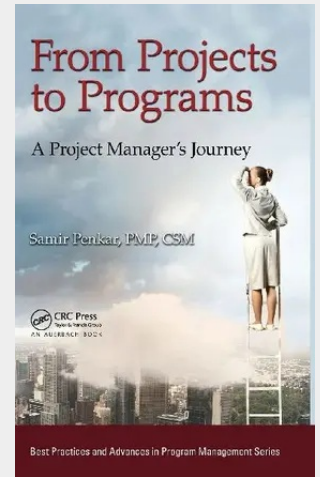


From Projects to Programs

A Project Manager's Journey

This is the story of an up-and-coming project manager that has been handed a large program to lead. Follow along as Susan Codwell, Program Manager for FitAtWork Inc., struggles, leads, stumbles, and grows into the role of program manager. Throughout this book you will gain a clear understanding of the core program management processes and components involved. An engaging story of what makes program management effective, *From Projects to Programs: A Project Manager's Journey* introduces key program management concepts in a manner that is easy to understand. It provides a backstage view into the workings of program management, program organization, team dynamics, and the skills required to manage programs. Presents new ideas on program organization and reporting. Identifies the critical skills required of program managers. Supplies helpful tips for managing project managers. Includes reflections at the end of each chapter that reinforce key concepts. Narrated through the eyes of a program manager, the book provides you with the opportunity to experience the ins and outs of real-world program management. Every project team member will find themselves somewhere in this story. Whether you are an aspiring program manager, a successful project manager, or a project team member, this book offers a fascinating glimpse into what it takes to run successful programs in today's business environment.

The third book in this series is written by a team of interdisciplinary teachers and professionals, led by Mike Waterhouse and Geoff Crook, is aimed at students and professionals in the built environment who wish to develop their management and business skills. In a rapidly changing world where techniques and custom and practice can date soon after discovery, where organisations are constantly changing shape and style to cope with rapid technological, economic, political and social change, there is a need for managers and built environment professionals who know how to learn, who are self-aware enough to know when they don't know, and who have the confidence and personal substance to be able to initiate the required learning activities when necessary.



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