



*College Curriculum*

**PROJECT MANAGEMENT**  
*for*  
**MEDIA TECHNOLOGY**  
**MODULE**



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# **Project Management for Media Technology**



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## **Module Description and Purpose**

The purpose of this module is to teach the basic skills, principles and strategies of Project Management (PM) through an experiential approach to learning all the phases, aspects and techniques of managing multimedia production projects. It is recognized that media-based projects (audio/video production, computer animation, Web design, and CD-ROM production) are already incorporated into the existing curriculum, but the principles and processes of PM have not always been clearly emphasized.

The contents of this module are intended to be threaded throughout the entire curriculum of the BCC Media Communications & Technology Program. The PM Module Activities can be taught in addition to, or can be incorporated into, the existing classroom multimedia production projects already imbedded in current course activities.

Most of these activities are listed in order of the natural progression of a project, so that some activities can be combined if more complex projects are being undertaken. However, most of the activities are also designed to be modular and can be taught separately, or modified by different instructors to fit the different types of media-based projects.

### **Author**

Robin Oppenheimer is a consultant working in the converging areas of art, education, and technology. She developed the content and activities for this module. This module was created in 1998.

### **Project Management Module Learner Outcomes**

Demonstrate the ability to:

1. Define project scope, goals/outcomes and tasks
2. Identify the resources of a project - what is needed and what is available
3. Communicate with and listen to clients and other key stakeholders
4. Organize a project team and define their roles and responsibilities
5. Develop a project plan
6. Manage a project team as a team leader
7. Work creatively, effectively, humanely, and efficiently as a team member
8. Generate reports and distribute information to project stakeholders in a timely manner
9. Develop performance measurements and apply evaluation processes
10. Develop a prototype or rough-cut version of the final product and test it on clients
11. Coordinate and evaluate project tasks and outcomes throughout the life of a project



## **MODULE KEY COMPETENCIES**

**Key Competencies are specific, observable behaviors, knowledge, abilities and skills that detail and support the Module Learner Outcomes.**

### **Outcome 1: Define project scope, goals/outcomes and tasks and organize the tasks into a schedule**

- Develop overall project scope and goals/outcomes - what do you want to accomplish?
- Develop detailed task list and analyze relationships between tasks and the overall project
- Organize and prioritize tasks, develop general flow chart, identifying critical tasks and task interdependencies
- Identify critical milestones and the tasks to be accomplished at each milestone

### **Outcome 2: Define the resources of a project - what is needed and what is available**

- List all the tangible and intangible resources needed for the project
- Create a realistic timeline for the project
- Identify key skills and competencies needed for the project team members
- Create a realistic budget for the project
- Identify sources of funding and other resources for the project

### **Outcome 3: Communicate with and listen to clients and other key stakeholders**

- Identify the clients for the project
- Identify what the client expects at the end of the project - deliverables/products
- Identify other key stakeholders and decision-makers in the project - who else should be in the communication loop?
- Listen to clients and respond to/resolve their needs/issues in a timely manner
- Write an effective communication to a client to resolve a problem

### **Outcome 4: Organize a project team and define their roles and responsibilities**

- Identify key skills and competencies in every potential team member, including oneself
- Select team members best matched to the project's goals and tasks, including oneself
- Select team members who work and communicate well together
- Negotiate and communicate with each team member his/her roles and responsibilities,
- Define the structure and roles of the team as a whole

### **Outcome 5: Develop a project plan**

- Create a project plan outline of all the elements of the plan
- Collect and connect all the tasks, resources, communication, and evaluation processes into a written project plan
- Include a prototype or rough-cut process in the project plan
- Communicate and assess the project plan with clients, project team and other key stakeholders for approval
- Break down the project plan into a realistic timeline of milestones and deliverables
- Develop management processes for refining and evaluating project activities

### **Outcome 6: Manage a project team as a team leader**

- Describe the skills and traits of a successful leader
- Work effectively within the system and with members of the team and organization
- Adapt project management style to the project team and the specific environment
- Communicate effectively with team members and all other key stakeholders about all aspects of a project during the life of the project using the appropriate tools
- Establish a positive attitude and enthusiasm for the project
- Resolve conflicts with and among team members
- Exhibit and support humane behavior and creativity with/among team members

### **Outcome 7: Work creatively, effectively, humanely, and efficiently as a team member**

- Work effectively within the system and with other members of the team and organization
- Communicate effectively with team members, leader and all other key stakeholders about all aspects of a project during the life of the project using the appropriate tools
- Exhibit a positive attitude and enthusiasm for the project
- Resolve conflicts with and among team members
- Display creativity and flexibility during all aspects and phases of the project
- Contribute ideas and information at meetings and during all phases of the project
- Exhibit tolerance, openness, and understanding when working with team members and all other key stakeholders
- Meet deadlines and goals on time and within budget

### **Outcome 8: Generate reports and distribute information to project stakeholders in a timely manner**

- Develop a communication plan - who needs what information, when and how
- Collect information from appropriate sources to generate accurate reports
- Write status reports about the progress of the project during the life of a project
- Identify the types of communication tools available for generating and disseminating reports
- Use appropriate communication tools to generate and distribute reports to appropriate team members and other stakeholders

### **Outcome 9: Develop performance measurements and apply evaluation processes**

- Identify what aspects of a project should be evaluated
- Identify which quality standards for performance measurement are relevant to the project and determine evaluation methods to satisfy them
- Collaborate with the project team to develop effective evaluation tools and processes for all aspects of the project
- Utilize appropriate evaluation methods to measure performance at all phases of a project
- Evaluate overall project performance throughout the life of the project

### **Outcome 10: Develop a prototype or rough-cut version of the final multimedia production product and test it on clients**

- Identify and describe the audience/client for a multimedia or Web site production
- Creatively brainstorm ideas and develop a storyboard and/or script for a video or audio production project
- Creatively brainstorm ideas and develop a storyboard and flowchart for a multimedia production project
- Creatively brainstorm ideas and develop the architecture for a Web site
- Test out the storyboard/script/design ideas on the client
- Produce a prototype or rough-cut of the multimedia or Web site product
- Test the prototype or rough-cut on the client and incorporate the feedback into improving the subsequent and final versions

### **Outcome 11: Coordinate and evaluate project tasks and outcomes throughout the life of a project**

- Tolerate ambiguity and manage change effectively
- Use evaluation information to adjust activities to meet goals and complete tasks
- Develop an effective communication system with team members, using appropriate tools, to report, assess and adjust all aspects and tasks throughout the life of a project
- Write a final report for the project
- Participate in a final face-to-face debriefing about the project with the team focused on evaluating the successes and failures of every phase of the project

### **References and Resource Materials**

The following is a list of books used to develop the content of this module. The suggested textbook for the Program is listed first:

1. *The Complete Idiot's Guide to Project Management* by Sunny and Kim Baker, Alpha Books, 1998.
2. *The New Project Management: Tools for an Age of Rapid Change, Corporate Reengineering, and Other Business Realities* by J. Davidson Frame, Jossey-Bass Publishers, 1994.
3. *A Guide to the Project Management Body of Knowledge* by the PMI Standards Committee, William R. Duncan, Director of Standards, Project Management Institute, 1996.

## **SAMPLE ACTIVITIES**

- **Activity**
- **Performance Indicators**
- **Suggested Assessments for Activity**

**The Learning Activities integrate the technical and foundation  
Module Competencies.**

## Sample Activities

This Project Management Module represents the opportunity to integrate PM skills and concepts into existing courses that already have multimedia and Web production projects as part of their curriculum. The following is a list of PM learning Activities that can be incorporated into existing BCC Media Communications & Technology Program courses.

The Activities are listed in an order that somewhat follows the natural sequence of conceptualizing and realizing a successful project, but they can also be used as stand-alone modules that address the different phases of a project. They are designed to be flexible and modular by breaking down the various elements of projects throughout the phases of a project's lifespan.

Each Activity includes only one type of media product (video, animation, Web site, etc.), but is designed to be somewhat interchangeable. Activities are intended to focus on processes, not end products.

## Activity for Outcome 1: Defining a Project

### General Description

A written general overview description of a video production project is handed out and students outline its scope, goals and tasks.

### Sample Activity

Students are divided into 4-6 groups of 3-5 people and are given the following description of a video production project:

"You are a volunteer at a homeless shelter and, since you know how to make videos, you have been asked to help produce a 60-second Public Service Announcement (PSA) for them. They have some funding - about \$2,000 - and a local TV station has given them access to their production team to shoot and edit the piece, which will then air on their channel."

Each group develops a written outline of all the steps needed to produce this video, with one member of the group serving as the client. What are the key questions to be asked? What is the scope of the project in terms of budget, resources, and outcomes? What are the goals of the PSA? Who is (are) the audience(s)? What broad-stroke tasks are needed in order to create and deliver a PSA from start to finish? Each group then presents their PSA production outline orally to the class and receives constructive feedback in a discussion.

### Performance Indicators

*Demonstrate the ability to:*

- conceptualize a video project from beginning ideas to end product
- ask key questions about the project that help define the project's scope, goals/outcomes, and tasks
- define the scope of the project - budget size, resources available, timeframe, etc.
- identify the goals/outcomes of the video production project
- identify the major tasks to be performed to produce a PSA
- work effectively as a team member
- achieve consensus for the final written outline
- write the outline that contains all the key elements (scope, goals, tasks) of producing the video PSA project
- present the outline orally to classmates
- listen attentively to class discussion about written outline
- respond positively to constructive criticism from classmates

### Assessment Suggestions

- Collect written outlines
- Have class teams orally evaluate another team's written outline in class
- Discuss the outlines and the process of writing them with each team individually

### Activity for Outcome 1: Analyzing Project Tasks

#### General Description

Students will learn to analyze project tasks and their relationship to the overall project.

#### Sample Activity

Provide students with a written handout of a media production project description that includes the scope, goals/outcomes and tasks of the project. The list of the tasks is out of sequence and also has tasks that are not relevant to the project (this information is not told to the students).

The students are divided into teams of 3-5 people and are asked to organize and prioritize the tasks in terms of importance and sequence over time, and identify critical tasks and how they might interrelate. They are also asked to develop a flowchart of the tasks after a brief class discussion defining a flow chart. This activity takes the form of an oral report by the team to the rest of the class.

#### Performance Indicators

*Demonstrate the ability to:*

- work successfully in a team
- conceptualize a media production project from ideas to final product
- develop a task list and analyze relationships between tasks and the overall project based on the handout
- identify the tasks that don't relate to the described project
- organize and prioritize the tasks and identify critical tasks and how they interrelate
- identify the elements of a flow chart
- develop a flow chart for the project's tasks over the project's time frame
- present the team's work orally to the class

#### Assessment suggestions

- Have each team self-evaluate their written and oral presentation
- Have each team member write a revision of their team's presentation based on feedback from all the oral presentations
- Collect the written revisions

## Activity for Outcome 2: Defining a Project's Resources

### General Description

All the resources of a media production project needed to begin and complete a multimedia production project are identified.

### Sample Activity

Students are provided with the following written description of a computer animation project:

"You work for a digital post-production house as a computer animator and special effects designer. A favored client, a small educational video production company, needs to illustrate some dry information and statistics about rain forests and the timber industry, and they insist on using animated characters to relay the information. They have a tiny budget, a staff writer for you to work with, and very little time to get this small part (in terms of minutes) of their video produced. You are in charge of making it happen on time and within budget."

In order to make the most of limited time and resources, the students need to know all the resources available to develop a production plan. Students are divided into teams of two - one acts as the client, and one is the animator. Each team is asked to develop a written inventory of resources of the project and present it orally to the class.

Each client has the same resources as a starting point, but is encouraged to invent or elaborate on any resource. Each animator is encouraged to be creative about locating and identifying resources. Each team must agree on the final written inventory before it is presented orally in class.

### Performance Indicators

*Demonstrate the ability to:*

- list all the tangible and intangible resources needed for the project
- ask questions that ferret out information about all the resources from the client and the post house
- list all the resources available to the project
- identify key skills and competencies needed by the people working on the project
- identify sources of resources for the project
- present the written list orally to the class

### Assessment Suggestions

- Collect the original written lists
- Have each team revise their list based on class discussion and collect them
- Visit a digital post-production house and have a professional staff animator give a guest presentation about what he/she does, with an emphasis on how he/she works on projects with clients.
- Have students discuss their lists after his/her presentation

## Activity for Outcome 3: Communicating with Clients and Stakeholders

### General Description

Students learn how to listen to clients and communicate back to them what has been decided in an initial project-planning meeting.

### Sample Activity

Students are divided into 4-6 groups of 4, with 2 people in the group serving as the production team and 2 serving as the client for the project. The clients are given a hypothetical problem to solve as a company - they have a message of some kind they need to tell the public about (a new product, a new company name, etc.). They need to produce a media piece of some kind (video, radio spots, or website) to announce their message. The clients don't know anything about how to produce media, and aren't sure what kind of media they need. They determine all the parameters of the project before they meet with the production team.

The production team is NOT told what this problem is in advance, but can only learn what it is by listening to the clients and asking questions that will then lead to a mutually agreed upon solution. The production team and client create a written memo of understanding based on their meeting.

The memos of understanding are presented one by one orally to the entire class, with the 4 members of the client/production team group explaining the initial problem and then describing the steps of how they arrived at the solution. Emphasis is on communication skill building, not the type of project or solution.

### Performance Indicators

*Demonstrate the ability to:*

- identify the clients for the project - who are they in the company? Are all the clients represented at the table, or will others need to be interviewed and acknowledged? Who will have final approval over the project?
- identify other key stakeholders and decision-makers in the project - who else should be in the communication loop? Who else might have input into the project? Who else might be contributing resources to the project?
- identify what the client expects at the end of the project - deliverables/products/goals
- ask questions that move the project towards completion - who, what, when, where, why questions that cover all the key aspects of a project
- listen to clients and other key stakeholders and respond to/resolve their needs/issues in a timely manner
- write an effective communication to a client that summarizes what has been decided at a project planning meeting

### Assessment Suggestions

- Collect the memos of understanding
- Oral group/peer assessment of each group during class presentations
- Group self-assessment of their memo's effectiveness and communication processes during the discussions

## Activity for Outcome 4: Organizing a Project Team and Defining Roles

### General Description

Students will learn how to select, organize, and define the roles of appropriate team members for a project from available information.

### Sample Activity

The entire class will be given the following written scenario of a hypothetical class project. They are then asked to put the best Web page production "dream team" together from among their classmates who could successfully complete the job by the end of the semester. The Web site project doesn't really happen, but the process of selecting and organizing the dream team does happen:

"This class will produce its own Web site by the end of the semester. The Web site should represent visually and textually what has happened in the class - documentation of assignments, course content, and activities that are the basis of what learning took place. It should also contain short bios of each class member with digitized photos. It should have meaningful links to other Web sites that connect to the class content and activities. And it should be easily navigable and have a visual "personality" that reflects the class. Select your class "dream team" to produce this Web project."

Questions to be answered:

1. What are the roles and responsibilities of a Web design team?
2. How do you select who should work on this project from the class?
3. What research and inquiry methods do you use to find out the skills and interests of all your classmates in order to determine who is best for the team?
4. Who will be the project team leader and how will that be determined?

The class as a whole could select the appropriate Web production dream team members with explanations for their choices - why they chose the people they chose based on established criteria they determine. An interview committee could be chosen, which would then interview prospective "finalist" team members in front of the whole class in order to gather more personal and professional information. Or the whole class could interview prospective team members.

An alternative to the group selection process could be, once the information about each classmate is gathered, each student could write out their personal "dream team" selections with justifications, and then read them aloud to the class as a whole. Perhaps a vote could then be taken as to the best "dream team".

### Performance Indicators

*Demonstrate the ability to:*

- identify roles and responsibilities of project team members
- identify relevant criteria for selecting team members
- identify key skills and competencies in potential team members
- select team members best matched to the project's goals and tasks
- select team members who work and communicate well together
- negotiate and communicate with each potential team member his/her roles and responsibilities

## Sample Activities

- define the structure and roles of the team as a whole

### **Assessment Suggestions**

- Oral group discussion about final decision and decision-making processes
- Individual written evaluations about final decision and decision-making processes
- Collect written individual "dream team" selections

## Activity for Outcome 5: Developing a Project Plan

### General Description

Students will learn how all the elements of planning a project come together into a written plan.

### Sample Activity

Students are divided into teams of 3-5 and are given the written video project scenario that follows. They will be asked to conceptually plan the video project and describe in writing all of the major elements and aspects of the plan.

"Your neighborhood is going to have its annual street party and you have been asked to document it on video for a local TV news station for possible airing on a future TV special about your city's neighborhoods. This project is only about collecting real-time footage that the news station will then edit as they choose, if they use it at all. You really want them to use your footage."

"This is your production team. Someone on the team has a VHS camera. Your goal is to create a written video production plan that reflects all the elements and aspects of making the video - goals and objectives, description of audience, people and resources needed, timeline, etc. for presentation to the neighborhood committee that includes someone from the TV station."

A list of possible plan elements handed out with the scenario could include the following:

- Letter of Introduction
- Summary of Project
- Statement of Purpose with Goals
- Timeline
- Deliverables
- Budget with total costs for a Plan A and Plan B (B being less costly with less features)

Once each team has written their plan, they will present it orally to the rest of the class for critique and discussion.

### Performance Indicators

*Demonstrate the ability to:*

- list the major elements of a project plan
- create a project plan outline of all the elements of the plan
- collect and connect all the tasks, resources, communication, and evaluation processes into a written project plan
- include a rough-cut or prototype aspect in the project plan
- communicate and assess the project plan with clients, project team and other key stakeholders for approval
- break down the project plan into a realistic timeline

### Assessment Suggestions

- Collect the written project plans
- Group oral critiques of each written plan
- Class creates a "master" project plan based on all written plans by groups

## Activity for Outcome 6: Managing a Project Team

### General Description

Students learn to successfully identify, develop and critique team management styles, behaviors, and techniques by acting out improvised scenarios with members of a project.

### Sample Activity

Students are divided into 4-6 teams of 3-5 people. In front of the whole class, a randomly chosen member of each team acts as the team leader, improvising with the rest of the team one of the different scenarios described below. Each team's improvised scenario is videotaped (for reference and use in Activity 8). Every team member should create a character (or act like themselves) and participate in one of the following scenarios:

#### Scenario 1:

You are a video graphics production group working on some sophisticated computer-generated titles for a big client's latest training video. You are way behind, the clock is ticking, and the team is dead-tired after a month of hard work trying to do things you really couldn't pull off as promised to the client. You have to do a presentation tomorrow at 9am that has to show the client what you've been doing for the past month. It's 6pm now. How do you as the team leader handle the situation?

#### Scenario 2:

You are a small Web design firm that just hooked a big well-known client. You've spent lots of time with them figuring out what they want, you've spent lots of time developing a great presentation showing them what you can do, and today is the presentation. Your key team member who was to present is suddenly ill and can't be there. Your client arrives in half an hour. What do you do as the team leader?

#### Scenario 3:

Your best computer animator is a real jerk, and is getting worse every day. No one can stand to work with him/her anymore, but he/she produces the best work, by far. The rest of the animation team is about to walk out the door if you don't do something today. What do you do as the team leader?

After each team has performed a scenario, as a whole class answer the following questions:

1. What leadership traits were exhibited? Which traits were effective and which were not effective in solving the problem?
2. Did the leader communicate effectively with other team members? With the client? Why or why not?
3. How did the team leader resolve conflicts? What worked and what didn't?
4. Did the team leader support creativity? Was he/she a good listener? Was he/she tolerant and open to different ideas?

After the class discussions, have each student write their assessment of one team leader's ability to solve the problem of his/her team. They should include answers to the questions listed above in their written assessment.

### **Performance Indicators**

*Demonstrate the ability to:*

- describe the skills and traits of a successful leader
- work effectively with members of the team to solve a problem
- adapt management style to the project team and specific problem
- communicate effectively with team members and client using appropriate forms and tools of communication
- establish a positive attitude and enthusiasm for the project
- resolve conflicts with and among team members
- exhibit and support humane behavior and creativity with/among team
- exhibit flexibility and ability to listen with team members

### **Assessment Suggestions**

- Collect individual written assessments of the leaders
- Have the class as a whole select the most effective leader from all the scenario performances
- Have each leader give an oral assessment of another leader's performance

## Activity for Outcome 7: Participating as a Team Member

### General Description

Students identify and evaluate effective, creative, and humane traits of fellow teammates in previously performed scenarios.

### Sample Activity

View each of the videotaped scenarios from Activity for Outcome 6 as a class. Have each member of a team write an evaluation of one of their fellow team members by answering the following questions:

1. Did the team member work effectively with the other members of the team, including the leader? Why or why not?
2. Did the team member communicate effectively with team members and leader? Why or why not?
3. Did the team member exhibit a positive attitude and enthusiasm for the project? Through what mannerisms and/or words was their attitude (positive or negative) exhibited?
4. Did the team member resolve problems and/or conflicts successfully? How?
5. Did the team member display creativity and flexibility during the scenario? How?
6. Did the team member contribute ideas and information that was useful to solving the problem?
7. Did the team member exhibit tolerance, openness, and understanding when working with team members?

Have each student present their written critiques in class and discuss them as a group.

### Performance Indicators

*Demonstrate the ability to:*

- work effectively with members of the team
- communicate effectively with team members, leader and all other key stakeholders about the project using the appropriate tools
- exhibit a positive attitude and enthusiasm for the project
- resolve conflicts with and among team members
- display creativity and flexibility during the project
- contribute ideas and information at meetings
- exhibit tolerance, openness, and understanding when working with team members and all other key stakeholders
- evaluate the performance of fellow team members and communicate with them about their performance evaluation

### Assessment Suggestions

- Collect written evaluations
- Have each team member assess their own performance in the scenario
- Have each student develop a written evaluation tool for assessing a team member's performance

## Activity for Outcome 8: Developing a Communication Plan

### General Description

Students learn how to develop an effective communication plan utilizing all the communication processes, forms, and tools for successfully completing a project.

### Sample Activity

Divide the class into 4-6 teams of 3-5 people each. Each team will be given the same scenario and asked to develop a written communication plan for their team that includes a wide variety of communication tools and processes. They will then present their plan orally to the whole class for discussion and critique.

"You are a start-up web-design company that is undercapitalized, which means you each work out of your homes, with no central office. When you meet, you do it at each other's house, or at coffee shops, or at the client's place. In order to work most efficiently and effectively, your company needs to identify all the different methods of communicating with all the types of people you work with, and establish criteria for selecting the most effective communication tools and methods for your different types of communications and meetings. Assume you all have Internet-connected computers and phones in your homes and you live at least 20 minutes away from each other in a large metropolitan city."

"Your latest client is located in another city a day's drive away, so they can't meet face-to-face with any of you very often. You have a tight deadline to develop a Web site design for them. Your job is to create a communication plan that includes all the different communication processes and tools, who needs to be in the communication loop and when, and the forms of communications that need to be generated and when (status and final reports, evaluations, rough drafts, deliverables, etc.)"

Each team will write a communication plan that contains all the elements listed above, and present it orally to the whole class. A class communication plan, reached through consensus and discussion by the whole class after all the oral presentations, is then written.

### Performance Indicators

*Demonstrate the ability to:*

- identify the types of communication tools and methods available to a project team for communicating with team members and all other stakeholders
- identify the types of communication tools available for generating and disseminating reports
- evaluate the effectiveness of different communication forms for the intended message and receiver
- list the advantages and disadvantages of different communication forms and processes
- develop a communication plan

### Assessment Suggestions

- Collect written communication plans, including the class plan
- Have class evaluate each team's communication plan orally
- Have each team evaluate its own communication plan after the class discussion

## Activity for Outcome 9: Reporting and Evaluating Progress and Change in a Project

### General Description

Students learn the need for, and scope of documentation and evaluation of all major phases of a project.

### Sample Activity

The main objective of this Activity is to identify and understand all the methods and forms of reporting on and evaluating all phases of a project. Students are divided into 4 or 6 teams of 3-5 people. Half the teams are assigned the role of "Evaluation Team" and half are the "Production Team." They all are told that, because the last CD-ROM bombed in the marketplace, an outside evaluation team has been assigned by management to find out what happened during the CD-ROM project and evaluate whether to keep the production team or fire everyone and start over. The Production Team believes they did a great job on their CD-ROM and they want to keep their jobs, so they need to gather as much written documentation as they can to present their case to a very skeptical management.

The assignment for the Production Team is to "conceptually" gather all the documentation of the project - project plans, goal statements, status reports, budgets, memos, phone messages, etc. - in order to present the Evaluation Team with a true, complete picture of how every phase of the project happened. They are to write an exhaustive descriptive list of all the types and forms of information, communication, and documentation- budgets, project plans, team member interviews, status reports, phone logs, memos, emails, whatever - that could be used as evidence to help the Evaluation Team establish the criteria for judging their project. They should name the type of communication/document and give a brief description of what it contains.

The assignment for the Evaluation Team is to make a written list of the types of documents that should have been generated throughout the life of the project. This list will contain all the criteria they need for evaluating the project's success or failure based on initial goals and plans, including a final report. Which kinds of documents describe the project's original scope, intent, goals, resources, etc.? Which kinds of documents will give them a clear picture of what happened during the production and testing phases? In what kinds of documents will they find how the Production Team tracked expenses, evaluated team members, adjusted timelines, and tested their prototype on potential end-users?

Once the two sets of teams have created their written lists, they are paired together to compare the lists and develop one "master" list that both sides agree on. These master lists will be presented orally in class for discussion.

### Performance Indicators

*Demonstrate the ability to:*

- identify forms of information from appropriate sources during the life of a project
- identify the types of communication tools available for generating and disseminating reports
- identify what aspects of a project should be evaluated
- identify which quality standards for performance measurement are relevant to the project and determine evaluation methods to satisfy them

## Sample Activities

- collaborate with a team to define effective evaluation tools and processes for all aspects of a project

### **Assessment Suggestions**

- Collect all the written lists from all the teams, including the master lists
- Have each team orally compare and evaluate their list with their counterpart team's list
- Have the class create a collective master list out of all the lists generated



## **CAPSTONE PROJECT**

## **Capstone Activity –A Multimedia or Web Production Project**

### **General Description**

Teams of students produce and manage a multimedia or Web production project from conception to completion.

### **Sample Activity**

The goal of this Capstone Activity is to incorporate as many of the PM Learning Outcomes, which, in turn, incorporate as many of the Key Competencies as possible. Students are divided into production teams of 3-5 people. The instructor, depending on the class and where a large project fits into the course curriculum, should determine the form and content of the production project. It can be a production project of any size and length, but the more complex, and the longer timeframe from conception to completion, the better.

All students will participate in this project at the level of team member with full responsibility for the project's completion. Team leaders can be selected by the team, or can be randomly chosen by the instructor. The projects can be designed to have real-life clients (like a local non-profit organization) or they can be the product of the team's own imaginations as to what they would like to produce.

Once the projects are selected and defined (by the instructor and/or students), and the teams are formed, the class should review the Learner Outcomes listed below as Performance Indicators to ensure that each project team is clear about what is expected of them during the project's timeframe. All projects are expected to be completed within a timeframe determined by the instructor, including completion of all final reports and required documents.

### **Performance Indicators**

*Demonstrate the ability to:*

- Define project scope, goals/outcomes and tasks
- Identify the resources of a project - what is needed and what is available
- Communicate with and listen to clients and other key stakeholders
- Organize a project team and define their roles and responsibilities
- Develop a project plan
- Manage a project team as a team leader
- Work creatively, effectively, humanely, and efficiently as a team member
- Generate reports and distribute information to project stakeholders in a timely manner
- Develop performance measurements and apply evaluation processes
- Develop a prototype or rough-cut version of the final product and test it on clients
- Coordinate and evaluate project tasks and outcomes throughout the life of a project

### **Assessment Suggestions**

- Oral presentations by each team describing their project and evaluating the results
- Collect teams' progress reports and other selected written documents to evaluate teams' progress and final results
- Collect written final reports from each team
- Bring in guest professionals to participate in the oral presentations and offer constructive critiques of each team's work