E2 Managing Performance

Syllabus Overview

Created by:
Global CGMA University and Academic Center of Excellence
“We attract, inspire and engage the next generation of CIMA members and CGMAs by increasing awareness among academics and university students through identification of best practices, training, resources and communications, working in partnership with the regions.”

Global CGMA University and Academic Center of Excellence (COE)
The Association of International Certified Professional Accountants
The COE’s role

- Establish consistent global strategy & performance for academic relations that compliments country efforts
- Provide partnership & support
- Develop best practices & tools
- Align priorities & interests
- Develop operational efficiency
What is this document about?

- This document is part of a series that was developed to provide reading materials, case studies, videos, podcasts and other resources that are relevant to a specific exam in the 2019 CIMA Professional Qualification (PQ).
- These resources will help you to understand more about new topics within a specific exam.

- All resources found in this document can be shared with faculty members and students.
- Each resource has a link to its webpage and for ease of access, just click on these icons when you see them in the following slides:
Quick links to each section

- The Enterprise Pillar
- Exam blueprint
- Topic A – Business models and value creation (New topic)
- Topic B – Managing people performance
- Topic C – Managing projects
- Additional resources

Contact:
Academic_Partner@aicpa-cima.com
Kerr Phong@aicpa-cima.com
The Enterprise Pillar
2019 CIMA Professional Qualification Framework

Enterprise Pillar
Summary of the Enterprise Pillar

Articulate a vision in a digital world.

How do we articulate the role of the finance function in a digital world?

How do we manage performance through people and projects?

How do we develop and manage strategy?
What changed in E2?

2015 syllabus
E2: Project Management

A. Introduction to strategic management
B. Human aspects of organisations
C. Managing relationships
D. Managing change through projects

2019 syllabus
E2: Managing Performance

A. Business models and value creation
B. Managing people performance
C. Managing projects

New
E2: Structure and outline

*Exam weighting

30% The business model as a framework to understand and manage how to create value

40% Managing people performance to implement organisational goals

30% Implementing organisational goals through project management

Global CGMA University and Academic COE
The competency framework reflects our findings on how finance professionals are expected to apply accounting and finance skills within the context of the business/organisations in which they operate.

It also reflects for the first time how technology and a digital mindset will be required to affect and influence their own decisions, actions and behaviours and those of their colleagues within the wider organisation.
Exam blueprint
What are exam blueprints?

• They are based on the CIMA syllabus which set out in detail what is examinable in each CIMA examination.

• They are published annually, and provide information about the format, structure and weightings of the assessments.
Key features of the blueprints

• Updated annually
• 3 documents, one per level
• 4 sections
  – Overview
  – Case study exam business simulation
  – Objective test representative tasks
  – Appendices (formulas etc.)
Exam overview

Skill level
- Remembering
- Understanding
- Application
- Analysis

Exam content weighting
- 3 major topics
- 30% weighting for E2A & E2C
- 40% weighting for E2B

Exam format
- Objective test
- On-demand / home based
- Computerised
- 60 questions / 90 minutes

Starting on 4 May 2020, students will be allowed to take exams from the comfort of their own home. Do check our website to see if it’s available in your country.
CIMA pass rates

Due to the launch of the 2019 Professional Qualification the E2 and other Objective Tests pass rate table is currently unavailable. We expect to update it by July 2020 and will then continue to update it on a quarterly basis.
Examination purpose

- The Objective Tests assess learners on acquired fundamental knowledge, skills and techniques for the role that will be simulated in the culminating Case Study Examination.

- The Objective Tests will cover all areas of the syllabus and will ensure that learning has taken place across the breadth of the syllabus.

- The Objective Tests at management level are weighted towards remembering and understanding and application with some analysis and evaluation in highly structured scenarios.
“I can” statements

• In the exam blueprint, you will find representative task statements.

• Each statement is a plain English description of what a CIMA finance professional should know and be able to do i.e. “I can....”
“I can” statements (cont’d)

• The content and skill level determine the language and verbs used in the representative task.

• CIMA will test up to the level of the task statement in the objective test (an objective test question on a particular topic could be set at a lower level than the task statement in the blueprint).

• The task statements in the blueprint are representative and are not intended to be (nor should they be viewed as) an all-inclusive list of tasks that may be tested on the Examination.

• The number of tasks associated with a particular content group or topic is not indicative of the extent such content group, topic or related skill level will be assessed on the test.
Beyond the blueprint

• The blueprint may indicate models and frameworks which may lead to the learning outcomes stated in the syllabus.

• However, learning providers may use other models and aides to develop these learning outcomes.
A snapshot of the E2 exam blueprint

<table>
<thead>
<tr>
<th>Lead outcome</th>
<th>Component outcome</th>
<th>Skill level</th>
<th>Representative task statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The ecosystems of organisations</td>
<td>a. Markets and competition</td>
<td>Remembering and understanding</td>
<td>Understand why ecosystems are beginning to emerge and how they differ from traditional markets</td>
</tr>
</tbody>
</table>

The slides below will list all these representative task statements.
Topic A – Business models and value creation
(New topic)

E2 Managing performance
Overview

• The digital world is characterised by disruptions to business models by new entrants and incumbents who seek superior performance and competitive advantage.

• This section covers the fundamentals of business models and how new business and operating models can be developed to improve the performance of organisations.
E2A – Business models and value creation

There are 3 lead learning outcomes for topic A.

- The ecosystems of competition
- The elements of business models.
- New business models in digital ecosystems

Skill level required

- Remembering & understanding (main focus)
- Application (minimal)
- Analysis

Structure & outline

- Review where E2A sits in the overall structure and outline of E2.

2015 syllabus

- Review how E2A was covered in the 2015 syllabus
E2A – Business models and value creation: Explanatory notes

What is the nature of the ecosystem?

What are its critical elements and how do they interact with each other?

How do they impact the organisation?

See more details

- The ecosystems of competition
- The elements of business models.
- New business models in digital ecosystems

Lead learning outcomes for topic A.
This section covers the concept of value from different stakeholder perspectives. It examines the various elements of the business model, their interaction with each other and their implication for costs and revenue. The section also covers the connectivity and alignment between the ecosystem and the elements of the business model.

See more details

- The ecosystems of competition
- The elements of business models.
- New business models in digital ecosystems

Lead learning outcomes for topic A.
New business models have evolved to disrupt industries and their ecosystems.

What are they?

How have they redefined their industries?

See more details
## Lead outcome

1. Explain the ecosystems of organisations

### Explain:

<table>
<thead>
<tr>
<th>Component outcome</th>
<th>Representative task statement</th>
<th>Topics to be covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Markets and competition</td>
<td>- Understand why ecosystems are beginning to emerge and how they differ from traditional markets. &lt;br&gt; - Understand the fundamental components of an ecosystem.</td>
<td>- Definition of ecosystems</td>
</tr>
<tr>
<td>b. Society and regulation</td>
<td>- Understand the participants in an ecosystem and their associated role within the environment. &lt;br&gt; - Understand the products or services in the ecosystem and rules governing the ecosystem, the connections of elements, and course of interactions. &lt;br&gt; - Understand how technology is driving the emergence of ecosystems that are connected, open, simple and intelligent, and fast and scalable. &lt;br&gt; - Understand the costs and risks of shifting from a traditional market to a business ecosystem.</td>
<td>- Participants and roles &lt;br&gt; - Interactions and dynamics &lt;br&gt; - Rules and governance &lt;br&gt; - Technology &lt;br&gt; - Risks and opportunities</td>
</tr>
</tbody>
</table>
### Lead outcome

#### 2. Explain the elements of business models

**Component outcome**

- Explain the following
  - a. Concept of value and the business model
  - b. Defining value
  - c. Creating value
  - d. Delivering value
  - e. Capturing and sharing value

**Representative task statement**

- Understand how a business model shows how an organization defines, creates, delivers and captures value for its customers, investors, stakeholders and itself.
- Understand the steps in defining value: identifying stakeholders, ranking stakeholders, needs of important stakeholders, and formulating value propositions for stakeholders.
- Understand the main features that must connect and align in order to create value.
- Understand the main features of delivering value to customers.
- Understand the three main features of capturing and sharing value to stakeholders: cost model, revenue model and distribution of surplus.

**Topics to be covered**

- Stakeholders and relevant value
- Stakeholder analysis
- Resources, process, activities and people in creating value
- Products, services, customer segments, channels and platforms to deliver value
- Distribution of value to key stakeholders
### E2A: Business models and value creation

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>3. Analyse new business models in digital ecosystems</td>
<td>a. Analyse digital business models and their related operating models</td>
<td>• Determine the strategies businesses can use to survive digital disruption and build disruptive and resilient business models.</td>
<td>• Disruption</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyse strategies to build disruptive business models using the build, buy, partner, invest and incubate / accelerate models.</td>
<td>• Ways to build disruptive and resilient business models</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyse strategies to create digital operating models.</td>
<td>• Creating digital operating models</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyse the steps to build a digital workforce including attract and retain talent, become an employer of choice, create a workforce with digital skills, bring leadership into the digital age, foster a digital culture, create environments where humans and robots can work together, integrate on-demand workforce.</td>
<td>• Types of digital operating models</td>
</tr>
</tbody>
</table>
Resource list

Topic A – Business models and value creation
Introduction to business ecosystem
Analysing competitors in a business ecosystems

- Companies used to last 75 years. Now the average company dies or disappears in 15 years.

- Companies die for a number of reasons. One growing reason is that the company’s leaders do not understand the ecosystem that supports the company and the dynamics of competition in their ecosystems.
Business ecosystem in a digital world
What is digital platform ecosystem?
Successful business models today & how they create value
Business model changes in times of crisis
New business models

The business model that powers rent-to-wear
Selling subscriptions to rent rather than buy clothes is a business model that’s gaining traction. Here’s how it works.

By Sahine Vollmer
1 February 2020

Performance management
Case study: adopting a product innovation business model

What I learned turning around a failing business

A finance business partner employed these strategies to reverse the course of a loss-making operation.

By C.F. Wong, ACMA, CGMA
10 March 2020

• This article describes how a finance business partner turned around an instant noodle manufacturer that was significantly behind its competitors in profitability, market share, and resources.

• By using a value-creation process, one can discover new business models and turn around a loss-making operation.
Case study: digital ecosystem for the mining industry

- A recent study by the World Economic Forum forecast that over the next decade the mining industry will create further value of $190bn from additional transformational measures.

- In a time of continued volatility and disruption, open innovation and co-creation are vital to be able to partner across ecosystems and learn from other industries to achieve fundamental transformation as 90% of the jobs in mining are changed through technology.
Case study: Amazon’s ecosystem
Case studies: business model innovation
Humans working with robots
Fun fact: Sophia, first AI humanoid robot
Building a digital workforce

Creating a digital workforce

Charles Schwab’s ambitious initiative to create a workforce that fuels growth.

Contributor

Keith Mattioli – Principal in KPMG’s Silicon Valley Management Consulting
Talent retention strategies

Investing in training offers a competitive boost
Increasing productivity while attracting and retaining talent requires a thoughtful approach to employee training.

By Cheryl Meyer
9 July 2019
People and leadership skills, Human resources

Using predictive analytics in employee retention
This technique can help managers reduce attrition costs.

By Shilpa Patil Mirar
1 December 2018
People and leadership skills, Human resources, Technology and analytics
Topic B – Managing people performance

E2 Managing performance
Overview

• Human capital is one of the key intangible assets of organisations in an age where intangible assets are the dominant means by which organisations create and preserve value.

• Leadership is a crucial means for managing individual performance and the relationships between people.

• This section examines how different styles of leadership can be used to improve the performance of individuals so they can achieve organisational goals.
There are 3 lead learning outcomes for topic B.

- Compare and contrast different types of leadership and management styles.
- Analyse individual and team performance.
- Explain how to manage relationships.

Skill level required are:

- Remembering & understanding (main focus)
- Application
- Analysis (minimal)

Structure & outline

- Review where E2B sits in the overall structure and outline of E2.

2015 syllabus

- Review how E2B was covered in the 2015 syllabus
Leadership is key to performance management.

In a digital world it is an area that is least susceptible to automation.

What constitutes leadership?

What are the different types of leadership?

How does one choose a style of leadership that is appropriate for the particular context?

See more details
E2B – Managing people performance: Explanatory notes

There are 3 lead learning outcomes for topic B.

- Compare and contrast different types of leadership and management styles.
- Analyse individual and team performance.
- Explain how to manage relationships.

Individual performance is achieved through structured processes and approaches.

These include objective setting and regular review of performance against objectives.

How should these processes be developed to ensure employee engagement, empowerment and alignment?

How should the work environment be configured to enhance performance?

What is the role of the leader in coaching and mentoring for high performance?

See more details
E2B – Managing people performance: Explanatory notes

There are 3 lead learning outcomes for topic B.

- Compare and contrast different types of leadership and management styles.
- Analyse individual and team performance.
- Explain how to manage relationships.

Individuals work in teams and their performance contributes to the team performance.

How should teams be built and led to improve performance?

How is collaboration enhanced using technology?

How can conflicts be managed?

See more details
### E2B: Managing people performance

<table>
<thead>
<tr>
<th>Lead outcome</th>
<th>Component outcome</th>
<th>Representative task statement</th>
<th>From exam blueprint</th>
<th>Topics to be covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare and contrast different types of leadership and management styles</td>
<td>Compare and contrast:</td>
<td>• Understand fundamental and contemporary concepts in management including the concepts of power, authority, delegation and empowerment.</td>
<td></td>
<td>• Power, authority, delegation and empowerment</td>
</tr>
<tr>
<td></td>
<td>a. Different leadership concepts</td>
<td>• Understand different approaches to leadership including personality/traits, style, contingency/situational, transactional/ transformational and distributive.</td>
<td></td>
<td>• Contingent and situational leadership • Transactional and transformational leadership</td>
</tr>
<tr>
<td></td>
<td>b. Types of leadership</td>
<td>• Understand leadership in different contexts including leadership of virtual teams and the ethical implications of leadership.</td>
<td></td>
<td>• Leadership of virtual teams • Leadership and ethics</td>
</tr>
<tr>
<td></td>
<td>c. Leadership in different contexts</td>
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</tbody>
</table>

*From explanatory notes again*
### E2B: Managing people performance

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>2. Analyse individual and team performance</td>
<td>Analyse the following:</td>
<td>• Understand performance management and associated frameworks. • Determine how behavioural aspects of control impact target setting and management by objectives and impacts employee alignment, empowerment and engagement.</td>
<td>• Target setting and employee alignment • Employee empowerment and engagement</td>
</tr>
<tr>
<td></td>
<td>a. Employee performance objective setting</td>
<td></td>
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<tr>
<td></td>
<td>(See explanatory notes again)</td>
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<td></td>
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<td></td>
<td>b. Employee appraisals</td>
<td>• Understand different approaches to employee performance appraisals. • Determine the impact rewards have on employee performance and the disciplinary and grievance procedures in resolving poor performance.</td>
<td>• Performance reporting and review • Rewards and sanctions in managing performance</td>
</tr>
<tr>
<td></td>
<td>c. Coaching and mentoring</td>
<td>• Determine the impact of coaching and mentoring on enhancing individual and organisational performance.</td>
<td>• Different approaches to coaching and mentoring to improve performance</td>
</tr>
<tr>
<td></td>
<td>d. Managing work place environment</td>
<td>• Analyse organisational culture and the relationship to employer and employee responsibilities in managing the work environment, diversity and equality practices and health and safety in the workplace.</td>
<td>• Diversity and equity practices • Health and safety • Organisational culture</td>
</tr>
<tr>
<td>Lead outcome</td>
<td>Component outcome</td>
<td>Representative task statement</td>
<td>Topics to be covered</td>
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<tr>
<td>3. Explain how to manage relationships</td>
<td>Explain the following in the context of managing relationships:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| | a. Building and leading teams | • Understand the characteristics of high performing teams, the factors associated with effective teamwork and motivating team members. | • Characteristics of high performing teams  
• Motivating team members |
| | b. Communications | • Understand the importance of effective communication skills for the Chartered Global Management Accountant and the importance of non-verbal communication and feedback.  
• Understand the communication process, the types of communication tools and their use (including digital tools) and ways of managing communication problems. | • Communication process  
• Digital tools for communication |
| | c. Negotiations | • Understand the process of negotiation and importance of developing effective skills and strategies for influence, persuasion and negotiation. | • Negotiation process  
• Strategies for negotiation |
| | d. Managing conflicts | • Understand the sources and causes of conflict in organisations and strategies for managing conflict to ensure working relationships are productive and effective. | • Sources and types of conflicts  
• Strategies for managing conflicts |
Resource list

Topic B – Managing people performance
Leadership style and examples
Effective leadership

What makes an effective leader?
Hosted by Oliver Rowe
8 April 2020

Play the episode below or read the edited transcript:

What makes an effective leader?
by Financial Management (FM) magazine

What you’ll learn from this episode:

• What makes an effective leader in the digital environment.
• Why leaders sometimes need to act with imperfect information.
• How to get “buy-in” from employees when leading change.
• Why leaders need the skill to say “no.”
• The importance of creating psychological safety for employees.
Case study: effective leadership

A championship CFO’s data-driven leadership
The Super Bowl victor’s finance chief helps the team use data to seek the best talent, meet customer preferences, and more.

By Neil Amato
1 April 2020
People and leadership skills, Technology and analytics

Leadership at the negotiating table
The former Delta's CEO is managing change, and leading a new era, in the US Women's National Basketball Association.

By Neil Amato
1 April 2020
People and leadership skills

3 traits of successful finance leaders
By Andrew Harding, FCMA, CGMA
1 April 2020
People and leadership skills, Future of finance
Personality test and leading virtual teams
Leadership & communication in times of crisis

COVID-19 risk and leadership lessons for CFOs
By Tim Cooper
17 April 2020
People and leadership skills, COVID-19, Risk Mitigation, Governance and risk

Effective leadership communication amid a crisis
By Oliver Rowe
27 March 2020

By Cheryl Meyer
17 March 2020
People and leadership skills, Global economy and markets, COVID-19

Business leaders have a role in communicating to a broad range of stakeholders, including staff, consumers, suppliers, and investors in response to the coronavirus pandemic and how should they do this?
Managing workplace environment

Avoid these diversity and inclusion mistakes
Companies have spent billions on D&I training, but studies suggest it’s not easy to get it right. Here are five tips to avoid common mistakes.

By Andrea Chipman
1 April 2020
People and leadership skills, Human resources

How to detect and defuse a toxic workplace
A poisonous atmosphere is a sure way to drive out top talent. Here’s how to spot the signs.

By Hannah Pitsiuck
28 May 2019
People and leadership skills
Worldwide, women hold an average 29% of senior management roles, according to Grant Thornton’s Women in Business 2020 survey of almost 5,000 mid-market businesses.
To fight fraud, manage culture

By Drew Adamek
13 March 2020

Organisational culture plays a key role in enabling detection, mitigation, and prevention of financial fraud and misconduct, but leaders need to be active in assessing and shaping internal culture.
Leadership and ethics

FM’s “Ethics in action” series:

- Ethical leadership at a time of crisis
- Approaching a dilemma during a time of crisis
- Identifying ethical dilemmas in the workplace
- How to encourage ethical corporate behaviour
- Driving ethical behaviour in a global organisation
Rewards

Debunking salary negotiation myths
Fear of failure can derail your negotiations, but doing homework and recognising your value can lead to a positive outcome.

By Teri Saylor
25 September 2019
People and leadership skills, Career development, Human resources

Pay’s role as incentive: It’s not just how much
Compensation policies can help increase engagement but need to be transparent, fair, and combined with other strategies.

By John Lehmann-Haupt
17 June 2019
People and leadership skills, Human resources
Mentoring and coaching

Finding the right mentor to boost your career
Good mentoring relationships can benefit both parties.
By Sylvia Davis 4 February 2020
People and leadership skills, Career development

How reverse mentoring works
Pairing senior executives with junior colleagues can have benefits beyond sharpening skills and expanding knowledge.
By Luke O’Neill 16 December 2019
People and leadership skills, Career development, Professional skills

Reverse mentoring was popularized by General Electric CEO and Chairman who described it as “tipping the organisation upside down.”
Performance review and managing teams
High performing teams

15 Characteristics Of High-Performance Teams

Brent Gleeson Contributor | Leadership Strategy

Watch for these signs to spot your rising stars
When courting for high-potential talent, the first place to look could be in house.

By Hannah Pintick
1 June 2019

How to manage high achievers
By Teri Saylor
24 June 2019

People and leadership skills, Human resources
Topic C – Managing projects

E2 Managing performance
Overview

- Projects have become pervasive means by which organisations execute their strategies.
- This section shows candidates how to use project management concepts and techniques to implement strategies effectively and efficiently.
- It is linked to capital investment decision making that is covered in other areas of the Management Level.
## E2C: Managing projects

### There are 3 lead learning outcomes for topic C.

- Describe the concepts and phases of projects.
- Apply tools and techniques to manage projects.
- Explain the concepts of project leadership.

### Skill level required are:

- Remembering & understanding
- Application

### Structure & outline

- Review where E2C sits in the overall structure and outline of E2.

### 2015 syllabus

- Review how E2C was covered in the 2015 syllabus
Projects are the primary means by which many organisations implement strategic decisions.

It is also how organisations ensure cross-functional collaboration.

This section covers the key elements of project management.

It seeks to provide both awareness and understanding of the project management process and the ability to apply tools and techniques to participate in projects and to identify, evaluate and manage project risks.

The objective is not to train project managers but to equip finance people to work within projects and to lead some parts of projects.

There are 3 lead learning outcomes for topic C.

• Describe the concepts and phases of projects.

• Apply tools and techniques to manage projects.

• Explain the concepts of project leadership.
## E2C: Managing projects

<table>
<thead>
<tr>
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<th>Component outcome</th>
<th>Representative task statement</th>
<th>Topics to be covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the concepts and phases of projects</td>
<td>Describe the following:</td>
<td>• Understand how the overall project objectives are measured by time, cost and quality.</td>
<td>• Overall project objectives</td>
</tr>
<tr>
<td></td>
<td>a. Project objectives</td>
<td></td>
<td>• Objectives relating to time, cost and quality</td>
</tr>
<tr>
<td></td>
<td>b. Key stages of the project life cycle</td>
<td>• Understand the purpose and activities associated with the key stages of the project life cycle.</td>
<td>• Purpose and activities associated with key stages of the project life cycle</td>
</tr>
<tr>
<td></td>
<td>c. Project control</td>
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</tr>
</tbody>
</table>
## E2C: Managing projects

<table>
<thead>
<tr>
<th>Lead outcome</th>
<th>Component outcome</th>
<th>Representative task statement</th>
<th>Topics to be covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Apply tools and techniques to manage projects</td>
<td>Apply the following to manage projects:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Project management tools and techniques</td>
<td>• Define workstreams for projects and use work breakdown schedule, Gantt charts, network analysis, data visualisations and PERT charts to describe and review the tasks involved in completing a project.</td>
<td>• Workstreams</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Work breakdown schedule, Gantt charts, network analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• PERT charts</td>
</tr>
<tr>
<td></td>
<td>b. Project risk management tools</td>
<td>• Determine the sources and types of project risks.</td>
<td>• Sources and types of project risks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Determine how scenario planning can be used to mitigate or manage project risks.</td>
<td>• Scenario planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Determine the contribution of project management software to the overall success of a project.</td>
<td>• Managing project risks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Project management software</td>
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</table>
# E2C: Managing projects

<table>
<thead>
<tr>
<th>Lead outcome</th>
<th>Component outcome</th>
<th>Representative task statement</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3. Explain the concepts of project leadership</td>
<td>Explain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(See explanatory notes again)</td>
<td>a. Project structure</td>
<td>• Understand project structures, including matrix structure and their impact on project achievement.</td>
<td>• Project structures and their impact on project performance</td>
</tr>
<tr>
<td></td>
<td>b. Roles of key project personnel</td>
<td>• Understand the role and attributes of an effective project manager, the role of other key members of the project team and the life cycle of project teams.</td>
<td>• Role of project manager • Role of key members of project team • Life cycle of project teams</td>
</tr>
<tr>
<td></td>
<td>c. How to manage project stakeholders</td>
<td>• Understand how managing key project stakeholders and leading and motivating a project team is critical to the success of a project.</td>
<td>• Managing key stakeholders of projects • Leading and motivating project team</td>
</tr>
</tbody>
</table>
Resource list

Topic C – Managing projects
Introduction to project management
The future of project management
Building leadership skills

Building leadership skills through strategic volunteering

Asking the right questions before taking on a volunteer role will maximise your contribution and the leadership skills you can gain.

By Oliver Boice
1 April 2020

People and leadership skills

Toastmasters International helps men and women learn the arts of speaking, listening, and thinking -- vital skills that promote self-actualization, enhance leadership potential, foster human understanding, and contribute to the betterment of mankind.

10 Ways Toastmasters Can Boost Your Career

by LiveCareer Staff Writer

by Katharine Hansen, Ph.D.

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Scenario planning to mitigate risks

A Q&A on coronavirus scenario planning
Scenario planning is vital for organisations when trying to adjust to the harmful, fast-moving virus outbreak. An expert shares advice.

By Neil Amato
9 March 2020

Governance and risk, Risk management, Global economy and markets, COVID-19, Risk Mitigation, Strategy and innovation

35 questions for coronavirus planning
By Neil Amato
5 March 2020

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Summary of resources in each section
Resources for E2A - Business models and value creation
(just click on the picture to go to that slide)
Resources for E2A - Business models and value creation (just click on the picture to go to that slide)
Resources for E2B – Managing people performance (just click on the picture to go to that slide)
Resources for E2B – Managing people performance
(just click on the picture to go to that slide)
Resources for E2C – Managing projects (just click on the picture to go to that slide)
Contact:

Academic.Partners@aicpa-cima.com
Karen.Phang@aicpa-cima.com
Thank you