

# PMP<sup>®</sup> EXAM



# Master PREP

ALIGNED WITH PMBOK<sup>®</sup> GUIDE, SIXTH EDITION  
SCOTT PAYNE, PMP

## LEARN FASTER. RETAIN MORE.

# Pass the PMP<sup>®</sup>

- 25 case studies explain key concepts in a way you will remember
- Over 175 most critical points distilled
- Custom method to get every EVM question correct
- Full 200 question simulated exam with detailed explanations



# EXAM PREPARATION MANUAL

For

Project Management Professional (PMP®)  
Certified Associate Project Manager (CAPM®)

A comprehensive guide to passing the PMP® or CAPM® certification exams.  
Based on the PMBOK® *Guide* 6<sup>th</sup> Edition

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# WHY YOU'RE HERE

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## It's simple:

### **You're here to learn how to pass the PMP® certification exam.**

The problem you face is that the exam is difficult, and most course books are long and confusing. Those phone-book-sized training manuals unload page after page of detail on every input, output, and tool and technique of the 49 PMP® processes. Making sense of this flood of information requires that you spend your time memorizing, instead of understanding.

This book is the solution to that problem.

### ***Mastering the PMP exam is not about memorization; it is about making connections.***

The *PM Master Prep* book is focused on helping you make those connections. We have created this book to help you learn faster, retain more, and pass the test.

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## PM MASTER PREP HELPS YOU

### *LEARN FASTER, RETAIN MORE, AND PASS THE EXAM*

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Our only goal is to help you pass the PMP® exam. We have designed this book in five specific ways to ensure that you do:

1. We teach the PMP® content based on how a normal project is conducted (other courses don't!)
2. We focus on the *why*, not just on the *how*
3. We provide real-life case studies to help you understand and remember key concepts
4. We provide everything you need and nothing you don't
5. We teach you a simple custom method to guarantee you get every EVM question right

These five aspects of the book provide you exactly the information and skills you need to answer PMP® questions correctly.

### **The Power of Teaching the PMP® Content Like a Normal Project**

Most PMP® training courses and books aren't structured in the form of a real project!

It sounds crazy, but it is true. Instead, those courses and books are organized by knowledge area. This means they explain everything related to scope all at once, then schedule, then cost, and so on. This method creates confusion by forcing you to constantly jump around in the project life cycle. Worst of all, when you get to the end of the course, you are not at the end of a project—you covered the information related to the end of the project during the first chapter.

Why do they do this? Easy: it is how the *PMBOK®* is organized. The *PMBOK®* is where the test information comes from. We love the *PMBOK®*, but we believe the best way to learn the content is in a logical project-focused arrangement.

### ***PM Master Prep teaches by process group, not knowledge area.***

As we stated earlier, PMP® mastery is based on making connections, not memorization. That is why our decision to teach you the PMP® content by process group is significant. You will learn later that there are five process groups that group project activities to methodically achieve project objectives.

Teaching concepts by process groups helps you grasp the purpose and intent of each process and its outputs. Understanding the purpose of each process and how it links to other processes is what you need to answer questions correctly. This way we avoid discussing project activities such as managing project work or closing a project before we've discussed planning the project.

Throughout this book we will cover every process by traversing down each column of the table, starting at the top of the Initiating process group followed by the Planning process group and ending with the Closing process group.

	Initiating			Planning			Executing			Monitoring and Controlling			Closing		
<b>4. Integration Mgt.</b>	4.1 Develop Proj. Charter			4.2 Develop Project Management Plan			4.3 Direct/Manage Proj. Work 4.4 Manage Proj. Knowledge			4.5 Mon./Control Proj. Work 4.6 Perf. Int. Change Control			4.7 Close Project or Phase		
<b>5. Scope Mgt.</b>				5.1 Plan Scope Mgt. 5.2 Collect Requirements 5.3 Define Scope 5.4 Create WBS						5.5 Validate Scope 5.6 Control Scope					
<b>6. Schedule Mgt.</b>				6.1 Plan Sched. Mgt. 6.2 Define Activities 6.3 Sequence Activities 6.4 Est. Durations 6.5 Develop Schedule						6.6 Control Schedule					
<b>7. Cost Mgt.</b>				7.1 Plan Cost Mgt. 7.2 Estimate Costs 7.3 Determine Budget						7.4 Control Costs					
<b>8. Quality Mgt.</b>				8.1 Plan Quality Mgt.			8.2 Manage Quality			8.3 Control Quality					
<b>9. Resource Mgt.</b>				9.1 Plan Resource Mgt. 9.2 Est. Activity Resources			9.3 Acquire Resources 9.4 Develop Team 9.5 Manage Team			9.6 Control Resources					
<b>10. Comm. Mgt.</b>				10.1 Plan Comm. Mgt.			10.2 Manage Comm.			10.3 Monitor Comm.					
<b>11. Risk Mgt.</b>				11.1 Plan Risk Mgt. 11.2 Identify Risks 11.3 Qual. Risk Analysis 11.4 Quant. Risk Analysis 11.5 Plan Risk Responses			11.6 Implement Risk Responses			11.7 Monitor Risks					
<b>12. Proc. Mgt.</b>				12.1 Plan Proc. Mgt.			12.2 Conduct Proc.			12.3 Control Proc.					
<b>13. Stakeholder Mgt.</b>	13.1 Identify Stakeholders			13.2 Plan Stakeholder Engmt.			13.3 Manage Stakeholder Engmt.			13.4 Control Stakeholder Engmt.					

## Case Studies Help You Strengthen Your PMP Test-taking Skills

We have crafted and weaved a unique real-life story throughout the course. It's the story of a young project manager, John, learning and using PMP® concepts to complete a project. The story unfolds in 25 short case studies spread throughout the course.

Following John through his struggle to complete a project helps you understand the PMP® concepts, why they are used, and what they are intended to accomplish. This "real-life" perspective will cement your understanding of how process elements interact and contribute to a successful project.

Each case study is followed by questions that challenge you to interpret the story. This strengthens your learning and your ability to answer the long-form PMP® questions you will face on the exam.

*"I wanted to shoot you a quick email to tell you that your book is AMAZING.*

*Oh, my god, I don't know why I didn't get my hands on your book earlier.*

*The way you have organized the book, the content and best of all, the **Case Studies!***

*Mark my words, your book is going to be the best PMP prep book in the market for a long time."*

*- Sai R.  
Successful PMP Student*

## CASE STUDY: “GETTING THROWN INTO THE FIRE”

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“So, this is our savior? Maybe I should be tuning up my resume.” The comment hit John like a ton of bricks. Worst of all, it had come from the VP of Operations. John had heard stories of the VP being a hard-charging, no-nonsense leader, but he had never experienced it firsthand. Now, 13 words into his first meeting with the man known as “Action Jackson,” John worried that today may be his last at Alliance International.

“John, I’ll get right to it. You’re here because we have a big problem that we need you to fix.” John sat with focused intensity, quietly nodding along as he pulled in every word, nervously unsure what exactly he was being asked to do.

Next to John sat Sara—the project guru, a rising star in the organization, and the person John most wanted to become. Over the past five years, it seemed that every project she led was a smashing success. During her time as a project manager she worked in various departments, quickly turning meandering efforts into focused projects that delivered high returns. In addition to notoriety, her success brought opportunity. She was recently promoted and was now responsible for overseeing a large group of projects.

“As you should know, we are in the process of expanding, making big pushes to grow our current capabilities. Our problem is that we just got informed that there are new regulations taking effect next year that could impact a new line we have rolling out next year.”

The VP slid a diagram across the table. It looked like an organizational chart, but where John expected to see individuals’ names he saw project names. “This is every project that matters. In addition to my normal job, it’s my responsibility that everything on here gets done. Sara is accountable for this section.” He took out a pen and circled boxes making up about one-third of the paper. “Your project is going to be in here. All of those projects support the same goal in different ways.”

“I need you to lead the effort to ensure that the new line doesn’t violate the new regulations, and if it does, you need to get the designs modified to conform and make sure manufacturing is ready. The design work is pretty much done, but manufacturing isn’t scheduled to start for a while. This is a big responsibility; can you handle it?”

John nodded, confirming that he understood, but before he could respond, the VP continued:

“Look, John, I can’t stop everyone while we make sense of the regulations. I need them pushing forward on other things. It is your job to pull a team together and to clean up any issues that we may have.”

True to his nickname, the VP pushed on, “As of this moment, you are officially leading this project. Sara will give you the project specifics and introduce you to Lloyd. He is the manager of the Project Management Office. He helps keep us aligned on the best ways to do things. Now if you could see yourself out, I have another meeting.”

## CASE STUDY QUESTIONS: "GETTING THROWN INTO THE FIRE"

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**What is the main factor that drove the need for John's project?**

- a. Create, improve, or fix a product, process, or service
- b. Meet regulatory, legal, or social requirements**
- c. Satisfy stakeholder requests or needs
- d. Implement or change business or technological strategies

**In terms of the projects within Alliance, what role does the VP serve?**

- a. Portfolio manager**
- b. Program manager
- c. Project sponsor
- d. Project champion

**In terms of the projects within Alliance, what roles does Sara serve?**

- a. Portfolio manager
- b. Program manager**
- c. Project sponsor
- d. Project champion

## Understanding *Why* Matters

Real PMP® mastery is achieved when you understand *why* a process is completed, not just *how*. We ensure you get that perspective by providing high-level summaries of the objectives, key outputs, and points of focus at the beginning of each process group and individual process.

Mastering the PMP  
**is NOT** about Memorization;

**it IS** about  
***Making Connections,***

To make the connections...  
You **must** know “Why?”  
behind EVERY process

### Master Points Distill Exactly What You Need to Know

Our Master Points are a collection of over 175 focused statements that help distill and link key concepts. Master Points emphasize key concepts and help you make the necessary connections.

Master Points are more than merely facts. They are short messages that make links between processes, provide greater perspective, and deepen your understanding of important topics.

Master Points are distributed throughout the book. We recommend that you repeatedly read the Master Points while you study.

 Master Points are statements distilling key concepts  
and highlighting important points.

## Custom Method to Get Every EVM Question Right

Many people find the math-focused earned value management (EVM) questions on the PMP® exam challenging. The difficulty of learning and remembering the correct equation creates fear and stress in exam takers. Fear and stress hurt your ability to be relaxed and confident on the test.

We have created a method that will eliminate your fear of EVM questions, and instead make you wish they were the only questions on the test.

***You will get every EVM question right on the exam  
when you follow the simple process we have created.***

This course will teach you to use a simple template to organize the equations and answer any EVM question on the exam.

 PM Master Prep		<b>Earned Value Management Template</b>	
BAC		Total budget	
PV		Work that <u>should</u> be done	
EV		What <u>is</u> done	
AC		Actual spend	
$SV = EV - PV$		$CV = EV - AC$	
$SPI = EV / PV$		$CPI = EV / AC$	
		$EAC = BAC / CPI$	
		$Est. to Complete = EAC - AC$	
		$Variance at Complete = BAC - EAC$	

# INITIATING PROCESS GROUP

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## Initiating Process Group Summary

The Initiating process group contains two important processes that work together to define, authorize, and ultimately “initiate” a project:

- Develop Project Charter (*PMBOK Guide*® 4.1)
- Identify Stakeholders (*PMBOK Guide*® 13.1)

## Objectives

From a big-picture perspective, the objectives of the Initiating process group are simple:

1. Define the project
2. Obtain project approval
3. Identify and start to understand the stakeholders

## Key Outputs

To achieve the three objectives listed above, the project sponsor, key stakeholders, and project manager will collaborate and use relevant inputs and tools and techniques to generate a few key outputs that will serve as the foundation for the project:

- Project charter
- Assumption log
- Stakeholder register

Because project management is an iterative process, circumstances during a project such as a procurement agreement, may require the further identification of new or different stakeholders. When a process such as Identify Stakeholders is revisited later in the project, changes may warrant **change requests** and updates to the project management plan, as well as other **project documents updates**, for example, to the assumption log, issue log, and risk register.

# DEVELOP PROJECT CHARTER (PMBOK GUIDE® 4.1)

## Summary

The Develop Project Charter process is where the idea of a project becomes a reality.

The Develop Project Charter process focuses on developing and gaining sponsor approval of the project charter. A project charter is the foundational document of a project. It directly links the project to strategic objectives defined by the organization.

The key outputs of the Develop Project Charter process are the project charter and assumption log. Important: Without an approved project charter, there is no project! Therefore, the project charter is the first necessary output for all project management processes.

## Develop Project Charter I.T.T.O.

4.1 Develop Project Charter	Inputs	Tools and Techniques	Outputs
	<b>Business documents</b> <ul style="list-style-type: none"> <li>• <i>Business case</i></li> <li>• <i>Benefits management plan</i></li> </ul> <b>Agreements</b> <b>EEFs</b> <b>OPAs</b>	<b>Expert judgement</b> <b>Data gathering</b> <ul style="list-style-type: none"> <li>• <i>Brainstorming</i></li> <li>• <i>Focus groups</i></li> <li>• <i>Interviews</i></li> </ul> <b>Interpersonal and team skills</b> <ul style="list-style-type: none"> <li>• <i>Conflict management</i></li> <li>• <i>Facilitation</i></li> <li>• <i>Meeting management</i></li> </ul> <b>Meetings</b>	<b>Project charter</b> <b>Assumption log</b>

## Key Outputs

### PROJECT CHARTER

A project charter formally documents the high-level details of a project as well as several key elements that structure and organize the formation of a project. Some of the information in a project charter may not be accurate; it's the first formal documentation of an effort to produce something by way of a project. The charter should include information such as the following:

- Project name and title
- Project sponsor
- Project manager
- Project purpose
- Key requirements
- Estimated costs
- Estimated duration
- Initial scope
- Known risks
- Known constraints

Once approved by the project sponsor, the charter authorizes the existence of the project. Without approval from a sponsor, there is no project.

Project Charter				
Project Name:				
Sponsor Name:		Project Recipient:		
Manager Name:		Date:		
Project Function	Project Summary	Project Requirements	Estimated Expenses	Possible Liabilities
Summary Milestones				Completion Date
	Project Goals	Achievement Standard	Approval Signature	
Scope				
Duration				
Price				
Quality				
Other				
Approval Signatures				
Sponsor Signature:		Manager Signature:		
Sponsor Name:		Manager Name:		

### ASSUMPTION LOG

The assumption log is used to record all assumptions and constraints known at any point during the project. Initially, during the Develop Project Charter process, it is important to declare and document as many known assumptions and constraints as possible. These will become barriers or obstacles if not adequately addressed.

 The project manager should be identified and assigned as early as possible, preferably during charter development.

## Key Inputs

The need for a project to be initiated and the development of a charter that documents this need can be initiated and supported by many sources. These sources are the inputs to the Develop Project Charter process.

### BUSINESS CASE

A business case helps to define the objectives, purpose, and assumptions of a project. It is used prior to starting a project to determine if the benefits of achieving the objectives are worth the required investment. Project sponsors may initiate the development of a business case to study the economic feasibility of a project intended to address any of the following:

- Market demand
- Organizational need
- Customer request
- Technological advance
- Legal or compliance requirement
- Ecological requiremen

 The business case helps create the charter by determining if the expected outcomes justify the required investment.

### AGREEMENTS

Agreements help to define the initial intentions for a project and can be used to help frame charter details. They can be the catalyst for the need of a project due to **service level agreements (SLA)** with customers. Agreements exist in various forms and may include the following:

- Contract (commonly used when a project is being performed for an external customer)
- Memorandum of understanding (MOU)
- Letter of agreement or Letter of intent
- Verbal agreement, email agreement, other written agreements

### ENTERPRISE ENVIRONMENTAL FACTORS (EEFs)

EEFs must be evaluated and addressed in the development of a project charter. There may be several factors at play that will affect the project, such as **government regulations** or new or changing **legal requirements**. Other factors could be the following:

- Industry standards
- Market conditions
- Organizational culture
- Organizational governance frameworks
- Stakeholders' expectations

### ORGANIZATONAL PROCESS ASSETS (OPAs)

OPAs are the tangible internal assets that should be used throughout a project. For any good charter development, the following things will be considered:

- Organizational policies, processes, procedures
- Portfolio, program, and project governance
- Internal reporting methods
- Internal tools, templates, and other resources
- Historical information and lessons learned repository

## Key Tools and Techniques

Along with the information and business need driving the development of the project charter, there are important methods necessary in gathering and processing the intellectual assets to produce an approved project charter.

### EXPERT JUDGEMENT

Gathering or bringing to bear specialized information and specific knowledge or skills is necessary to make good business decisions.

### DATA GATHERING

There are various ways a project manager can gather the necessary information and data to develop the project charter. A project manager may use methods such as

- Brainstorming
- Focus groups
- Interviews

Because project managers are engaging people and organizational assets to deliver the charter, good **interpersonal and team skills** are also important to *how* project managers engage with others and facilitate interactions. These skills include

- Conflict management
- Facilitation
- Meeting management

 Charter development is a collaboration effort led by the project manager or sponsor to deepen the understanding of project's purpose, objective, and benefit.

## CASE STUDY: “GETTING THE CHARTER AUTHORIZED”

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John believed that his decision to act and charge ahead would pay dividends. He now had two engineers analyzing the current designs. It was only a matter of time before they called with good news. Later that day John did receive a call. But it was from Sara.

“John, I just bumped into an old engineer buddy. He said you are asking him to look over some drawings.” As Sara spoke, John began to feel his hands sweat. Her tone was not as upbeat as usual; it was more direct. “I like the enthusiasm, but I would recommend you focus on being methodical. Your first task is to get the project authorized and start getting everyone on board. I haven’t seen your approved charter. Don’t jump into action. If you do, you will regret it.”

The call was short but clear. She did not approve of his approach. Sara had been successful, and he didn’t want to upset her. In his haste to get things moving he had forgotten to finish the charter. He kicked himself. Before hanging up he had apologized and committed to Sara that he would stop the engineers from continuing their review, and have an approved charter on her desk as soon as possible. Pulling up the half-completed charter John focused his attention on three sections: “Key Members,” “Statement of Work,” and the “Business Case.”

He penciled in the obvious (“Project Title,” “Project Manager”) and paused as he contemplated the “Sponsor.” The VP was obviously pushing this project and Sara was responsible for making sure this and other projects were successful. Lloyd would be critical to helping John navigate the project to a successful completion and the legal and procurement departments had resources he would lean on for their expertise. Additionally, Sara had mentioned that Lawrence was the director of the engineering department that owned the designs in question and would be the final say on resources and spending. After evaluating all parties, John wrote in the name of the sponsor and moved on.

John logically broke down the statement of work into the business need and product scope description. The VP made it clear that the project materialized because of the new regulations. That seemed like the “Business Need.” Complementing the business need was the product scope, the first draft being “ensure that the line design meets all regulatory standards and delivers the maximum value.” John felt it was a good start but not perfect. The statement evolved as the day proceeded.

To attack the business case John leveraged the assistance of a business analyst. The two incorporated existing data on profit projections with the research they had discovered on fines and violations. The data provided an interesting story. The risk of penalty was something that could not be ignored.

John and the analyst also documented the assumptions and constraints and defined a high-level schedule. With a strong draft completed, John and the analyst looked at each other. John said, “I think it’s ready for prime time. I’m booking a meeting with the sponsor.”

During the meeting John found that the depth of information helped to explain the project and clarify expectations. The sponsor redlined the document and provided feedback that John used to improve the charter, all while sitting in the sponsor’s office. After 30 minutes and two revisions, John left the sponsor’s office. He found the analyst and smiled. John slapped the charter on the analyst’s desk and said, “He signed the charter. It’s official. We are in the game.”

## CASE STUDY QUESTIONS: "GETTING THE CHARTER AUTHORIZED"

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### Who is the project sponsor and why?

- a. The company's VP. He initially gave the direction to start the project.
- b. Lawrence. He is the director of the Engineering department that owns the designs and controls the resources to fund the project.
- c. Sara. She is responsible for the successful completion of all the projects in the program.
- d. The controller. He has the final say on large expenditures of resources to fund the project.

### The charter template is considered what type of input?

- a. Work performance information
- b. Framing document
- c. Enterprise environmental factor (EEF)
- d. Organizational process asset (OPA)

### The regulations are considered what type of input?

- a. Agreements
- b. Work performance data
- c. Enterprise environmental factors (EEF)
- d. Organizational process assets (OPA)

## CASE STUDY ANSWERS: "GETTING THE CHARTER AUTHORIZED"

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### Who is the project sponsor and why?

- a. The company's VP. He initially gave the direction to start the project.
- b. Lawrence. He is the director of the Engineering department that owns the designs and controls the resources to fund the project.**
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### The charter template is considered what type of input?

- a. Work performance information
- b. Framing document
- c. Enterprise environmental factor (EEF)
- d. Organizational process asset (OPA)**

### The regulations are considered what type of input?

- a. Agreements
- b. Work performance data
- c. Enterprise environmental factors (EEF)**
- d. Organizational process assets (OPA)

# IDENTIFY STAKEHOLDERS (PMBOK® GUIDE 13.1)

## Summary

The Identify Stakeholders process identifies, analyzes, and classifies all stakeholders that could impact or be impacted by the project. Stakeholders can exert positive or negative influences over a project and project deliverables. Each stakeholder’s level of interest, involvement, and potential impact is documented on the stakeholder register. It is critical to identify all stakeholders (positive and negative) as early as possible. Once stakeholders are identified, the team can then develop the appropriate focus of engagement for each stakeholder.

## Identify Stakeholders I.T.T.O.

	Inputs	Tools and Techniques	Outputs
<b>13.1 Identify Stakeholders</b>	<b>Project charter</b> <b>Business documents</b> <ul style="list-style-type: none"> <li>• <i>Business case</i></li> <li>• <i>Benefits management plan</i></li> </ul> <b>Project management plan</b> <ul style="list-style-type: none"> <li>• <i>Communications mgt. plan</i></li> <li>• <i>Stakeholder mgt. plan</i></li> </ul> <b>Procurement documents</b> <ul style="list-style-type: none"> <li>• <i>Change log</i></li> <li>• <i>Issue log</i></li> <li>• <i>Requirements documentation</i></li> </ul> <b>Agreements</b> <b>EEFs</b> <b>OPAs</b>	<b>Expert judgement</b> <b>Data gathering</b> <ul style="list-style-type: none"> <li>• <i>Questionnaires and surveys</i></li> <li>• <i>Brainstorming</i></li> </ul> <b>Data analysis</b> <ul style="list-style-type: none"> <li>• <i>Stakeholder analysis</i></li> <li>• <i>Documents analysis</i></li> </ul> <b>Data representation</b> <ul style="list-style-type: none"> <li>• <i>Stakeholder mapping and representation</i></li> </ul> <b>Meetings</b>	<b>Stakeholder register</b> <b>Change requests</b> <b>Project mgt. plan updates</b> <ul style="list-style-type: none"> <li>• <i>Requirements mgt. plan</i></li> <li>• <i>Communications mgt. plan</i></li> <li>• <i>Stakeholder engmt. plan</i></li> </ul> <b>Project documents updates</b> <ul style="list-style-type: none"> <li>• <i>Assumption log</i></li> <li>• <i>Issue log</i></li> <li>• <i>Risk register</i></li> </ul>

## Key Outputs

### STAKEHOLDER REGISTER

The stakeholder register is a document used to record information on every stakeholder. Stakeholders are identified and input into the stakeholder register with pertinent information about each person, their function, title, level of interest in the project, and level of influence on the project. This register should also include contact information.

Using the stakeholder register, project teams can plan appropriate ways to engage stakeholders based on relevant identifying information. This identification and prioritization process is critical to a project’s success.

 Stakeholder identification and analysis helps the team design ways to appropriately engage each stakeholder.

## Key Inputs

### PROJECT CHARTER

Early in the project, the project charter and business case can be used to identify the initial stakeholder list. As the project develops, additional inputs such as the **communications plan** and **stakeholder engagement plan** will help improve the stakeholder list and bolster the stakeholder register. As the project continues, issues and changes may introduce new stakeholders, which may be identified through project documents such as the change log and issue log.

Through processes such as procurement, where a project may be seeking to acquire resources necessary to meet objectives and requirements, **agreements** could become a source of new or changing stakeholders, which may prompt updates to the stakeholder register.



Initially, the charter and business case are sources of stakeholder identification. Later, agreements or issues may prompt stakeholder updates.

## Key Tools and Techniques

### DATA GATHERING

The Identify Stakeholders process may require input from various sources and people.

**Questionnaires** and **surveys** can be distributed and conducted via one-on-one interviews, focus group sessions, or mass information collection techniques to identify stakeholders.

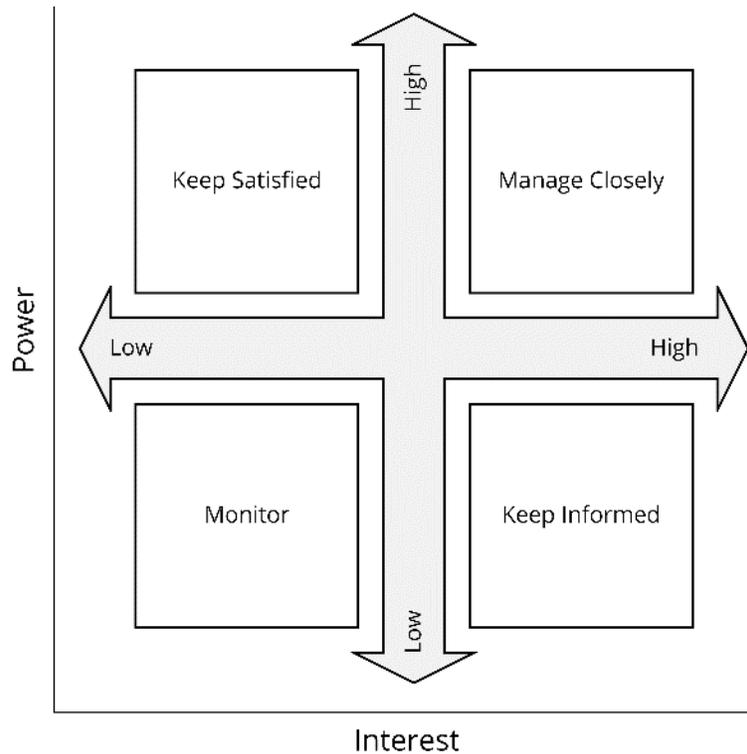
**Brainstorming** is another method of eliciting information from groups or individuals such as team members or subject matter experts.

### DATA ANALYSIS

Identifying stakeholders is only the initial task of the Identify Stakeholders process. Assessing the stakeholders' level of influence, engagement, and interest requires analysis. **Stakeholder analysis** performed to obtain this information may be displayed graphically through data representation techniques.

### DATA REPRESENTATION

Stakeholder mapping can help classify stakeholders based on their interest and influence. The use of mapping techniques such as a **power-interest grid** (shown below) can provide a graphical display of where stakeholders are perceived to be relative to their power and interest in the project.



Other graphical representations that have similar characteristics are

- Power-influence grid
- Influence-impact grid
- Salience model

 Identifying, categorizing, and prioritizing stakeholders will help the project team define appropriate engagement levels.

## CASE STUDY: “UNDERSTANDING WHO IS AFFECTED”

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“The list looks pretty good, but I think you should definitely add Sam from Procurement, and what about Olivia from Quality Assurance?” John had heard this same type of comment four times over the last two days. After obtaining the sponsor’s approval of the charter, John began the task of building a list of project stakeholders. As he added Sam and Olivia, he remarked that it really did feel as though he was literally “building” the list person by person. Every time he shared the list with a new stakeholder the list inevitably grew.

What started as a few names and basic details (name, position, contact information) quickly grew into a detailed list with descriptive information. Sara had stressed the importance of this list when he hand-delivered a copy of the approved charter. She explained that it was essential to understand the stakeholder landscape and referred to it as the stakeholder register. As stakeholders were suggested, John followed up with simple questions aimed at understanding each one’s perspective on the project.

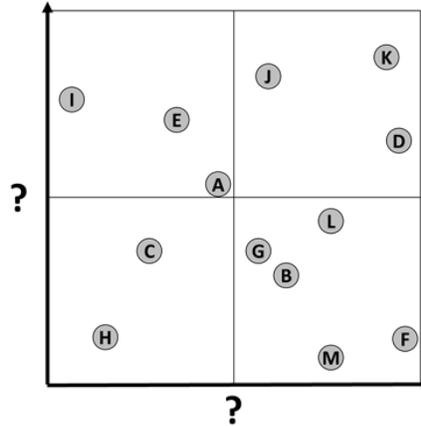
Having fleshed out the list into a well-developed register, John met again with the sponsor. Prepared with a basic classification model, John led with a simple and direct request: “I would like your assistance in analyzing each stakeholder, namely by their level of concern with the project’s outputs and their level of authority in the organization. I aim to use this understanding to develop strategies that will help us build support and lower the risk of issues.”

Working methodically, they analyzed and classified everyone, placing them on the classification grid and defining a perceived level of engagement. John made sure to record the detailed information on the register. Moving through the list, John quickly realized how valuable the sponsor’s experience was. He understood how the corporate history and individual stakeholder personalities played into the situation, and he was able to identify opportunities to build strategic coalitions to mitigate risk.

Leaving the sponsor’s office, John felt confident: He was beginning to better understand what he would need to do to help make this project a success.

## CASE STUDY QUESTIONS: "UNDERSTANDING WHO IS AFFECTED"

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**What type of classification model did John use to assist in analyzing stakeholders?**

- a. Salience model
- b. Power-interest grid
- c. Power-influence grid
- d. Impact-influence grid

**In the grid, which quadrant represents the greatest risk?**

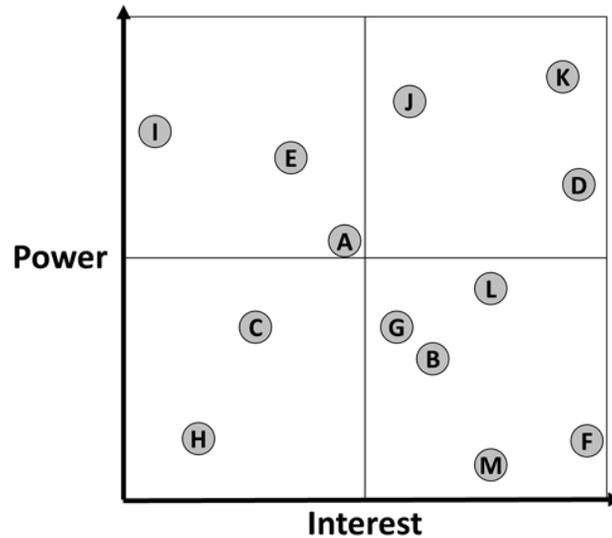
- a. Lower left quadrant
- b. Upper left quadrant
- c. Upper right quadrant
- d. Lower right quadrant

**What was the primary output created through the Identify Stakeholders process?**

- a. Signed project charter
- b. Assumption log
- c. Stakeholder register
- d. Stakeholder engagement plan

## CASE STUDY ANSWERS: "UNDERSTANDING WHO IS AFFECTED"

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**What type of classification model did John use to assist in analyzing stakeholders?**

- a. Salience model
- b. Power-interest grid**
- c. Power- influence grid
- d. Impact- influence grid

**In the grid, which quadrant represents the greatest risk?**

- a. Lower left quadrant
- b. Upper left quadrant
- c. Upper right quadrant (high power-high interest)**
- d. Lower right quadrant

**What was the primary output created through the Identify Stakeholders process?**

- a. Signed project charter
- b. Assumption log
- c. Stakeholder register**
- d. Stakeholder engagement plan

# PLANNING PROCESS GROUP

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## Planning Process Group Summary

The processes and activities of the Planning process group focus on developing the project management plan and the documents that will be used to execute the project. As the project progresses, more planning will certainly take place as new or changed information and circumstances inform the project management plan.

### Objectives

The ultimate objective of the Planning process group is creating a documented and informed project management plan. This plan will consider all aspects of scope, time, cost, quality, risk, resources, communication, procurement, as well as ownership and accountability. When planning a project, the project manager needs to answer the following questions in detail:

- Where are we going?
- How do we get there?
- Do we have enough of the right resources?
- What might deter us?

### Key Outputs

The Planning process group is the most comprehensive of the five process groups. It is home to 24 of the 49 processes (or about half of them), which generate many outputs. The nucleus of all outputs is the project management plan. Twelve subsidiary plans and four baselines are the primary components of the project management plan. Every knowledge area except the Integration knowledge area generates a subsidiary management plan (scope, cost, schedule, risk, etc.). The project management plan is composed of the following:

- Scope mgt. plan
- Requirements mgt. plan
- Schedule mgt. plan
- Cost mgt. plan
- Quality mgt. plan
- Resource mgt. plan
- Communications mgt. plan
- Risk mgt. plan
- Procurement mgt. plan
- Stakeholder mgt. plan
- Change mgt. plan
- Configuration mgt. plan
- Scope baseline
- Schedule baseline
- Cost baseline
- Perf. measurement baseline
- Project life-cycle description
- Development approach

Many other outputs will be generated in this process group, but they will be discussed in detail later. The important take-away here is that the Planning process group creates these plans and baselines, and then as each of them is created, it “re-informs” the overall plan through project documents updates, change requests, and work performance information.