



An assessment tool to evaluate the robustness of thinking in 3 key areas:

- **Foundation thinking** covering the reasons why you are doing the project, the change issues, the desired outcomes and the scope of the project
- **Project planning** covering your delivery objectives, method and approach, more detailed plans including resourcing and risk management
- **Project governance and infrastructure** covering client and project management arrangements, contracts, team arrangements, communications and processes for learning





This tool help you assess the current health of your project and decide on the improvements needed to secure success.

The tool examines your thinking and organisation within 3 key areas:

- **Foundation thinking** covering the reasons why you are doing the project, the change issues, the desired outcomes and the scope of the project
- Project planning covering your delivery objectives, method and approach, more detailed plans including resourcing and risk management
- **Project governance and infrastructure** covering client and project management arrangements, contracts, team arrangements, communications and processes for learning

You can self assess using a scale 1-4; the definitions are:

Level 1	Embryonic and early stage thinking
Level 2	Developing but rather limited
Level 3	Motoring and much more comprehensive
Level 4	Formed and robust

The next sheet provides an overview of the key areas for assessment, a summary of your assessment scores and your assessment of what needs to be worked on now.

To complete your assessment, run your project against each of the key areas and sub elements. For each sub element you will see a description of progress at each of the 4 levels. You may think that your project does not fit neatly into one of the elements but look for the best fit overall and then log your assessment. The assessment tool is based on the book People, Projects and Change by Pat Pegg Jones and Simon Standish (Premium Publishing ISBN 0-9550411-2-0 June 2006 www.peopleprojectsandchange.com). You will find material within the book to help you.





3 Key Areas for Assessment	Sub elements	Your assessment (Levels 1-4))	Priorities for improvement (H/M/L)
Foundation Thinking	1. The reason for the project, the problems, opportunities and desired benefits/outcomes (beyond the project life)		
	The change issues including stakeholder assessments and strategies for engagement		
	3. The boundary and scope of the project-what is in and what is out		
Project Planning	4. The delivery objectives for the project (within its life)		
	5. The big picture process (method and approach)		
	6. The detailed plan of activities and process (tools and techniques)		
	7. The resourcing for the project		
	8. The assessment of risks		
Project Governance and	9. Client roles and responsibilities, and overall governance		
Infrastructure	10. Project Management arrangements and contracting		
	11. Teams, their membership, roles, responsibilities and working		
	arrangements, and other engagement methods		
	12. Communications (internal within project and outside)		
	13. Learning (to improve the approach within life and afterwards)		

Level 1	Embryonic and early stage
Level 2	Developing but rather limited
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Assessment area Level 1-Embryonic Level 2-Developing Level 5- Wiotoring Level 4-Formed and Kobu	Assessment area	Level 1-Embryonic	Level 2-Developing	Level 3- Motoring	Level 4-Formed and Robust
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1.	The reason for the	•	The problem/situation is	•	We have defined the	•	We have defined the	•	We have defined the
	project, the problems,		sketchy		problem and		problem (s) and we		problem (s) and we
	the opportunities and	•	The problem and		opportunities		understand the key		understand the key
	the scope of the project		situation seems very	•	We can see the cause and		contributors		contributors
			messy with multiple		effect relationships	•	We understand the	•	We understand the
			issues and dependencies	•	We have a good feel for		opportunities (beyond		opportunities (beyond
		•	There is a big "grey" box		the terms of reference		the time period of the		the time period of the
			of issues		and what we are being		project)		project)
		•	This seems big and		asked to take on	•	We have mapped out	•	We are clear about what
			rather unwieldy at this	•	Our clients are engaged		what we must examine		is in the project and what
			stage		in the discussion on		in the project and what		will not be undertaken
		•	We are wrestling with		terms of reference and		we feel needs to be	•	The assessment is shared
			the key questions		scope		excluded		by clients/sponsors and
		•	Our assessment is			•	The outline assessment is		senior project members
			limited to a small group				agreed by clients and		and understood by the
			of people				sponsors but not		organisation
		•	It is our position and has				understood outside of	•	The terms of reference
			not yet been agreed with				the project		(what is in and what is
			our clients						out) has been published
									and is understood by the
									project and by key
									stakeholders







Assessment area	Level 1-Embryonic	Level 2-Developing	Level 3- Motoring	Level 4-Formed and Robust

2. The change issues	 We only have a general notion of the impact of this project for people in the organisation and outside We have identified a preliminary number of stakeholders internally who may be affected by the project Our assessment is limited to a small group of people 	 We have a more precise view of the possible changes and impact of the project We understand who the key stakeholders are internally and externally We have ideas but not plans for the engagement of people in the project 	 We understand the nature of change expected of people internally and externally within the project life and after We know who the key stakeholders are We think we know who is key to success We have begun to consider how to best involve people in the project Our assessment is based on contribution from the key project clients and sponsors 	 We have assessed our project for the changes that impact on people in the short and long term We know who the stakeholders are We have assessed the stakeholder interest in this project We know who is key to the success of this project in terms of achieving the end outcomes We understand their starting positions in term of state of readiness and commitment to change We know how key stakeholders wish to be involved We have a plan for engagement We have identified phases of change and have matched engagement processes to suit each phase







Assessment area	Level 1-Embryonic	Level 2-Developing	Level 3- Motoring	Level 4-Formed and Robust
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3.	The desired end results, benefits and outcomes enabled by this project (but beyond the life of the project)	•	We only have a general notion of what might be enabled in the longer term through this project. The outcomes and benefits tend to be described in internal organisational terms rather than benefits for customers and users and bottom line performance terms. Our assessment is limited to a small group of people. It is our position and has not yet been agreed with our clients.	•	We have broadened our understanding of benefits to cover user and customer benefits and overall organisation performance We know how to quantify some of these benefits The benefit discussion has been confined to those closely associated with the project	Our benefits and outcomes cover user and customer benefits as well as staff and organisational We have quantified the benefits and long term outcomes enabled by the project We have validated these benefits with key stakeholders We have validated the benefits on the basis of performance achieved by similar projects elsewhere	Our benefits and outcomes cover user and customer benefits as well as staff and organisational We have validated the benefits on the basis of performance achieved by similar projects elsewhere We have validated these benefits with key stakeholders The benefits and outcomes have been agreed with clients and sponsors The have been published and are understood within and outside of the project





Level 1-Embryonic



Level 4-Formed and Robust

4. The delivery objectives for the project (expected within the life of the project)	 We have identified the overall product required within the time frame of the project The product(s) have not yet been given any success criteria The clients and sponsors have not yet agreed the products 	 We feel clear on what needs to be delivered by the project within the project life or duration We have prepared proposals for the time, cost and quality criteria We have engaged our clients and sponsors but not more broadly 	 We are clear on what needs to be delivered by the project within the project life or duration The product(s) has a clear time delivery requirement The product(s) have a cost envelope agreed There are some quality criteria Key stakeholders have been consulted on the success criteria 	 We are clear on what needs to be delivered by the project within the project life or duration The product(s) has a clear time delivery requirement The product(s) have a cost envelope agreed The product(s) have clear quality criteria The change management objectives are included within the success criteria for the project The Clients and Sponsors have signed off the project product

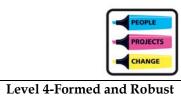
Level 2-Developing

Level 3- Motoring





Level 1-Embryonic



5. The Big Picture Process (methodology and approach)	 We have identified a methodology or standard approach for doing the work and achieving the project product We have identified the big pieces of work required to achieve the overall product 	 We have identified a methodology or standard approach for doing the work and achieving the project product The big pieces of work have been described We are exploring the dependencies Our project clients and sponsors have been involved in the discussions 	 The methodology and approach is supported within and outside of the project Our project clients and sponsors have been involved in the discussions The big pieces of work are understood The dependencies seem clear Overall timescales have been set out in outline terms but require validation once the detailed planning is complete 	 The methodology has credibility externally The big pieces of work are understood The dependencies are clear The overall timescales have been validated by the more detailed plans The Project Milestones are clear and assessable/ measurable Our clients and sponsors own the plans at this higher level

Level 2-Developing

Level 3- Motoring







Assessment area	Level 1-Embryonic	Level 2-Developing	Level 3- Motoring	Level 4-Formed and Robust

6. The detailed planning of activity, tools and techniques We have begun to take the big pieces of work and broken them down for activities We have a rough view of the engagement tools and techniques we will use We have a rough view of the engagement tools and techniques we will use as part of the change management process We have a gantt chart showing the activity and its duration with key responsibilities We have begun to take the big pieces of work and broken them down for activities We know the tools and techniques we will use We have begun to identify activities and time required We have begun to identify activities and time required We have begun to identify activities and time required We have begun to identify activities and time required We have begun to identify activities and time required We have begun to identify who will do the work We have begun to identify activities and time required We have begun to identify activities and time required We have begun to identify activities and time required We have begun to identify activities and time required We have a gant chart showing the activity and its duration with key responsibilities We have a gant chart showing the activity its duration with key responsibilities Everyone in the team conversant with the just and the big pieces of work We know the tools and techniques we will use We know what needs to be done and the interdependencies We have a gantt chart showing the activity its duration with key responsibilities	
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 Key stakeholders 	
understand the plan	





Assessment area	Level 1-Embryonic	Level 2-Developing	Level 3- Motoring	Level 4-Formed and Robust

7. Resourcing for the Project	 We know the skills and expertise required for this project We know who has been allocated to the project We have begun to think about people against tasks and the time needed from them We have identified other areas of cost We do not yet know how much this project will cost 	 We know the skills and expertise required for this project We know who has been allocated to the project We feel clear on how much time is required of team members We have assembled cost proposals for other expenditure These proposals have been put together as a project cost proposal for submission to clients and sponsors 	 We know which staff will work in the project We feel clear on how much time is required of team members Staff are clear on their required time commitment and this has been secured with other managers We have assembled cost proposals for other expenditure Other areas of expenditure have been agreed with clients and sponsors Procurement of other services and products is well under way 	 We feel clear on how much time is required of team members We know which internal staff will be used An allocation of time has been made on an individual basis and their availability has been secured Other areas of non-staff cost has been identified There is a budget for resource and this has been agreed There are clear authorities for procuring resources and controlling costs Contracts for services/products are in place Reporting processes on financial performance are in place





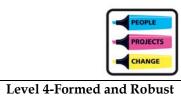
Assessment area	Level 1-Embryonic	Level 2-Developing	Level 3- Motoring	Level 4-Formed and Robust

8. The assessment of risks	•	We have reviewed the outline big pieces for work and identified what could go wrong. The assessment is confined to those closely associated with the project.	We have reviewed the big pieces of work and the more detailed plans for likely problems We have assessed the likely problems for cause and impact We have consulted in and outside of the project on the problems	-	The problems have been identified The problems have been ranked for probability and seriousness Preventive and contingent actions have been identified against the more probable and higher adverse impact problems Actions have been costed and added to budget proposals	We have undertaken a formal risk assessment Project members, Clients, Sponsors and some key stakeholders have been involved Preventive actions (to avoid high risk problems) have been taken We have set up contingency plans for those high risk problems We have a way of spotting the problems and initiating action There is a process in place to monitor the risks and analyse for newly emerging risks





Level 1-Embryonic



9. Client Roles and responsibilities and overall governance	 The client has been identified The client is in early discussions on the requirements for the project There are proposals for overall direction and performance management of the project (i.e. a Steering Group) The composition and modus operandi of a Steering Group have not been agreed 	 We have clients and we have sponsors The clients are progressing discussions on the requirements for the project The different roles are understood and agreed A steering group has been established and has met to discuss its role and way of working (formally and informally) 	 We have clients and we have sponsors The different roles are understood and agreed The authorities and accountabilities are laid down in writing The Steering Group has been properly established with a clear view of the project and with an schedule of meetings The arrangements have been formalised and communicated through the project and with key stakeholders The client has agreed the overall requirements for the project The rear eclear and agreed roles, responsibilities and working processes for the Steering Group Performance reporting has been agreed and is in operation There are supporting project and administrative processes in place to support top level governance Process for agreeing change during the project are clearly established

Level 2-Developing

Level 3- Motoring





	Assessment area	Level 1-Embryonic	Level 2-Developing	Level 3- Motoring	Level 4-Formed and Robust
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10. Project Management arrangements and contracting	 A project manager has been identified and is in place Discussions are underway between the Client and Project Manager to explore the requirements, tricky issues and respective roles 	 Role and authorities have been agreed for the project manager There is a good understanding between the project manager and the client/sponsor on how they will work together The overall requirements for the project in terms of desired outcomes and product have been agreed Negotiations are underway between the project manager and the client for resources and a budget 	been assigned to the Project Manager A project support office is being established	 The Project Manger's authority for decision making is clear Their role in managing project team performance is understood and there are processes in place to secure this Their role and authority in agreeing to variations in the project is clear Time for project management has been agreed and is available The leader/manager has a budget for staff and non staff expenditure The project manager has sufficient support to enable tracking and communication on project issues Personal objectives have been agreed with the project manager A contract for delivery is in place between the project manager and the client/sponsor





	Assessment area	Level 1-Embryonic	Level 2-Developing	Level 3- Motoring	Level 4-Formed and Robust
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11. Teams their membership, roles, responsibilities and working arrangements, and other engagement methods	The need for team(s) has been established We know what skills and experience we need Potential membership has been agreed Plans have been made for establishing and briefing the team We recognise the need to set up other ad-hoc working processes	 Team membership is clear There is common understanding on the requirements from the project but not the detail of the process Team members have agreed participation rate with line managers It is clear how the team will work together and apart General roles and contribution have been agreed We have begun to assess how to involve other key stakeholders 	 Some education and training of the team has bee initiated around key project elements Team members understand the project delivery requirements and the plan Team members are aware of the skills and expertise resident in the team A schedule of team meetings has been agreed Team members are in regular e-mail contact There a plans for establishing other working processes to engage stakeholders (i.e. workshops, forums) 	 Membership of the project team is clear There are clear objectives for the team Roles and expected contributions are clear There is explicitness of feedback on performance and contribution There is a development plan to enable group work and team members are well inducted There are means for communication between members when they are not together Shared information systems are in operation Team members are in regular e-mail contact Other working processes have been programmed and established Individual performance review processes for recognising performance on the project





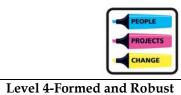
Assessment area	Level 1-Embryonic	Level 2-Developing	Level 3- Motoring	Level 4-Formed and Robust

12.Communications and reporting arrangements	 The project has been communicated to the organisation (s) Work had begun on a communications plan for internal and external stakeholders Work has begun to understand reporting around key milestones and the performance criteria 	 The communications needs of the team members have been taken into account There is a schedule of meetings for the project team The communications requirements of stakeholders have been assessed A strategy for information exchange and engagement of stakeholders has been agreed We are working on a project performance management system around the key performance goals 	 The performance criteria and key reporting requirements are clear Reports and meetings have been designed and established A strategy for information exchange and engagement of stakeholders has been agreed A schedule of communications activity has been established for internal and external stakeholders Administrative systems are in place to prepare, delivery and follow through on key communications activity A project performance management system has been established around the key performance goals 	 The performance criteria for the project is clear at the big picture and detailed levels Performance is measured and reported on at agreed time intervals The need for information for various groups/individuals is clearly understood There is a communications plan to support internal project working and to enable understanding outside of the project Information technology is used for briefing and for virtual working There is a communications plan to cover key project communications outside of the project team Roles and responsibilities are clear A crisis procedure exists for project communications





Level 1-Embryonic



13. Learning and evaluation	 The need for review and learning is agreed Ideas have been shared on how this might be done formally and informally 	 Allocation of time within normal meetings for review and reflection The review considers aspects of performance and what is being achieved Learning and reflection is mainly done by members of the team 	 Special time has been allocated for review and learning The review considers aspects of performance and what is being achieved Feedback is gained from clients and sponsors on performance Discussion is on results and the process of the project Learning and evaluation is undertaken periodically 	 There are mechanisms in place to review performance and the process of the project There is an allocation of time to do so There is a culture of encouragement for reflection and learning Clients, Sponsors, project team members and stakeholders can feedback their views Learning is made explicit and recognised Processes are in place to effectively recognise performance and learning derived by team members

Level 2-Developing

Level 3- Motoring