5. THE PROJECT MANAGER

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5.3 Choosing the project manager

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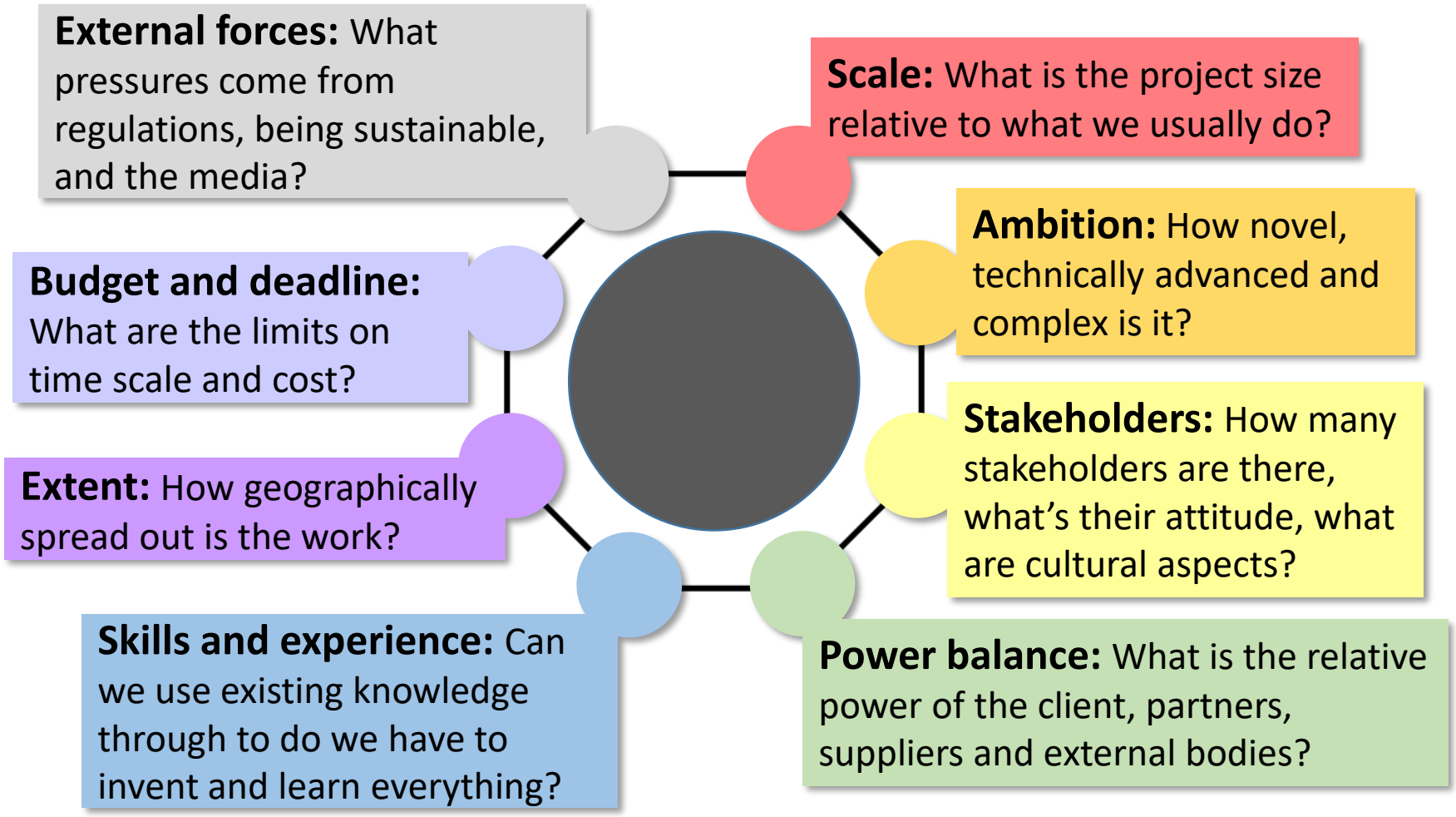
The nature of the challenges



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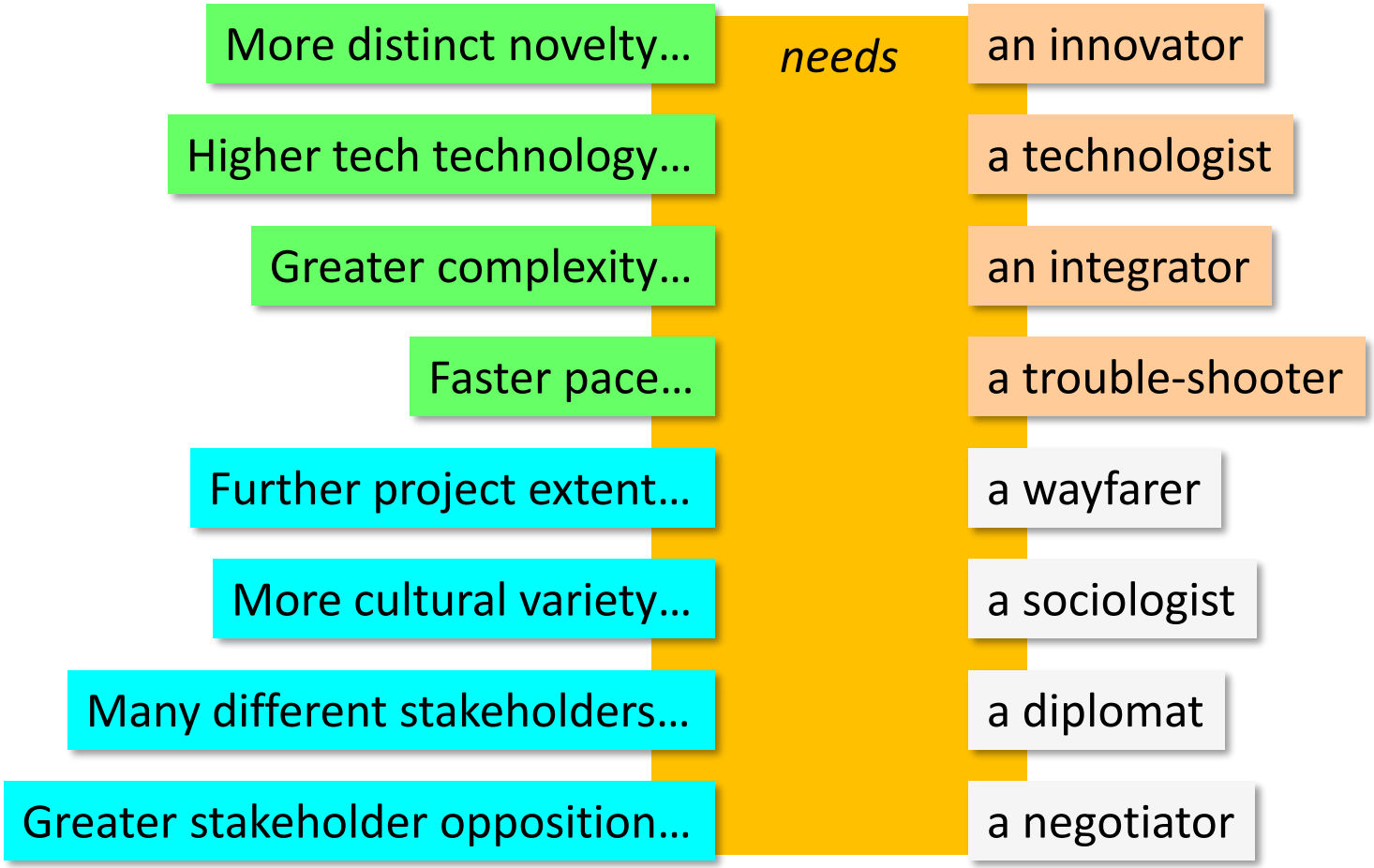
The right project manager for the job



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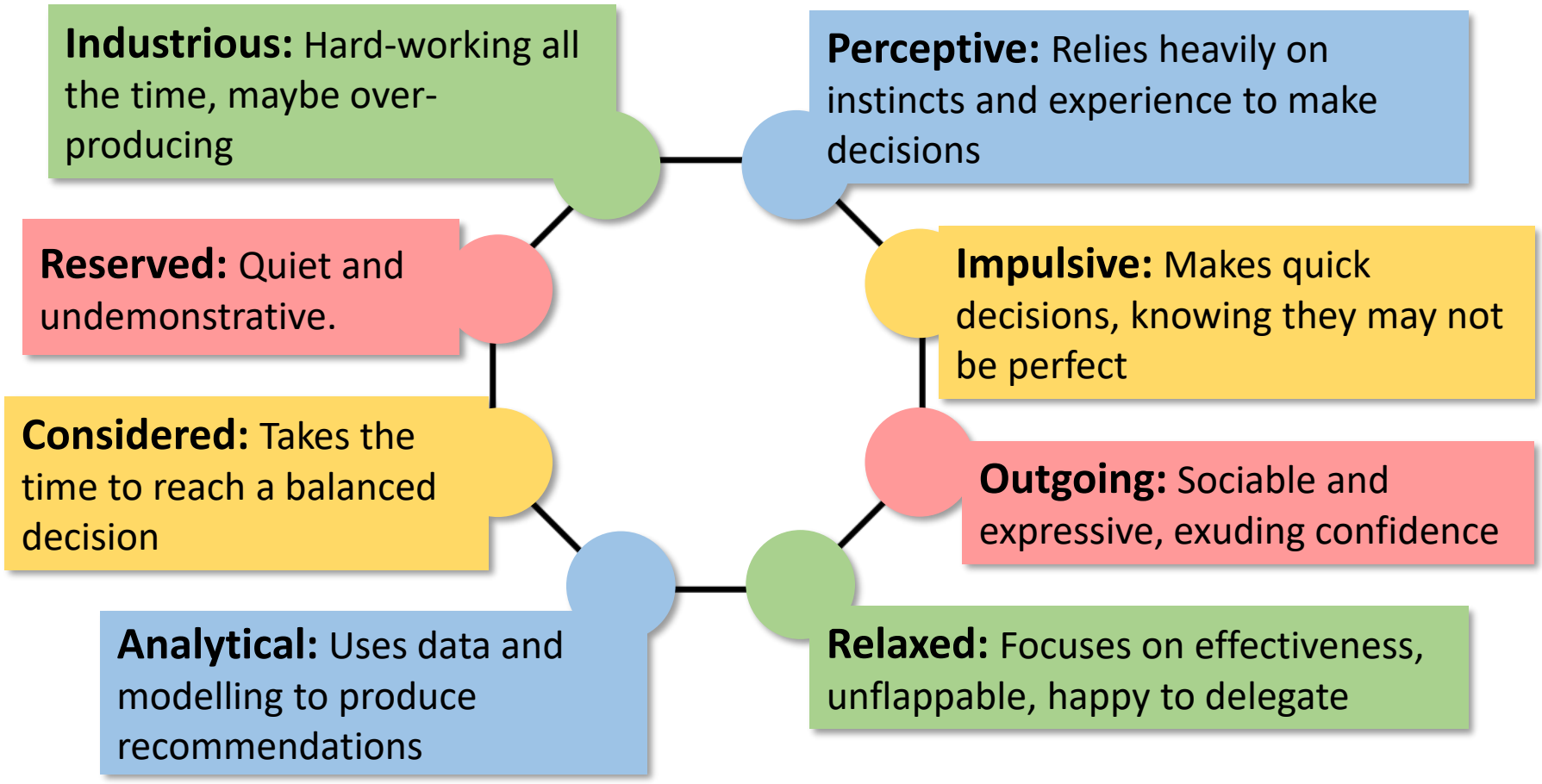
Personality plays a big part



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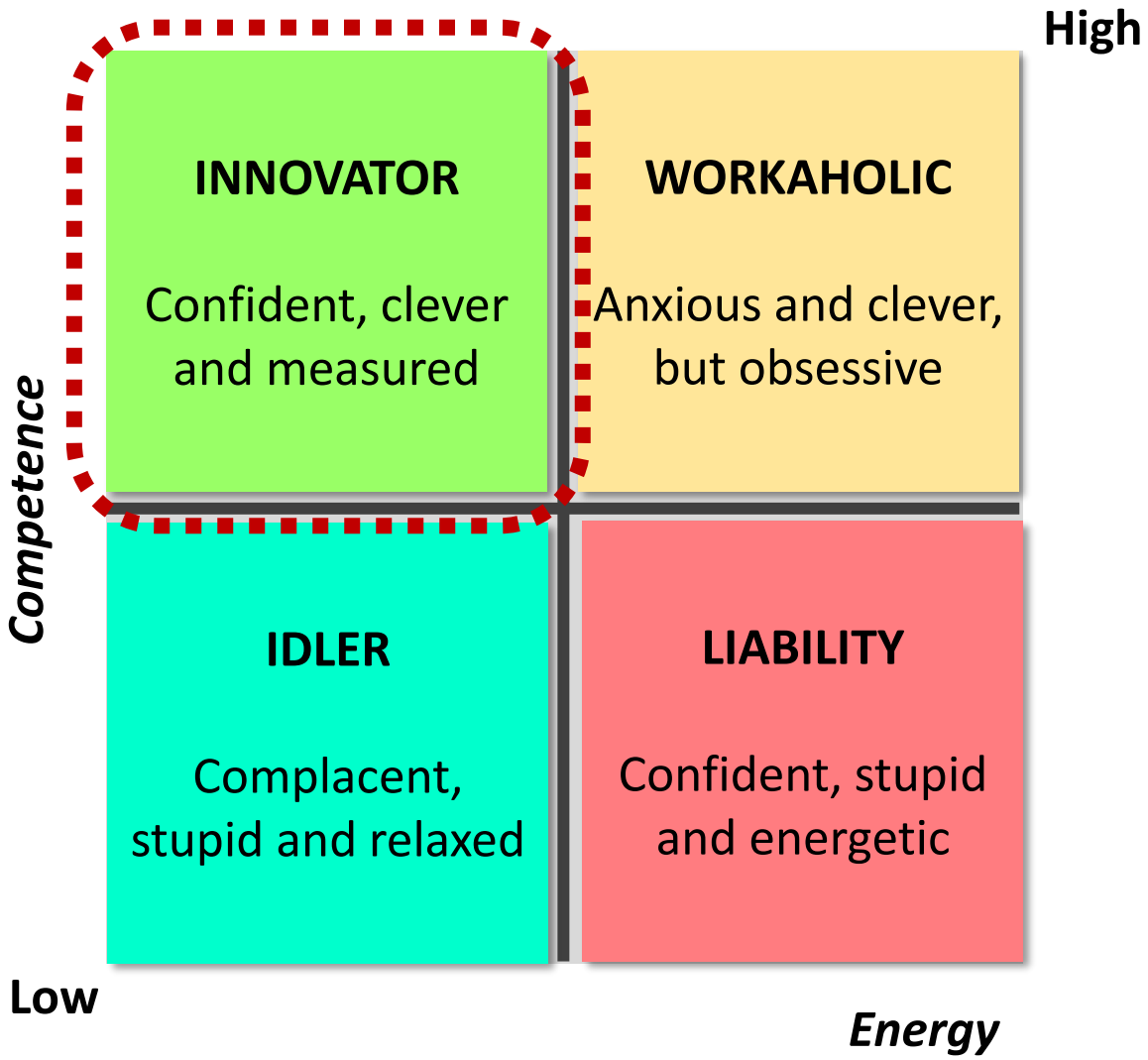
Who makes the best manager?



After General Kurt von Hammerstein-Equord

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Leading by example

Demonstrate priorities
Be clear about what is strategically important and prepared to halt non-essential tasks

Be cooperative
Respectful and responsive to outsiders

Live a sense of urgency
Push stringent deadlines and frequent status reports, expedite the project

Set high standards of performance
Respond quickly, prepare carefully, stay on top of issues, stand firm, act ethically

Solve problems
Turn problems into opportunities, learn from mistakes

Be involved
Watch the test rather than wait for the report

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How the project manager applies leverage

The project manager manages internal managers through the licence granted by the project approval

The project manager manages sub-contractor not as a boss but by the terms of the contract

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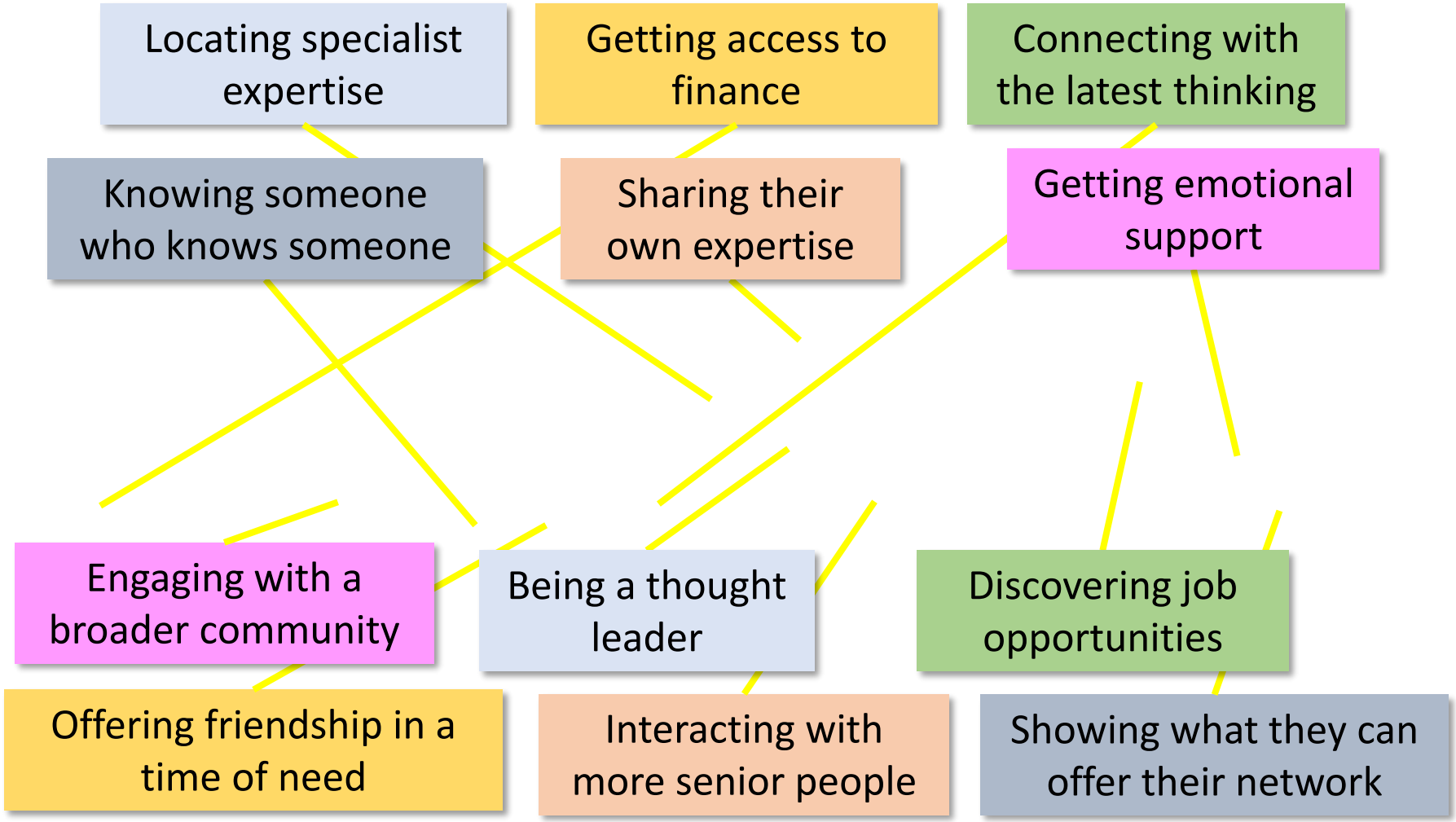
The necessary network



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A project manager's day

	0800	Go through emails – write to-do list
Daily project status meeting	*0900*	**Assign urgent actions to team leaders**
Visit one of the project sub-teams	***1000***	Ad hoc discussion with team leader
Video conference with key supplier	*1100*	**Authorise re-plan to cope with delay**
Phone call with sponsor	***1200***	Review contract dispute with legal team
Working lunch tuning presentation	*1300*	**Catch up with emails, make phone calls**
Drive to client offices	***1400***	Agree stance in meeting with sponsor
Presentation to client about handover	*1500*	**Discussion with client – agree approach**
Drive back to own office	***1600***	Talk over recruiting day tomorrow
Review plans for team away-day	*1700*	**Video call with contractor in US**
Review to-do list, clear urgent emails	***1800***	Write up reflective journal for the day

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Reflection

Keep a reflective journal – write up each day

A personal learning exercise and a contribution to organisational learning

The Gibbs reflective cycle

Description – what happened

Feelings – reaction on that day

Evaluation – what went well or not

Analysis – strengths and weaknesses of how work was done

Conclusions – what can be learned for this project and other ones, and for people

Action plan – what happens from the analysis

After Gibbs G (1988). *Learning by Doing: A guide to teaching and learning methods*. Oxford, UK: Further Education Unit. Oxford Polytechnic

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