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Introduction

The discipline of project management has experienced an excess of diverse methodologies and frameworks, among which PRINCE2 stands out as a prominent example (Jovanovic & Beric, 2018). PRINCE2 is a widely acknowledged project management methodology that offers a systematic and organised approach to project management, thereby improving governance and ensuring successful project delivery (Sargeant et al., 2010). The methodology is designed to provide a comprehensive framework that enables project managers to effectively manage projects by breaking them down into manageable stages, each with its own set of objectives, deliverables, and controls (Bentley, 2010). By

adopting PRINCE2, project managers can enhance their ability to manage risks, control costs, and ensure that projects are delivered on time and within budget (Bentley, 2010). The methodology is frequently used for a variety of projects in many industries and sectors due to its flexibility and adaptability (Sargeant et al., 2010). PRINCE2 helps project managers enhance their skills and deliver successful projects. This work will also explore how to tailor PRINCE2 to an organization's needs and ensure its successful integration into project management methods.

Overview of the PRINCE2 Methodology

The PRINCE2 (Projects IN Controlled Environments) methodology is a well-established project management framework that offers a methodical and organised strategy for project management. Its flexible foundation can be tailored to different projects and companies (Sargeant et al., 2010). The PRINCE2 methodology emphasises project management basics like a clear business rationale, clear roles and responsibilities, effective communication, and learning from experience (Commerce, 2002).

The methodology comprises a set of processes, themes, and principles that steer project management endeavours across the entire project duration (Commerce, 2002). PRINCE2 emphasises the significance of detailed project planning, risk management, and regular progress monitoring to ensure projects stay on track and deliver the desired results (Bentley, 2005; Commerce, 2002). This offers efficient communication and cooperation among stakeholders involved in the project, via the flexibility of PRINCE2.

Project governance —high-level management monitoring and strategic alignment— is a hallmark of PRINCE2 (Bentley, 2005; Commerce, 2002). Project management documents like the Business Case, Project Initiation Document, and Stage Plans help sustain project control and communication. Lessons Learned reports in PRINCE2 methodology encourage continuous improvement and information sharing (Bentley, 2010; Thomas, 2014).

In general, PRINCE2 offers a comprehensive and adaptable methodology for managing projects, which facilitates the timely, cost-effective, and quality delivery of projects by organisations (Lianying et al., 2012). The method's popularity across various industries and project categories can be attributed to its organised framework and emphasis on governance, planning, and control (Sargeant et al., 2010).

Benefits of PRINCE2 in Project Management

PRINCE2 is a widely adopted project management methodology that provides a range of fundamental advantages. Initially, it offers a methodical and uniform methodology, guaranteeing uniform project management procedures and enhanced regulation over projects (Bentley, 2005, 2010; Commerce, 2002). PRINCE2 prioritises the establishment of unambiguous project goals, meticulous planning, and efficient communication, thereby facilitating improved synchronisation with stakeholder anticipations (Commerce, 2002; Jovanovic & Beric, 2018). PRINCE2 advocates for proactive risk management, which facilitates the timely detection and mitigation of potential issues (Esteki et al., 2020). Moreover, PRINCE2 promotes accountability and governance by establishing clear-cut roles and responsibilities, which in turn facilitates effective decision-making and project oversight (Bentley, 2005). In general, the implementation of the PRINCE2 methodology facilitates the timely, budgetary, and quality delivery of projects, thereby enhancing project success rates and augmenting the overall project management proficiency of organisations.

Structure of this work

Part one of this study delves into the existing literature on the subject of PRINCE2 adaptation and implementation and provides significant revelations regarding the process of integrating PRINCE2 methodology within a particular organisational context.

The following part investigates the utilisation of the PRINCE2 (Projects in Controlled Environments) methodology in the initiation and preparation phases of an MSc Programme and Project Management course. The second part does not talk about the MSc program itself, nor the university, but is only interested in looking at how PRINCE2 can be tailored for this case. It'll strictly be PRINCE2 related. In order to guarantee the achievement of project objectives, the PRINCE2 methodology will be customised to suit the unique requirements of this particular project, while not exploring the project itself, thereby furnishing a systematic framework for organising, implementing, and supervising project undertakings.

Segmenting both sections into numerous headings simplifies the correlation between the PRINCE2 literature and this work.

Because tailoring and embedding PRINCE2 into an organization is a generic ask, and doesn't let more specific scenarios be explored, discussion on embedding and adapting PRINCE2 will use an actual organization with its own methodology. In this manner, everything covered in part one can be investigated at once.

Part One: Literature Review and Key Lessons Learned

Analysis of Case Studies and Research Findings

Projects IN Controlled Environments (PRINCE2) is a project management system used worldwide. This literature review analyses PRINCE2 using current research and literature. This review examines PRINCE2's fundamental principles, best practices, and numerous applications to demonstrate its efficacy in many project contexts and industries.

Project management is based on seven essential principles in PRINCE2 (Commerce, 2002). The above criteria emphasise business reasons, ensuring that projects meet organisational goals and provide tangible benefits. Individual roles and duties encourage accountability and efficient decision-making in the project (Axinte et al., 2017). Managing projects in different phases improve oversight and assessment at critical points (Bentley, 2005). PRINCE2 prioritises product development and distribution, ensuring that projects achieve particular goals and create value (Bentley, 2005). PRINCE2 also encourages customising the approach to meet project needs, promoting flexibility (Bentley, 2005; Commerce, 2002; Sargeant et al., 2010).

Project start, direction, control, stage management, product delivery management, stage boundary management, and closing are included as processes in PRINCE2 (Commerce, 2002). Project teams are guided through the project lifecycle by a systematic project management process that includes numerous tasks, inputs, and outputs (Commerce, 2002). These methods help project managers strategize, mitigate risks, allocate resources, and involve stakeholders (Savio, 2022).

Due to its adaptability, PRINCE2 is used in construction, IT, healthcare, event coordination, and other fields (Axinte et al., 2017; Wang et al., 2020). PRINCE2 approach improves project oversight, communication, risk mitigation, and stakeholder satisfaction (Esteki et al., 2020; Jovanovic & Beric,

2018). Contradictory, PRINCE2 implementation challenges such as resistance to change, the need for skilled project managers, and the methodology's adaptability to agile environments must be addressed (GEBRU, 2019; Savio, 2022).

The research on PRINCE2 shows improved project completion within deadlines, financial compliance, and excellent results (Bentley, 2010; Esteki et al., 2020; Wang et al., 2020). PRINCE2's extensive planning, efficient risk mitigation, and stakeholder engagement led to great results (Bentley, 2010; Wang et al., 2020). Moreover, PRINCE2's organised approach and openness boost stakeholder satisfaction (Commerce, 2002; Zapendowski, 2022). On the other hand, PRINCE2's intricacy requires skilled project managers and a commitment to its execution (Commerce, 2002). Flexibility and adaptability may not be ideal for overly-dynamic environments that prefer iterative and incremental methods, and team members or stakeholders may reject PRINCE2 adoption (Savio, 2022).

PRINCE2 can adapt to different project environments and work well with different project management approaches and standards (Bentley, 2010). Agile concepts in PRINCE2 help project teams adapt to changing needs, collaborate, and create incremental value. PRINCE2 and Six Sigma, a process improvement and quality management technique, can help firms optimise project processes, reduce inefficiencies, and improve results (Lianying et al., 2012). In addition, PRINCE2 has a strong correlation with other international project management standards, allowing companies to follow these standards while taking advantage of PRINCE2's methodical approach (Lianying et al., 2012). Organisations can improve project delivery and outcomes by integrating PRINCE2 with other techniques and standards (Zapendowski, 2022).

Identification and Summary of Key Insights

PRINCE2 can achieve project success variables including time, money, and quality. It emphasises meticulous planning, efficient risk management, and stakeholder interaction to improve project outcomes and stakeholder satisfaction (Bentley, 2010; Commerce, 2002).

PRINCE2 has many benefits but some drawbacks. Successful adoption may require competent project managers (Dolan, 2010). Considering its rigidity in agile environments and team and stakeholder resistance to change can also be a problem (Savio, 2022). On the other hand, interoperability and synergy between PRINCE2 and other methodologies enable flexible and optimised project management approaches (Axinte et al., 2017; Savio, 2022).

The PRINCE2 methodology emphasises deliverables, stages, roles and responsibilities (Bentley, 2010; Commerce, 2002). This organised method improves project control, decision-making, and management by giving project teams a uniform and standardised framework. PRINCE2 provides a structured strategy to help organisations build a shared understanding of project management procedures and a language for cooperation and communication that leads to successful project completion (Lianying et al., 2012).

Context on Toyota's TPS for Successful Tailoring and Adaptation of PRINCE2

Toyota manufactures using the Toyota Production System (TPS), also known as Lean Manufacturing or Just-in-Time (JIT) production (Pettersen, 2009; Vyas, 2011). The Toyota Production System (TPS) prioritises waste reduction, productivity, and customer value (Jayaram et al., 2010). Standardised work, visual management, pull systems, and continuous improvement are central to the Toyota Production System (TPS), which aims to create a culture of continuous improvement and enable employees to identify and resolve issues at all levels (Jayaram et al., 2010). Toyota uses TPS in supply chain

management, product development, and manufacturing (Shingo & Dillon, 1989), which correlates with some of PRINCE2's themes and processes.

Strategies for Adapting PRINCE2 to Organizational Contexts, Toyota Production System

Even though TPS and PRINCE2 are two distinct methodologies with different purposes and applications some headings such as focus and application, scope, principles and practices, and organizational application can be looked at. Furthermore, TPS is focused on optimizing processes related to manufacturing within Toyota (Vyas, 2011). Tailoring and adapting PRINCE2 to TPS, or Toyota, would involve aligning the project management principles of PRINCE2 with the needs of Toyota's manufacturing operations while still considering the characteristics of TPS.

Strategies for adapting PRINCE2 to an organization such as Toyota can be done so by looking at all of PRINCE2's principles. The following seven paragraphs can be looked at when tailoring PRINCE2 for TPS as they correlate to PRINCE2's principles.

Acquiring a comprehensive understanding of Toyota's organizational culture values and objectives is key. Adapting PRINCE2 to conform with Toyota's operational methodology will guarantee that project management procedures are in harmony with the company's overarching objectives.

PRINCE2 is recognized for its extensive need for documentation (Wideman, 2002). Efficient documentation is crucial in a lean manufacturing setting such as Toyota's to prevent excessive bureaucracy. This task involves recognizing the necessary project management documents that are crucial for efficient control and decision-making, which is good because PRINCE2 already demands them. It also requires removing any unnecessary or excessive documentation.

Lean manufacturing places significant emphasis on a flexible and adaptable approach to planning and control (Poppendieck, 2011). Adapting the planning procedures of PRINCE2 to suit Toyota's focus on producing goods just in time constantly enhances their processes. This could entail reducing the duration of planning cycles, adopting more flexible scheduling, and prioritising real-time monitoring and visual management.

Continuous improvement is a key aspect of lean manufacturing, which places significant emphasis on itself (Pettersen, 2009). Incorporating lean methodologies, including Kaizen events, and value stream mapping into the project management processes of PRINCE2 guarantees that projects not only achieve their goals but also enhance Toyota's processes and systems over time (Bentley, 2010; Commerce, 2002; Pettersen, 2009; Zapendowski, 2022). This is done by PRINCE2's logs and information registers towards future projects (Dolan, 2010).

PRINCE2 offers a well-defined structure for establishing the duties and accountabilities of each team member in a project (Bentley, 2019). Customising these positions to align with Toyota's organisational framework and promote efficient communication and cooperation among team members is important to consider.

Quality management is a crucial element of Toyota's organisational culture (Jayaram et al., 2010). The objective is to modify the quality management procedures of PRINCE2 to conform with Toyota's quality norms and methodologies. Luckily, lean quality techniques, including Poka-Yoke (Fisher, 1999) and quality gates will work with PRINCE2 since they don't contradict at the same level (Lianying et al., 2012).

This can be measured (Lianying et al., 2012), and guarantees that project outputs will satisfy the intended quality standards.

Lean organisations such as Toyota prioritise continuous learning and knowledge sharing within their culture (Poppendieck, 2011). Integrating lessons learned procedures from PRINCE2 methodology is recommended to motivate project teams to contemplate their experiences and offer feedback to enhance ongoing progress (Sargeant et al., 2010). Stages of PRINCE2 also provide ground for this (Bentley, 2010).

Challenges and Considerations in Embedding PRINCE2 into an Organization

The organization's culture and PRINCE2's cultural change should be the top priority (Bentley, 2019; Commerce, 2002; Sargeant et al., 2010). PRINCE2 implementation requires cultural change. Additionally, project management novices or veterans may object to this change. Change management and communication are essential for cultural issues and stakeholder support (Bentley, 2005; Thomas, 2014).

Next, training and competency. According to many professionals, training and skills development are essential for PRINCE2's success (Commerce, 2002; Dolan, 2010; GEBRU, 2019; Jovanovic & Beric, 2018; Sargeant et al., 2010; Savio, 2022; Thomas, 2014; Zapendowski, 2022). Project managers and team members must learn PRINCE2 principles, procedures, and terminology to assure consistency. Training and support can help PRINCE2-unfamiliar staff.

PRINCE2 is extremely adaptable, although adjusting it to the organization's needs and culture will be difficult (Bentley, 2005, 2019; Commerce, 2002; Wideman, 2002). Unique requirements may conflict and necessitate modification. The organisation should record its project management methods, responsibilities, and governance structures to comply with PRINCE2. This customising process requires PRINCE2 implementation and a detailed examination of present practices.

Furthermore, stakeholders should be notified of this embedding choice and engaged as stakeholder engagement during PRINCE2 adoption is crucial (Bentley, 2005, 2019; Commerce, 2002; Wideman, 2002). Stakeholders must understand PRINCE2's benefits and participate in decision-making (Dolan, 2010). Stakeholders can keep informed and resolve concerns by creating communication channels.

Like culture, present systems and processes may make PRINCE2 integration challenging (Savio, 2022). Integrating PRINCE2 with existing systems, processes, and tools is necessary. To do this, analysing PRINCE2's fit into the organization's project management architecture and identifying any needed integrations or changes are key (Sargeant et al., 2010; Wang et al., 2020). Compatibility and integration require careful planning and collaboration (Sargeant et al., 2010; Zapendowski, 2022).

Similarly, future integrations are another consideration. PRINCE2 emphasises monitoring and improvement, but PRINCE2's themes, principles, and processes must be followed (Commerce, 2002). Tailoring PRINCE2 should never eliminate its essential values (Commerce, 2002)! After PRINCE2 is implemented across the organisation, it's crucial to monitor its progress and enhance its implementation (Commerce, 2002). To improve the technique and satisfy the organization's changing demands, regular assessments, audits, and lessons learned should be held (Sargeant et al., 2010).

Part Two: MSc. Course Project

This section details how Michael should do certain things. Core ideas and how they are tailored can be seen in Table 1. These core ideas are from the PRINCE2 manual (Bentley, 2005, 2010; Commerce, 2002), only tailored for Michael's MSc. course.

Starting up the project

The academic nature of the MSc. degree project requires changing and aligning PRINCE2 topics. To meet the MSc. criteria, business cases, organisation, quality, planning, risk, change, and progress must be modified. The personal and career rewards from an MSc. degree could be the business case theme. Risk can also encompass intellectual challenges and potential impediments to success.

Confirming MSc. acceptance and setting personal goals are crucial to starting the research. Enrolment, programme structure, and MSc. degree requirements are all part of this. Michael can establish a solid foundation for the project and understand academic goals and milestones by confirming admission. Personal goals will outline project outcomes, specialisations, and skills and information to be gained.

A project management team could help with the MSc. course project, which is mostly individual. This team may include academic advisers, instructors, students, and business professionals who can offer advice (Glukhov et al., 2015). Michael can get subject-specific support on research and coursework from professionals. The project management team's experience can help Michael enhance his project results and receive useful feedback throughout his academic career.

Directing the project

Effective MSc. course project governance requires clear roles, responsibilities, and decision-making processes. Identifying and describing the project's key stakeholders—academic supervisors, programme coordinators, and university administration—is necessary (Bentley, 2005). Communication, escalation, and reporting should be part of the governance structure for project oversight and guidance. By establishing solid project governance, Michael can ensure the project meets academic criteria, receives sufficient support, and stays on track to obtain the MSc.

A detailed project brief with clear goals is essential for project direction (Bentley, 2005). The MSc. course project brief should state its purpose, scope, and projected outcomes. It should summarise the research topic, methodologies, and course deliverables. To guide and evaluate the project, Michael should set precise goals. Academic goals should include substantial study, high-quality coursework, and a dissertation. Customising the project brief to the MSc. course requirements allow for clear and focused project objectives that meet academic expectations and PRINCE2 principles.

Directing the project requires securing MSc. course project resources. This includes finding academics and accessing academic resources including libraries, databases, and research materials. It also involves providing technical resources like software tools and computing facilities for data analysis and project documentation. Research, coursework, and dissertation writing require dedicated time, so Michael should consider their schedule. By proactively acquiring the right resources, Michael can ensure project success, prevent delays, and maximise his MSc. degree ambitions. By customising resource management for the MSc. course project, the Project Manager may ensure that the project has the resources to satisfy its goals (Commerce, 2002) and achieve the intended academic achievements.

Initiating the project

During project initiation, the MSc. course project must be thoroughly examined. This method involves analysing project needs, academic expectations, and probable hurdles. Project evaluation should consider the research topic, resources, needed courses, and dissertation criteria. A full project evaluation will help Michael understand the project's scope, goals, and risks, which will inform project planning.

The MSc. course project requires a clear project approach. The project plan should include the timeline, milestones, deliverables, and resources (Commerce, 2002). It should also summarise coursework and research, including task sequencing and dependencies. The project plan may also incorporate data collection, analysis, and dissertation writing methods. A thorough project plan will help Michael manage his time, meet academic deadlines, and achieve project goals.

Project initiation requires risk identification and mitigation (Commerce, 2002; Esteki et al., 2020). Michael should quickly detect risks to the MSc. course project. Hazards include time constraints, limited research resources, data collection and analytic challenges, and unexpected personal events (Bentley, 2005). Michael can mitigate some threats after recognising them. Mitigation options include using alternative research methods, preparing for delays, and asking academic advisors or peers for help.

Controlling a stage

The MSc. course project must be monitored for development and success. This involves regularly comparing project progress to milestones and deliverables (Bentley, 2005; Commerce, 2002; Sargeant et al., 2010). Monitoring can include coursework completion, research output quality, and project plan conformity. Michael can quickly address any issues by monitoring progress and performance.

Checkpoints and reviews help assess project status, identify deviations, and make choices (Bentley, 2005; Commerce, 2002; Sargeant et al., 2010). Progress, task quality, and project goals can be checked at checkpoints (Bentley, 2005; Commerce, 2002; Sargeant et al., 2010; Thomas, 2014). Academic advisers, peers, and mentors may be consulted during reviews (Thomas, 2014). These checkpoints and reviews let Michael validate the project's course, handle issues, and make modifications.

To keep the MSc. course project on track, controlling any stage requires flexibility. New results or barriers may require project plan changes, resource reallocation, or study approach changes. Changes may affect project goals, so Michael should be proactive and discuss them with stakeholders to boost the project's adaptability and success.

Managing product delivery

Product delivery involves ensuring that MSc. course project deliverables meet academic institution standards. Formatting, referencing, and coursework/dissertation requirements must be followed. By following course criteria, Michael may ensure that his deliverables meet academic standards, enhancing project quality and credibility.

Michael should seek advice from academic advisors, and mentors to improve his work as they are also the project board when they are grading Michael's work. Michael can use comments to update and improve his work to meet requirements and demonstrate his subject knowledge.

Product delivery relies on deadlines (Savio, 2022) and assignment submissions. Following coursework, research, and dissertation deadlines shows professionalism and discipline. Time management, planning,

and prioritising are needed to finish projects on time. Michael can exhibit academic integrity and project professionalism by regulating product delivery and ensuring timely submissions.

Managing state boundaries

State boundaries need to respect project progress and learning outcomes. This can be done by identifying strengths and weaknesses (Bentley, 2010). Michael can gain valuable insights into his academic career by reflecting on his progress, finding knowledge or skill gaps, and assessing his research's connection with the MSc. course's learning outcomes. This evaluation method lets Michael make informed judgements on project modifications and additions.

Michael must refine the project plan based on review results and lessons learned to manage state boundaries (Commerce, 2002). Michael should review the initial project plan and make any necessary revisions to guarantee the project's subsequent stages meet the developing goals and objectives. Based on project progress and priorities, this may involve reassessing the timetable, milestones, or resources.

Michael must record his learnings, challenges, and best practices from managing state boundaries under a lessons log. It stores lessons acquired for future reference and progress (Commerce, 2002; Thomas, 2014). Michael can update the lessons log to date and can also share the MSc. course project's knowledge with stakeholders.

Closing the project

Closing the project requires assessing its overall success and achievements (Bentley, 2005; Commerce, 2002; Sargeant et al., 2010). Michael should evaluate the MSc. course project's goals, academic requirements, and results. This review allows for reflection, evaluation (Thomas, 2014), and celebration. Michael can learn about his academic growth, the project's significance, and its lessons by reviewing its successes. This is especially important as the degree is required for Michael's personal goals.

Next, closing the MSc. course project requires completing all administrative prerequisites. This involves submitting submission forms, evaluations, and feedback on time. Michael should also resolve financial and logistical issues, such as repaying loans. Michael completes the administrative steps to close the project professionally and according to academic protocols.

Michael must document the MSc. course project's lessons and recommendations to close it. This includes recording project findings, identifying areas for improvement, and suggesting future initiatives or scholarly endeavours. Michael improves academic project management practises and educates future students and researchers by documenting these lessons learnt and recommendations in the project plan.

Conclusion

In conclusion, this assessment included a review of the literature on the PRINCE2 methodology and how it may be used for a project for an MSc course. The PRINCE2 literature review covers its principles, methods, implementation, efficacy, and limitations. A thorough grasp of PRINCE2's concepts, practises, and applications were attained through the literature study, offering insightful information for project management professionals, researchers, and organisations considering its implementation. PRINCE2 can be used with other methodologies and standards to improve practises, adapt to changing project dynamics, and deliver projects successfully (Siegelau, 2004). PRINCE2's suitability in new industries,

interoperability with other techniques, and project management best practices are grounds for additional studies.

The MSc course project's customised implementation of PRINCE2 demonstrated how well it works as an organised framework for completing projects successfully. Project managers may traverse the intricacies of academic projects and optimise project planning, execution, and control by aligning PRINCE2 with the particular requirements of the academic programme. The alignment of PRINCE2 with academic benchmarks, feedback loops, and rules enables the completion of academic goals and intended project outcomes, promoting academic development and accomplishment.

[MSc. Course and Tailoring of PRINCE2](#)

Separating this section into 7 processes and adapting the information in the PRINCE2 manual to the MSc. course made it easier to see which parts of the processes can be tailored. Deciding on 3 entries for each section, PRINCE2 was tailored. The table below (Table 1) shows each core idea, and how PRINCE2 was tailored.

Table 1: Core Ideas and Tailoring Summary

Core ideas for sections & paragraphs	How PRINCE2 was tailored according to the PRINCE2 manual (Commerce, 2002)
Starting up the project	
Adjusting of PRINCE2 themes	Themes were adapted to reflect the goal. Business cases or risks have been revised to reflect academic potential.
Confirming admission and setting personal goals	Since there is no project board Michael can go to, validating enrolment establishes expectations and milestones that are required by PRINCE2.
Assembling a project management team & project board	Normally, the project board would designate Michael as the project manager. As the project board is the University of Chester, they won't be able to entertain Michael on every little detail, so Michael forms a project management team for him to go to for guidance and verification. Michael needs to understand that this is an individual project and that the project board cannot be bothered with every minor detail. Michael will benefit from having a project management team since he is also acting as staff, preventing Michael (the Project Manager) from managing Michael (the Staff). In this situation, having the project management team on hand is useful.
Directing the project	
Establishing project governance	Clear roles can't be established because the University is a big body on its own. Stakeholders and communication channels are established by dividing them into smaller parts. Normally these would be encapsulating, but for Michael, grouping everything under the name "University" would not be helpful.
Developing a project brief and objectives	Tailoring PRINCE2 to be more academic focused instead of organizationally focused. This will provide clarity for successful project delivery.
Securing necessary resources	This is an interesting tailoring of PRINCE2, simply because to secure these resources, Michael must engage with the stakeholders and the project board at the same time. This is interesting because by doing so, Michael has effectively formed a communication channel, which should've been done towards the end of the previous process.
Initiating the project	
Conducting detailed project assessment	Here, PRINCE2 needs to be more agile. Some requirements, such as assessment briefs are hidden from Michael to a certain date, so Michael must come back and revise this assessment. This will be done in the managing state boundaries stage, simply because even though the scope changes, the deadline does not.
Creating a project plan	PRINCE2 is tailored by incorporating academic work submissions and receiving assessment cycles, where Michael is mostly idle. The next part will deal with failures, but here, Michael must realize that this MSc. course is for his personal benefit. Therefore, Michael should add extra-

	curricular academic milestones for his future plans. Normally, PRINCE2 would only deal with the current project, but for Michael, this project is a smaller project in his “My Future” project.
Identifying risks and developing mitigation strategies	Once again, PRINCE2 is made more agile. After failing an assignment, Michael can only get help mitigating some risks from the project board and project management team, even with adequate planning. He will get this help only after he failed, so Michael can’t develop mitigation strategies for everything at this time.
Controlling a stage	
Monitoring progress and performance**	Here, by decreasing the workload as both progress and performance will be graded by the project board, PRINCE2 is tailored. Michael only needs to ensure staying on track, so he will only monitor his deadlines and timetables.
Conducting checkpoints and reviews*	Normally, PRINCE2 states this should be done by the PM, yet Michael is offloading the task and still gaining valuable information regarding checkpoints as the University provides him with options like the ACADSkills and draft submissions.
Making adjustments	The only tailoring would be to adjust the deadlines if there is a change, or the task at hand if the feedback requires so. There will be no time for Michael to wait for the managing state boundaries stage as he must complete the work.
Managing product delivery	
Following course guidelines and requirements	No tailoring of PRINCE2 itself besides the way Michael approaches the project. PRINCE2 handles this significantly well when the University is considered as the client.
Seeking feedback and incorporating improvements*	This is merged with the above conducting checkpoints section, mostly because Michael must work on his tasks immediately, and will have no time to do otherwise. Also, not tailoring the previous section helps Michael to act as the sections marked with an asterisk are merged into a single section.
Ensuring timely submission of assignments**	This is merged with the above monitoring progress and performance section (Marked with **). Notifying the project board is done automatically as Michael submits his work.
Managing state boundaries	
Evaluating progress and learning outcomes	Tailoring this is also intriguing. Michael must identify his information gaps and take various actions to fill them. Michael must revise the timeframe, goals, and priorities to manage his state. In PRINCE2, this is done at the end of this stage and requires project board agreement to change priorities. Michael is free to do it if he thinks it's right. Michael's supervisors and he have an active communication line. Thus, Michael's personal aspirations may be guided by others.
Refining the project plan for subsequent stages	Michael must revise the PID as discussed in the initiating a project stage.

Updating lessons logs	Tailoring PRINCE2 here is to simplify the lessons log, especially keeping the University of Chester related entries separately, as Michael will not take the exact same course again. So Michael will have 3 logs, one for himself, one for the project, and one that has specific information and is short-lived.
Closing the project	
Reviewing overall project success and achievements	Tailoring of PRINCE2 here is like above, instead of approaching from a business point of view, Michael must approach it from a more academic view.
Completing administrative requirements	Similar to the above, PRINCE2 is tailored by approaching the MSc. course from an academic point of view.
Documenting lessons learned and recommendations in the project plan	Michael has to document and deliver his project while adhering to academic integrity and removing any case-specific information from his logs.

Michael's MSc. project's PRINCE2 strategy will also help him succeed academically. He can complete his MSc. assignments by adapting PRINCE2, and PRINCE2 will help him create goals and allocate resources while managing project progress. Michael should be able to achieve academic success while managing time, cost, and quality with the tailored PRINCE2. Michael's adapted PRINCE2 installation should help him complete this project as it matches the program's academic milestones, feedback cycles, and rules.

Colin Bentley

Colin Bentley is a well-known project manager and PRINCE2 advocate and has to be mentioned as his work is referenced throughout this writing. Bentley, a project management expert and trainer (Bentley, 2015), has stated that PRINCE2 is a practical project management framework. The author highlights the methodology's focus on well-defined project objectives, efficient communication, and robust project governance as positives (Bentley, 2010). Bentley claims that PRINCE2's structured approach and focus on project control help even smaller organisations to improve project outcomes and reduce risks (Bentley, 2005).

Bentley (2015), emphasises customising PRINCE2 to fit project needs. Bentley (2005, 2010, 2015, 2019) believes organisations should adapt PRINCE2 to their needs rather than follow it rigidly, and he has a point as PRINCE2 was built with tailoring in mind (Commerce, 2002; Wideman, 2002). The bespoke approach ensures PRINCE2's modernity and adaptability, allowing organisations to maximise their benefits while meeting project needs (Commerce, 2002).

Bentley's views align with PRINCE2, stressing the methodology's importance in project management. They also mention adapting the methodology to different project circumstances (Bentley, 2005, 2010, 2015, 2019). Colin Bentley's expertise paves the path for this assessment's evaluation of PRINCE2.

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