the organization of the cut off date for cross charging to the project, and when support services or staff assignments should be withdrawn.

Issue of the notice must follow the Communications Management Strategy-A4 and is dependent on first confirming a number of points

- That the project has transferred to all products according to the Configuration Management procedures.
- That the business change created is sustainable, the post project benefit review plans are in place which are capable of measuring results whether positive or negative and measuring intended or unintended side effects.
- That the Benefits Review Plans-A1 are approved, resourced and committed by Corporate Management or Program Management.
- That all Follow On Action Recommendations and Lesson Reports-A15 have been passed to an appropriate group such as operations and maintenance, Corporate or Program Management or Centres Of Excellence and Project Support Offices and that the receivers have been made aware of their responsibilities.
- That the Project Management Team have secured all approvals, authorizations or concessions, Particularly user, operations and maintenance acceptances.

Board authorization of closure may need Corporate Management approval and or Program Management approval and it is the point at which assessment is made of what the project’s actual performance has achieved.

- Assessment reviews the updated Business Case’s actual and forecast benefits, costs and risks and the end project report’s commentary on deviations from approved plans, Variations in scope which are contrasted with the adequacies of strategies, controls and team skills by comparison of the initial and final versions of the Project Initiation Documentation-A20 sets.

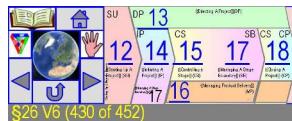
The board may delegate the details of assessment to Project Assurance.

Wow ho! Its tempting to celebrate completion but hold on just a tad, we have just a soupcon more to do

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## §26 s430 = CP - Closing A Project Foundation & Practitioner



§26 v6 (430 of 452)

### CP - Closing A Project Foundation & Practitioner



- [CP Syllabus Area official AXELOS foundation preparation questions](#)
  - These are Closing A Project (CP) questions, but...
  - ... You might prefer to try :  
[Foundation Exam 1 \(Official AXELOS Foundation preparation Exam](#) and  
[Foundation Exam 2 \(Official AXELOS Foundation preparation Exam](#) †
- CP:- Tailor CP 18.4
  - [CP:P:3-1](#) Identify scenario actions appropriate to carrying out CP
- CP:- Assess if CP 18.4 applied correctly to an exam scenario
  - [CP:P:4-1](#) Has CP been well applied by the right roles?
- Relevant CP Questions are given in
  - FX02 Qn – 8 addresses the process grouping of ... but isn't focussed on CP
  - FX03 does not contain any CP specific questions but...
  - ... You should now do the whole paper – it takes 150 minutes – gauge how the time feels ...

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† [Simon's Additional Questions – Not needed but available if you want to build extra confidence](#)

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### §26 s430 = CP - Closing A Project Foundation & Practitioner

## **§26 V6 (430 of 454)::CP - Closing A Project Foundation & Practitioner::**

The Online exams include {{Closing a Project}} practitioner questions that you should go do.

- Axelos official questions don't include any specific Closing A Project practitioner questions, and even if they did I would have a different suggestion now we have covered everything.
- Instead of the normal regime you should set yourself two larger challenges now.
- First there are two Axelos supplied 75 question official mock foundation exams online (and in the Work-Book).
  - You have seen the questions as we have covered each topic so you should score 100 percent in both and you should be able to do each in about 25 to 30 minutes.
  - I recommend that you do them both against the clock
- If you don't clear 80% in 45minutes I suggest that you need to study the revision aids and then return to practice questions.
  - If you want more practice I have created more foundation exam questions that are at    >>>Link<<<<sup>15</sup>the link at the foot of the screen
    - \* They are additional to the course materials so there is a modest charge

The second challenge is the Practitioner Exam practice

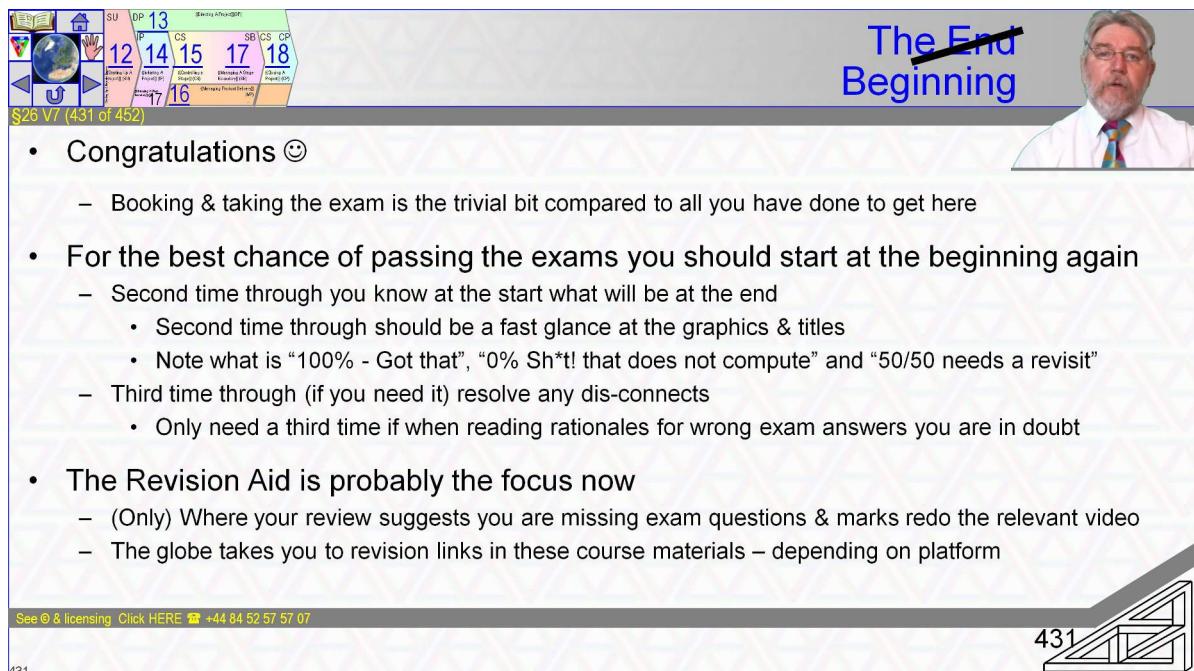
- At the 'ordinary level' of every lesson to date the FX02 paper question eight is about Directing A Project, Stage boundary's and the Closing A Project process group.
  - It doesn't have an CP specific question parts but is appropriate and good practice at this point in this lesson.
- The wider point is where we are in course materials, TaDa! Every syllabus area covered
- The FX03 paper is as yet untouched, if you followed my suggestions.
  - Do your 'make a list three times' chapter revision or even make a list three times course revision and then
  - You should find yourself a 150 minute plus period of quiet uninterrupted time and attempt FX03 in a single sitting.
  - This will give you the experience of the challenge of the time pressures and the fatigue of an extended period of concentration.
- As ever afterwards mark it, chase down the disconnects, use the Disqus forum as you need to

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<sup>15</sup><http://www.logicalmodel.net/product-category/prince-2/prince2-xtra-questions/>,

## §26 s431 = The End Beginning



The End Beginning

- Congratulations ☺
  - Booking & taking the exam is the trivial bit compared to all you have done to get here
- For the best chance of passing the exams you should start at the beginning again
  - Second time through you know at the start what will be at the end
    - Second time through should be a fast glance at the graphics & titles
    - Note what is “100% - Got that”, “0% Sh\*t! that does not compute” and “50/50 needs a revisit”
  - Third time through (if you need it) resolve any dis-connects
    - Only need a third time if when reading rationales for wrong exam answers you are in doubt
- The Revision Aid is probably the focus now
  - (Only) Where your review suggests you are missing exam questions & marks redo the relevant video
  - The globe takes you to revision links in these course materials – depending on platform

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### §26 s431 = The End Beginning

## **§26 V7 (431 of 454)::The End Beginning::**

Well congratulations!

Well done on making it this far.

Only one new hurdle left the real exam.

?You have set your date and time haven't you?

Just a very few summary words for the best chance of passing the exam

- You should start at the beginning of the graphics again – a second complete viewing (without the narrations) and look at each slide and ask your self
  - "?Now I know the whole story am I 100% on this bit? If not ?is it that later materials make you think an earlier topic would reveal more meaning if studied again? ?Is it that you want a brief refresh for forgotten detail or ?is it a careful review of something not understood that you need? (or you may have a different scale-of-comfort, this is only an example not a 'decree from on-high!').
- For each 'less than comfortable topic' make a note of the revision to do.

That process should take about 3 seconds for each of the 270ish slides with real content that we have been through 270x3s 800 seconds between 10 and 15minutes

Then take a third journey looking only at the places you have noted need a revisit and at the study speed that feels right

The key value of the second or third time through is that you're going to know at the start what will be at the end.

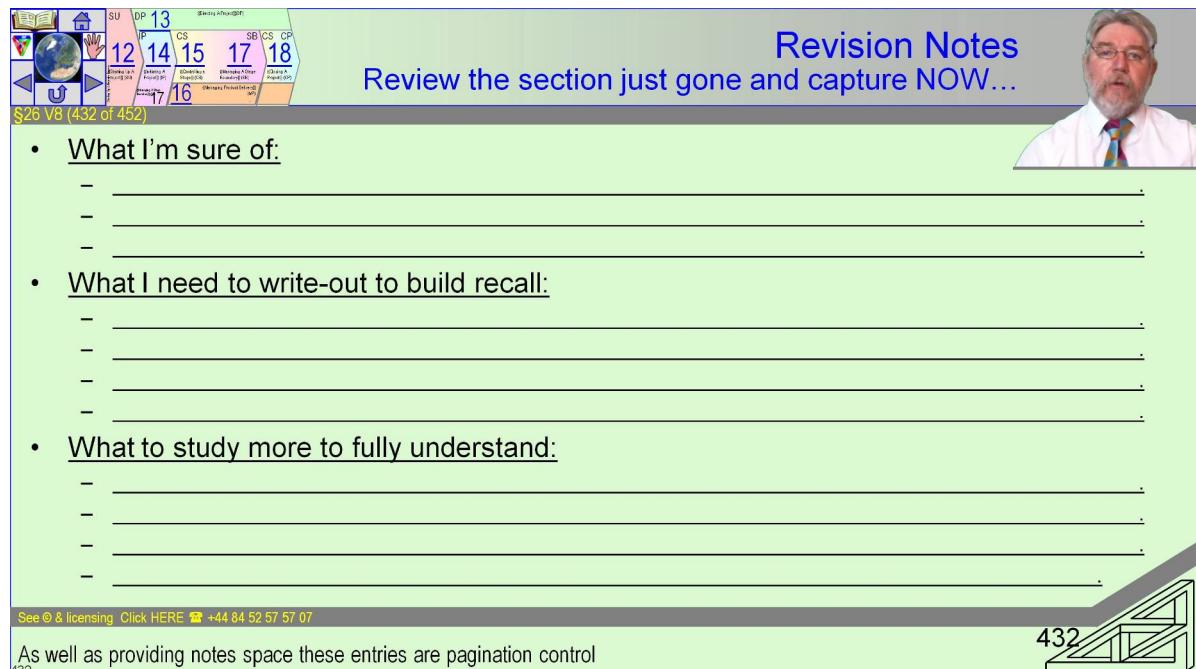
Reviewing the Work-Book images, and notes, perhaps on the iSpring html5 format may be a lot quicker than reviewing the video slides.

- There are various revision aids on the Logical Model website.
- The Disqus forum is also available!

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## §26 s432 = Revision Notes Review the Sub-Section just gone and capture NOW...



Revision Notes

Review the section just gone and capture NOW...

§26 s432 = Revision Notes Review the Sub-Section just gone and capture NOW

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As well as providing notes space these entries are pagination control

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§26 s432 = Revision Notes Review the Sub-Section just gone and capture NOW

## **§26 V8 (432 of 454)::Revision Notes Review the Sub-Section just gone and capture NOW....::**

That is now 100% covered

- Review the {{Closing a Project}} process in combination with CP exam questions

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VnCtl:29/08/2016 21:42:06 This file is part of Logical Model Ltd's p2FdtnAndPrctnt training course<sup>16</sup>

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<sup>16</sup><http://learn.logicalmodel.net/bundles/prince2-agile-exam-and-elearning-course>

# Section:27 s437 - Sub-Section 27/27

## Wrap-up



PRINCE2®  
TRAINING ORGANIZATION ACCREDITED BY  
PEOPLEDERT ON BEHALF OF AXELOS

§27 V1 (437 of 452)

✓ OV Overview, Principles and Tailoring  
✓ BC Business Case  
✓ OR Organization  
✓ QU Quality  
✓ PL Plans  
✓ RK Risk  
✓ CH Change  
✓ PG Progress  
✓ SU Starting Up A Project  
✓ DP Directing A Project  
✓ IP Initiating A Project  
✓ SB Managing A Stage Boundary  
✓ CS {{Controlling a Stage}}  
✓ MP Managing Product Delivery  
✓ CP Closing A Project  
• Wrap-Up 

Section 22/22

Wrap-up

Those who think education expensive have not yet accounted for what they pay daily for ignorance

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### Section:27 s437 - Sub-Section 27/27 Wrap-up

## **§27 V1 (437 of 454)::Sub-Section 22/22 Wrap-up::**

Is this the time for Farewells?

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## §27 s438 = A Final How Can I Help?



§27 s438 (438 of 452)



- You have covered a huge amount – Well done ☺
  - First time through the facts will be swirling around and links still forming in your mind
    - A few gentle & swift reviews [Starting in Reference Central](#) will build recall & help make links
    - Where you need help to get that last bit exam ready then give me a shout! <[p2@logicalmodel.net](mailto:p2@logicalmodel.net)>
- Keep revisiting the materials up-to you exam date to keep all that detail current
  - Reach-out to me after the exam to discuss “how do we apply all of this?”, perhaps in via [Disqus.com](#)
  - [www.linkedin.com/in/simonharrispmp](#) or an [eMail](#) to discuss what help you might want
- *P2 is (just) a structure for your communication flows*
  - The Agile world and the 5th Edition PMBoK-Guide contain much that a PRINCE2® practitioner needs to know
  - Check-out our [PRINCE2-Agile and PMP exam courses](#) – They will provide tools & techniques to create plans (sprint backlogs) that fill those communication flows
- Excellence in Outcome Delivery needs competencies from project owners and sponsors too
  - We call the integrated capability New Generation Thinking and would love to tell you about it or...
  - ... See the [See the paper on IPMA-USA](#)

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### §27 s438 = A Final How Can I Help?

## §27 V2 (438 of 454)::A Final How Can I Help?::

I'd like to thank you for the commitment that you chose to invest in following my presentation.

- If you have any needs for clarification then I hope by now the Disqus forum is familiar!
  - Alternatively drop me an E-mail [p2@logicalmodel.net](mailto:p2@logicalmodel.net) or find me on LinkedIn [>>>Link<<<<sup>17</sup>](http://www.linkedin.com/in/simonharrispmp) mypost \* I will do my best to help.

Keep your knowledge current at least up until the exam by revisiting your notes or my reference tools and by trying to look from a new angle.

So for example there are two or more stages,

- Two quality appraisal methods in process and inspection.
- Two types of dependency internal and external.
- Two types of stage management and delivery.
- Two time driven controls,
- Two Business Cases customer and supplier,
- Two types of product management and specialist.
- Two logs daily and lessons.

I leave you to think through the three interests, four levels, five steps, six aspects, seven, et cetera.

Or try all the things in p2 starting with A are Acceptance Criteria

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<sup>17</sup><http://www.linkedin.com/in/simonharrispmp>

## §27 s439 = Where Next?

The slide features a navigation grid for the PRINCE2® exam, showing sections like SU, DP, P, CS, SB, and OP, with numbers 12 through 18. A photo of a man with glasses and a tie is on the right. The text 'Where Next?' is prominently displayed.

- At LogicalModel.net we specialise in helping organisations use pm methods
- We know real world use is a lot more demanding than sitting an exam-courses
  - I've done my best here to ensure you know what the exam will ask by telling you what the book says
  - I've done some of what is possible to expand on the book in critical areas
  - I've NOT dealt with places where discussion risks confusing your exam prospects, there are a few
- Passing the PRINCE2® exams gives real value to individuals who also have some solid pm experience and a boost to those seeking pm roles who don't yet have the experience
  - P2 is of most value when people who Direct, Manage & Deliver all know their roles
  - I'd love to help your organisation use pm for real and go beyond it into Benefits Realisation & Care of Capital
- Logical model's website is [www.logicalmodel.net](http://www.logicalmodel.net)
  - Follow me on twitter @pm\_ngt A New Generation of PM Thinking

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439

439

### §27 s439 = Where Next?

## **§27 V3 (439 of 454)::Where Next?::**

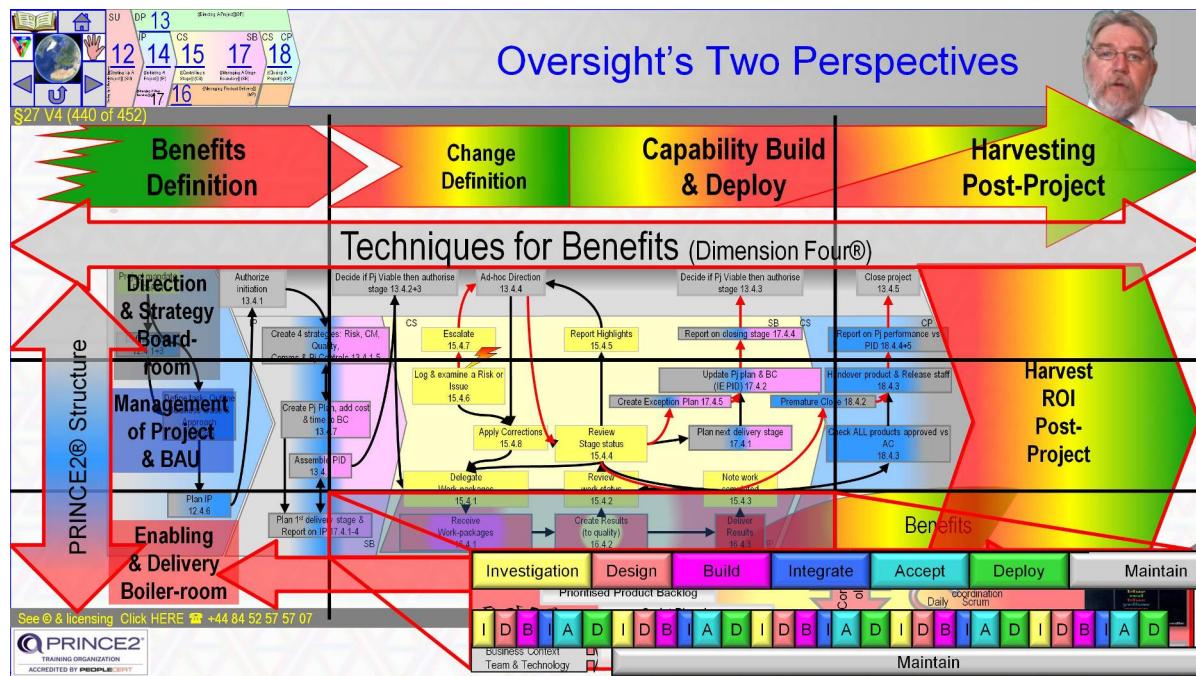
My passion is to improve capability, Its more than just project management that organizations need, it's the full direct, manage, deliver hierarchy.

- Logical Model Ltd are a thought leader in techniques for the delivery of business change – New Generation Thinking for Leading and Managing for Outcomes and Benefits
- We would call it 'project management' but "It isn't just PM" it is Investment Management or Benefits Realisation or Value Management It is in total Care of Capital.

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## §27 s440 = Oversight's Two Perspectives



## §27 s440 = Oversight's Two Perspectives

## §27 V4 (440 of 454)::Oversight's Two Perspectives::

Methods are a great start and exams are part of that but the more important dimension is understanding that spans across the levels of organization from Strategy, through to day to day management of business as usual and projects.

- Current project practitioner guidance is 90% about the technical techniques that deliver outputs while important that is perhaps 10% of what we really need to achieve outcomes in shareholder or voter terms
  - Project management creates outputs, Programme management creates outcomes but organisations make their contribution to the voting public or their shareholders in operations.
    - \* The senior discipline is Portfolio Management and portfolio management divides in to two unequal concerns;
- One is concerned with RTO, stability and constancy and precedence decisions and the other /half/ is CTO
  - RtO/ CtO are Run the Organisation or Change the Organisation – Both consume resources, one makes immediate return and one makes future return.
  - The Change half is about uncertainty and complex decision making in unprecedented circumstances.
- The three levels of Direct Manage Deliver must operate over three timeframes of pre-project, project and post project.
- If you draw a three by three matrix and label all the boxes then PRINCE2 sits in just the middle slice and mostly just the middle box.
- There are eight other areas of our organisation's concern for change that are just as important, and these are the complete picture that the ODN network helps organizations address.
  - The bottom middle box is occupied by Agile the rest of the bottom layer is operations, the top layer is well served by the tools of Dimension Four®

By reaching this point in this course you have finished the input phase of your p2 study but probably have exam practice still to complete.

- Some time-in the future after earning your credentials when you are practiced after a few months or years experience you'll have a comfortable, robust and reliable framework for running projects.
- You may be settled as a project manager or Scrum Master, agile coach etc running project teams who create outputs.
- That is an admirable aim but it is not the end or the beginning of the road.
- If soon after credentialisation you realise that those pre-requisite skills p2 mostly assumes would be useful;
  - The scoping, scheduling, budgeting, estimating, etc skills that p2 mentions in shaded portions of the manual but neither explains nor examines then we have further training materials of the same high standard as these on our website at [learn.logicalmodel.net](http://learn.logicalmodel.net)

- Equally if you want to add capability that takes you nearer to the business and business' creation of benefits then there are other skills to be learned.

If your organization wants to move beyond exams and address the content of those other eight opportunities for better outcomes, particularly the strategy ones and the delivery of the benefits ones and the governance ones, again then E-mail me or look at either the logicalmodel.net or outcomedeliverynetwork.com websites

- We sell our courses B-2-B as either licensed, branded courseware or as instructor led onsite training
  - Call +44 84 52 57 57 07 to chat through your options.

If you want to hook up on LinkedIn I'm there, you can search for simonharrismp no spaces.

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## §27 s441 = Action Plan What Next?...



SU DP 13 CS SB GS CP

12 14 15 17 18

16

\$27 V5 (441 of 452)

## Action Plan What Next?...

• \*By [[ date ]] I will see myself using [[ p2 techniques ]] because [[ benefit]]† :

- 
- 
- 

• \*3 to 4 back-cast Tipping Points and Mile-stones crucial to achieving the above:

- 
- 
- 
- 
- 

• Immediate fore-cast actions to take ASAP to embed (or tailor) p2 and achieve the milestones above:

- Book and sit foundation & practitioner exams
- 
- 
- 

† Fill-in the [[ tokens ]] then ask "What actions deliver this dated self promise

441 \* These are AOD tools. Leading and Managing for Outcomes and Benefits is a set of techniques that leverage p2 to deliver better value from your p2 investment

## §27 s441 = Action Plan What Next?

## §27 V5 (441 of 454)::Action Plan What Next?....::

This one is different, it presumes that you are now certified, through your exams and thinking about application

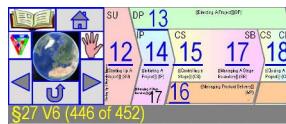
- The format of the opening line is a Recognition Event or Show Me Test from the Leading and Managing for Outcomes and Benefits method
- To understand this template you might look at the introductory training for Leading and Managing for Outcomes and Benefits 's tools and techniques
- >>>[Link](http://learn.logicalmodel.net)<sup>18</sup> mypost

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<sup>18</sup><http://learn.logicalmodel.net>

## §27 s446 = Dedication & About the Author



### Dedication & About the Author



- To Lea for the many hundreds of cups of Lapsang Souchong delivered during the making of this course without a PBS or PFD in sight
- Hi I'm Simon, husband to Lea and father of Jessica and Toby
  - Owner of Logical Model Ltd., ex PRINCE2® examiner, project management & governance expert
  - I hope you found this course useful
  - It has been a lot of effort for you to follow to here
    - Well done
- I'd be grateful if you found it excellent that you give it a review
  - & if you didn't please tell me how it fell short so I can improve it
  - (Excellent is not perfect)



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### §27 s446 = Dedication & About the Author

## **§27 V6 (446 of 454)::Dedication & About the Author::**

This work is dedicated to my family and particularly my wife Lea for her support while I sat in the study narrating and animating.

My congratulations to you for finishing the materials and my best wishes to you for the future. Simon.

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## §27 s447 = Commercial Use



§27 s447 = Commercial Use

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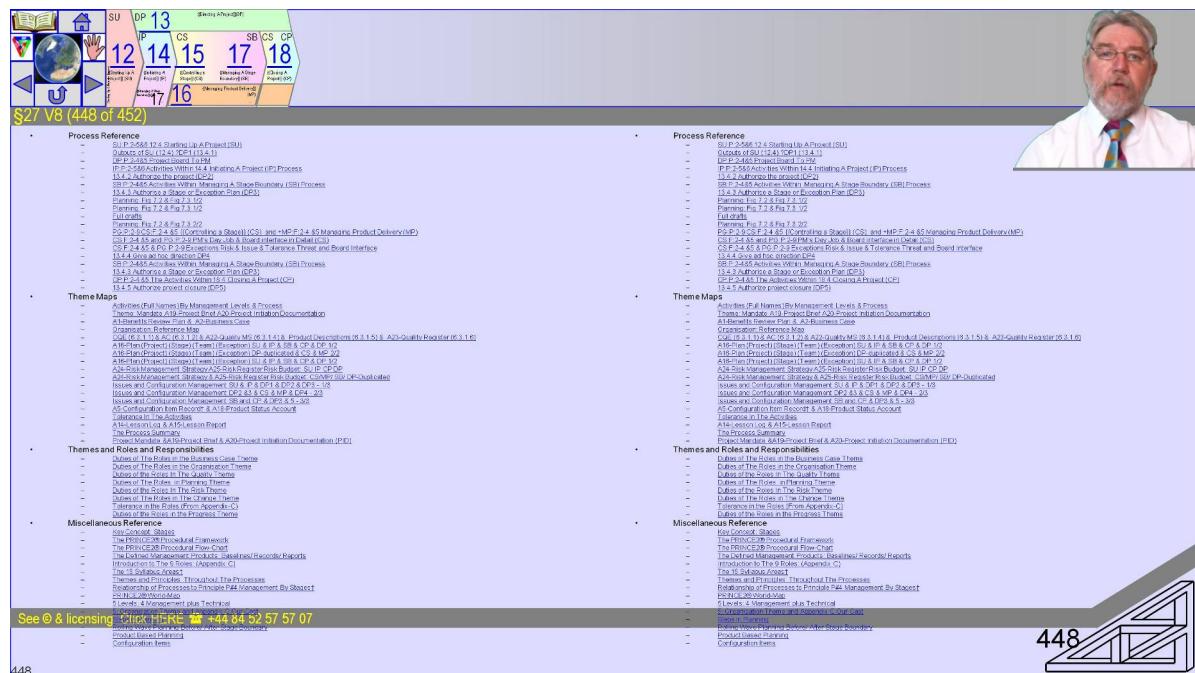
## §27 V7 (447 of 454)::Commercial Use::

If you buy standard PM training like p2 exam crammers then it is likely much of your costs are sunk without great ROI

- We wrote several articles for publications like Project Manager Today suggesting ways to improve your ROI which are linked from our web-site
- One key challenge is that exam crams DON'T teach the p2 method as a tool to be used but as collection of facts to be regurgitated in a silent exam sitting
  - A thoroughly social team based activity in collaboration is not well served by a individual exam orientation.
  - Even this course is too much that way leaning. These contradictory thoughts were with me constantly in a debate about balance to achieve exam and workplace results without too diffuse an aim to delivery anything
- To REALLY get training ROI we've tried to enable a strategy, it runs like this
  - Put all your people through p2 credential training at a discounted exam price using free eLearning resources
  - Use that to ensure the community has the pedestrian entry level competency for a high-performance training
- Then contact us to provide the in-person training that truly adds value and really doesn't work well as eLearning
- If you target value from change them you need a broader coverage (Idea through to harvesting) and integration of tools and techniques from board-room vision to boiler-room development and operations
- You need appreciation of market-place cycles, annualised budgeting, product development life-cycles, total cost of ownership and technical product realisation frameworks – this stuff is not integrated in 'normal' project management writings and trainings – It is in ours.
- You need the psychology and sociology and the systems engineering to be integrated to the Management of Projects
- You need training that addresses your senior decision makers roles and training that addresses your technical subject matter expert's needs.
- The training for each audience is different but interlinked
- We sell our courses B-2-B as either licensed courseware or as instructor led onsite training
- Call the 084 52 57 57 07 number to chat through your options.

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## §27 s448 = Who Are Logical Model Ltd (LML)?



- 5 Levels: 4 Management plus Technical
- [Strategic, Tactical, Operational, and Technical](#)
- [Product Based Planning](#)

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## §27 s448 = Who Are Logical Model Ltd (LML)?

## **§27 V8 (448 of 454)::Who Are Logical Model Ltd (LML)::**

I have several reasons for giving free-access to elements of our training material.

- One is that you are not spending your money on the low value stuff so when you want training in how to really run projects you have both a budget and the prerequisite knowledge for us to have a valuable conversation
  - We have a wide range of valuable training in advanced topics that I'll happily charge you for.
- Another is that by using them you become comfortable that we have the knowledge and experience to help you with the consulting, mentoring and supporting that is required to embed better project management into organisations.
  - To run a project you need both PRINCE2 controls and Agile and PMBoK-Guide tools and techniques but that collection is also not the full set
  - To deliver value to organisations you need wider thinking – we call it Outcome Deliver or New Generation Thinking.
  - p2 is just a small part of outcome delivery

Using more advanced thinking benefits from you knowing the basics like Agile, P2 & PMBoK-Guide first

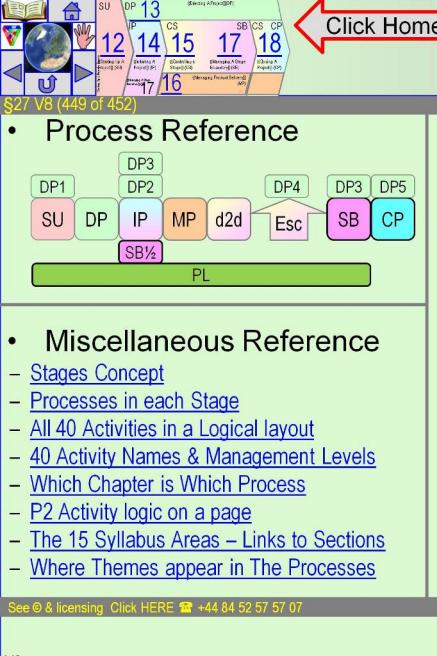
- Adapting to real situational needs requires a firm underpinning of theory & good practice

Move on to the next lesson - #4 when ready.

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## §27 s449 = Good-bye

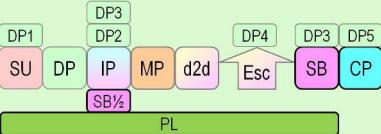


Click Home Button for Guidance

**Reference Central**



- **Process Reference**



- **Miscellaneous Reference**
- [Stages Concept](#)
- [Processes in each Stage](#)
- [All 40 Activities in a Logical layout](#)
- [40 Activity Names & Management Levels](#)
- [Which Chapter is Which Process](#)
- [P2 Activity logic on a page](#)
- [The 15 Syllabus Areas – Links to Sections](#)
- [Where Themes appear in The Processes](#)

- **Theme Maps**
- [Mandate to PID A20](#)
- [A1 & A2 BC](#)
- [Organisation](#)
  - 9 Roles: (Appendix C)
  - Org Our Cast from Apdx C
  - 5 Levels: 4 Management plus Technical
- [CQE & AC & A22-Q Strategy & Register A23 & A17](#)
- [A16-Plans 1/2 and Plans 2/2](#)
  - [Planning FlowChart](#)
  - [Rolling Wave Planning and PBP \(PBS+PFD\)](#)

- **Theme Maps**
- [A24-Risk Strategy A25-Register & Budget ½ and Risk 2/2](#)
- [Issues & CM 1/3 and I & CM 2/3](#)
- and [I & CM 3/3 and A5 CIR & A18](#)
- [Configuration Items](#)
- [Tolerance](#)
- [A14-Lesson Log & A15-Report](#)

- **Roles in Themes**

<a href="#">Business Case</a>	<a href="#">Org'n</a>	<a href="#">Quality</a>	<a href="#">Planning</a>
<a href="#">Risk</a>	<a href="#">Change</a>	<a href="#">Progress</a>	<a href="#">Roles &amp; Tolerance</a>

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**§27 s449 = Good-bye**

**§27 V9 (449 of 454)::Good-bye::**

Farewell

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