

Project Management Project Plan

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### **Project Management Project Plan**

“Project management is nothing more than organized common sense” (Wysocki, 2013, p. 33). There are various steps a project manager (PM) must take to ensure that the process makes sense and is organized throughout each phase of the process. To prepare for the implementation, launching, and controlling of any project, the manager must first establish a Work Breakdown Structure (WBS) during the Scoping Phase, and then expand on that to create the Requirements Breakdown Structure (RBS). The PM should then create a Project Network Design (PND) to both understand and outline the order in which the activities and tasks established in the RBS and WBS should occur. Next, the PM must establish the protocol for managing the team and determine the most appropriate method for reporting on and monitoring the team’s progress throughout the project.

The PM must then determine the best approach to and activities included within the Closure Phase of the project and decide upon the best software tools appropriate to the project’s management. Finally, the PM must develop both a change management plan and determine the most effective implementation strategy for the project’s successful completion. The Fontana Group has embraced this “common sense approach” and presents the final draft of the following Project Plan for consideration in preparation for its upcoming Instructional Technology Spotlight endeavor with World University.

#### **Executive Summary**

**Business situation** World University is an internationally recognized university that delivers online, blended, and on-ground courses to students in the United States as well as various other countries around the world, serving approximately 50,000 students and awarding more than 16,000 degrees each year. World University is accredited by The Higher Learning

Commission and is a member of the North Central Association of Colleges and Schools, with its academic headquarters located in Chicago, Illinois.

**Project goals** In an effort to increase the use of instructional technology in its courses and stay current in the field, World University has determined to bring at least one new Web 2.0/3.0 tool into the spotlight each quarter and train its faculty to incorporate that technology into the classroom, requiring that faculty integrate at least one new tool each year into each course. For the fourth quarter of the 2015-2016 academic year, the first Instructional Technology Spotlight will be on Zaption (2015), a tool that will allow instructors to create Reusable Learning Objects (RLOs) to engage students in the learning process via e-Learning technology. Faculty will be required to submit to their department chairs one RLO for consideration to be implemented into their respective courses during the 2016-2017 academic year by September 1, 2016.

**Project value** Developing and implementing Web 2.0/3.0 tools in higher education is necessary to motivate and engage the student via active learning opportunities (Tatnall, 2009). Further, research indicates that faculty would be more inclined to use such tools in the classroom if they were provided more training to do so, with “75% saying that these tools would benefit students and 83% saying they would benefit teacher-student interactions” (Rogers-Estable, 2014, p. 129). The level of success of this first Instructional Technology Spotlight endeavor will determine whether the program will continue as proposed by the university into the 2016-2017 academic year.

### **Requirements Breakdown Structure (RBS) and Project Overview Statement (POS)**

During the Scoping Process, the project manager works with the client to create a Requirements Breakdown Structure (RBS) and to draft a proposed Project Overview Statement

(POS) (Wysocki, 2013). The RBS includes a list of “the requirements specifications [that] involve many layers of specification, [starting] with a Business Needs Identification Statement.... A functional specification describes the hardware and software requirements needed to perform desired functions. It is based upon the Business Needs Statement and further defines those business needs into technical requirements” (California Office of the State Chief Information Officer [COSCIO], 1997, p. 2). Further, the Project Overview Statement (POS) is “a short document that concisely states what is to be done in the project, why it is to be done, and what business value it will provide to the enterprise when completed” (Wysocki, 2013, p. 124). Consequently, the Fontana Group drafted both an RBS (Appendix A) and a POS (Appendix B) that were presented to the university stakeholders for revision and that were approved on November 30, 2015.

### **Work Breakdown Structure (WBS)**

To create the WBS for the current endeavor (Appendix C), the Fontana Group took a top-down approach, which allows the project manager to “identify the solution first and then dissect the solution into smaller steps required to implement it” (Mukund, 2013, ¶ 4). Because the solution had already been identified by World University and since the group had already worked with the university to determine the various requirements for the project, this approach seemed to be the most appropriate and effective.

### **Project Network Diagram (PND)**

Once the RBS and WBS have been completed, it is necessary to determine the order in which the various tasks should be performed and establish a proposed timeline of completion for those tasks as required to realize a successful project (Wysocki, 2013). There are three possible approaches to this element of project management: forward-looking, backward-looking, and a

combination of the two (Wysocki, 2013). This allows the project manager to determine which tasks must be completed before others may begin (dependencies) as well as the various constraints or limitations that may arise.

**Approach** According to ProjectInsight.net (2015), when creating the PND, “It is always easier to arrange all tasks in terms of a finish-to-start relationship and an 'as soon as possible' constraint [which is] the easiest relationship for others to understand and will usually result in a longer than normal schedule,” allowing for flexibility as needed (§ 4). The Fontana Group determined that utilizing such an approach would be most beneficial in this project, and the specific dependencies are clearly identified within the group’s proposed PND (Appendix D).

**Constraints** Identifying the various constraints that might arise within the project generally falls into four categories, including results, time frames, resources, and activity performance (For Dummies, 2015). “By recognizing these categories, you can focus your investigations and thereby increase the chances that you’ll discover all limitations affecting your project” (For Dummies, 2015, § 1). Focusing on each of these categories, the Fontana Group identified the following possible constraints within the current project:

- **Results:** Faculty should be able to complete the training and successfully utilize Zaption to create RLOs within the proposed time frames and with limited effort.
- **Time Frames:** Training deliverables are due no later than April 1, 2016, with an overall project completion of September 15, 2016.
- **Resources:** The project must be completed within the constraints of the university’s current LMS and network capabilities with very few adjustments; fewer than five people outside the university and the Fontana Group may be hired on a per diem or part-time basis to complete the project; two people from the

university will be assigned full-time to the project; and the budget for completion is no more than \$100,000.

- Activity Performance: Using the university's servers and existing LMS and network may cause some unknown constraints, and the limitations of the Zaption software itself as well as working with Zaption employees during certain activities may cause other unknown constraints.

### **Project Team Management Protocol**

**Team selection, roles, and responsibilities** According to Project Smart (2015), "The project manager must make sure that roles and responsibilities are clearly defined for the project" (§ 1). The core project team will consist of five employees from the Fontana Group in addition to the Project Manager, Terresa Fontana. Each team member will be selected based primarily on his or her skillset and experience as related to the various project tasks and requirements. For example, three of the group's Instructional Design and Technology employees will work on the World University project, both alongside university personnel (Team Members [2]) and in a supervisory capacity (Team Lead [1]), to ensure the successful and timely completion of all activities and tasks associated with Zaption and its integration into the university's LMS. Other core project team members who will also serve as Team Leads will include one who specialize in desktop publishing and one with the most experience and/or training in customer service and support.

The client team will include various members of the university's governing board, employees from its Information Technology (IT) department, one chairperson and/or Subject-Matter Expert [SME] from each department, one course lead (faculty member) from each department, one course lead (faculty member) from each department, and other key stakeholders

as identified by the Project Manager and university representatives as needed (Table 1). Each team member will be selected based on his or her skillset and experience level within their selected disciplines as well as his or her standing within the university. For example, a full-time employee may be selected if his or her schedule and responsibilities already include working on curriculum development within the university instead of a part-time employee whose schedule may not allow for the time required to serve on the team.

Further, two part-time employees within the IT department may be selected if they are both already familiar with Zaption and its capabilities within the existing LMS rather than selecting one full-time employee who has experience only working with the LMS but not with Zaption or something similar. All responsibilities within the team will be assigned by the project manager who will work closely with World University and the HR representative as needed to ensure successful and timely completion of all activities and tasks.

<b>Project Role</b>	<b>Client Team</b>
Executive Sponsor	Provost, World University
Project Sponsor	Vice Provost, World University
HR Advisor	Director of Human Resources, World University
Project Manager	Terresa Fontana, the Fontana Group
Team Members	Representatives from IT, one SME and/or chairperson from each department, one course lead from each department
Customers / Stakeholders	Representatives of full-time, part-time, and adjunct faculty members; representatives of the Board of Trustees; other representatives of the university as determined appropriate or necessary

*Table 1: Proposed Project Team Members (Adapted from Cornell, n.d.)*

**Team conflict management and resolution** In addition to establishing the various team members and their roles within the project, ensuring team balance, resolving conflict, building consensus, and inciting cooperation between and among team members is essential to any project's success. According to Ohlendorf (2001):

Conflict in project management is inevitable.... The cause of conflict in team projects can be related to differences in values, attitudes, needs, expectations, perceptions, resources, and personalities. Proper skills in dealing with conflict can assist project managers and other organization members to handle and effectively resolve conflicts to ensure success and increase productivity for all. (¶ 1)

World University strives to develop camaraderie between and among its employees at all levels and selected the Fontana Group for this project specifically because the group has proven its approach similar to the university's in past projects. Terresa Fontana, the project manager, has proven that she understands the various dynamics of conflict and how to resolve such conflict in the past, most often using both active listening techniques and a cognitive analysis approach to resolve issues; otherwise, she has found that helping team members to compromise or making accommodations as needed may be necessary, depending on each individual situation (Ohlendorf, 2001). "By utilizing project management principles, understanding the dynamics of conflict, and learning approaches to conflict resolution, managers will be able to establish an environment in which creativity and innovation is encouraged and project goals are accomplished" (Ohlendorf, 2001, ¶ 24).

**Project meetings and communication** It is also essential that the project manager establish protocol for how meetings and other communications are conducted throughout the project. Based on the World University's online setting and its various satellite campuses, most



project meetings will be conducted over secure network connections using both video and audio conferencing tools (e.g., Adobe Connect, Skype). The Fontana Group may also find it necessary for team members to occasionally visit World University headquarters in Chicago, Illinois, to meet with university representatives. To further ensure that the project is proceeding as planned, the project manager will hold various status update meetings throughout the project. Until the project is well on its way, short status meetings will be held daily with team leads and other necessary team members; when the need for daily information becomes less critical, status meetings will be held either twice a week or weekly as deemed necessary (Wysocki, 2013).

Other communication will occur via email, instant messaging, and telephone as the situations warrant or as deemed necessary by individual team members. All communications outside the regularly scheduled project meetings must either include the project manager or must be documented and submitted to the project manager within 48 hours using the Communications Reporting Tool (within Google Sheets and/or Excel) as established and provided by the Fontana Group (University of Technology Sydney [UTS], 2006).

**Team operating rules** The final step in establishing project team management protocol includes establishing the various operating rules for the team to follow throughout the project. One way to establish such rules is to develop a Team Operating Agreement (TOA) “to create a clear, shared understanding of how the team will operate during the execution of your project” (ProjectManagement.com, 2015, ¶ 2). During the Scoping Process, the project manager will meet with members of both core and client teams to develop the TOA, clearly defining the operating rules that will govern how the team works and establishing a sense of shared ownership in the governing process (ProjectManagement.com, 2015). Although the TOA will specifically outline the various strategies for ensuring that team rules are followed and how behaviors might be

addressed, the project manager and team leads will generally work together to identify and resolve any issues that team members may encounter in following the established rules and guidelines throughout the project.

### **Project Reporting System**

According to Wysocki (2013), to ensure that a project is proceeding according to plan, the project manager must establish a reporting plan that:

- provides timely, complete, and accurate status information;
- does not add too much overhead time and hence become counterproductive;
- is readily acceptable to the project team and management;
- warns of pending problems in time to take action; and
- is easily understood by those who have a need to know. (p. 269)

The Fontana Group and World University have determined to incorporate cumulative reporting throughout the current project to allow for a more comprehensive understanding of how the project progresses from start to finish (Wysocki, 2013). The reports will be completed and submitted at the activity level for this iteration of the Instructional Technology Spotlight project, and the team will utilize the agreed-upon software tools (Teamwork) for all of its progress reporting and project management needs.

Each week, team members will be required to submit their status reports using the Teamwork Projects as decided upon by the project manager and university. The information that will be reported each week will include work that was completed, work that is planned for the upcoming week, any open issues or risks that have occurred or may occur, the status of deliverables and milestones, any change requests that may arise, and key performance indicators (e.g., schedule and cost variances, schedule and cost performance indicators) (Piscopo, 2015).

Because the reports will be submitted using the established software tools, the project manager and key university representatives will have ongoing access to these reports each week. Other individuals such as team leaders will also be given access to the reports as needed and as deemed appropriate by the project manager. Communication during the Monitoring and Controlling Phase will continue as outlined above, using video and teleconferencing tools, email, and telephone as is appropriate for each situation.

### **Project Closeout Plan**

According to McVay Lynch and Roecker (2007), “Closing the project is an important phase of the project and should not be overlooked. Valuable information is gained through the project closing process” (p. 117). Further, “Closing the project not only provides for completion of administrative activities, but also provides evaluation of project performance” (McVay Lynch & Roecker, 2007, p. 109). To ensure that this iteration of the Instructional Technology Spotlight project is finalized successfully and effectively, the Fontana Group has determined the following closeout activities, documentation, and team member responsibilities for completing and developing each.

**Closeout activities** To close the project properly, the project manager must follow specific steps to ensure that all necessary activities are completed and that all essential documents are created and delivered as needed. The project manager must also decide which team members will be involved in carrying out the project’s closure and determine which activities and documents are indeed essential to the successful completion of the project. For the current project, the PM proposes the following activities and the team members involved in the completion of each activity (Table 2).

Activity	Team Member(s)
Hand-off to the implementing organization	<ul style="list-style-type: none"> <li>• Project Steering Group (Economist Intelligence Unit [EUI], 2007)                             <ul style="list-style-type: none"> <li>○ Provost and/or Vice Provost, WU</li> <li>○ Project manager, Terresa Fontana, TFG</li> <li>○ One representative of the Board of Trustees, WU</li> <li>○ Other representatives from TFG or from the university as determined appropriate</li> </ul> </li> </ul>
Ensure project deliverables meet stakeholder requirements	<ul style="list-style-type: none"> <li>• Provost and/or Vice Provost, WU</li> <li>• Project manager, Terresa Fontana, TFG</li> <li>• Portfolio Management Team (EUI):                             <ul style="list-style-type: none"> <li>○ One SME and/or chairperson from each department, WU</li> <li>○ One faculty representative from each department, WU</li> <li>○ One representative of the Board of Trustees, WU</li> <li>○ Other representatives from TFG or from the university as determined appropriate</li> </ul> </li> </ul>
Close the project <ul style="list-style-type: none"> <li>• Close contracts</li> <li>• Document lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>• Internal and external consultants and vendors, as needed (McVay Lynch &amp; Roecker, 2007)</li> <li>• Participants in the Lessons Learned activity (EUI):                             <ul style="list-style-type: none"> <li>○ Provost and/or Vice Provost, WU</li> <li>○ Project manager, Terresa Fontana, TFG</li> <li>○ Representative(s) from IT, WU</li> <li>○ One SME and/or chairperson from each department, WU</li> <li>○ One course lead from each department, WU</li> <li>○ Representatives of full-time, part-time, and adjunct faculty members, WU</li> <li>○ Representatives of the Board of Trustees, WU</li> <li>○ Other representatives of TFG and the university as determined appropriate or necessary</li> <li>○ Outside consultant to conduct Lessons Learned / final project audit (Stanleigh, n.d.)</li> </ul> </li> </ul>
Release resources	<ul style="list-style-type: none"> <li>• Project manager, Terresa Fontana, TFG</li> <li>• Representatives from IT, WU</li> <li>• One SME and/or chairperson from each department, WU</li> <li>• One course lead from each department, WU</li> <li>• Other representatives of TFG and the university as determined appropriate</li> </ul>
Evaluate the project process	<ul style="list-style-type: none"> <li>• Project Steering Group                             <ul style="list-style-type: none"> <li>○ Provost and/or Vice Provost, WU</li> <li>○ Project manager, Terresa Fontana, TFG</li> <li>○ One representative of the Board of Trustees, WU</li> <li>○ Other representatives from TFG or from the university as determined appropriate</li> </ul> </li> <li>• Portfolio Management Team:                             <ul style="list-style-type: none"> <li>○ One SME and/or chairperson from each department, WU</li> <li>○ One faculty representative from each department, WU</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ One representative of the Board of Trustees, WU</li> <li>○ Other representatives from TFG or from the university as determined appropriate</li> </ul>
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Table 2: Closeout Activities and Team Members Involved

**Steps to project closure** According to Wysocki (2013), there are six steps that must be followed to ensure a successful project closure. These steps include:

- “Getting client acceptance of deliverables
- Ensuring that all deliverables are installed
- Ensuring that the documentation is in place
- Getting client sign-off on the final report
- Conducting the post-implementation audit
- Celebrating the success” (Wysocki, 2013, p. 300).

To gain acceptance from World University of the deliverables, the Fontana Group will review the Acceptance Test Procedure (ATP) developed before and during implementation with project team members and representatives from the university. The ATP will be presented as “a checklist [with] feature-by-feature sign-off based on performance tests, conducted jointly and administered by the client and appropriate members of the client team” (Wysocki, 2013, p. 301). Successful completion of the ATP will signal the client’s acceptance of all deliverables.

In conjunction with completing the ATP, the Fontana Group will also work with the university throughout implementation to ensure that the Zaption features have been installed into the university’s existing LMS using a phased approach as outlined by Wysocki (2013). By working to integrate the training materials, virtual training sessions, supporting documentation, and Zaption capabilities into the LMS throughout the project, the team will be able to easily turn over support and maintenance completely to World University and ensure that going “live” with

the first iteration of the Instructional Technology Spotlight program will be successful (Wysocki, 2013).

The next step in closing the project ensures that the necessary and appropriate documentation of the project is complete. This documentation includes an identification of any possible improvements or features and functions that might be added or revised in future iterations of the product (Wysocki, 2013). Comprehensive documentation of the project will also provide information used in conducting future similar projects, to serve as “training resources for new project managers” (Wysocki, 2013, p. 303). Finally, the documentation will provide measures to evaluate the performance of the project manager as well as the project team members (Wysocki, 2013). Most or all of the documentation necessary for closure for the current endeavor will be completed and compiled throughout the project lifecycle using the Teamwork software management tool.

The final formalities in closing the project include conducting the post-implementation audit, obtaining client signatures on the final report, and celebrating the successful completion of the project with the entire team (Wysocki, 2013). The Fontana Group will work with the appropriate team members to conduct the final audit. They will also contract an outside consultant to ensure that the “Lessons Learned” activity goes smoothly and that the final audit covers everything that is necessary (Stanleigh, n.d.). Once the audit activities are complete, the final report will be developed by the project manager and any other appropriate team members and submitted to the client for final approval. When the final report has been determined complete and signed by the client, the Fontana Group will host a virtual celebration and present tokens of recognition and/or bonuses to both individual team members as well as the team as a whole to commemorate the experience (Wysocki, 2013).

## Software Selection

According to Wysocki (2013), “for large- or even medium-sized projects, software management tools are a must” (p. 146). To ensure a successful implementation and closure of the project, the Fontana Group will utilize the Teamwork Projects software management and collaboration tools (aka Teamwork) that they currently use on all their project management endeavors. Teamwork allows for real-time collaboration as well as ongoing documentation and project portfolio management (Teamwork, 2015).

Teamwork also provides security and privacy features that exceed current standards and offers multiple and various means for team members to work on the project and communicate with each other (Teamwork, 2015). It allows for integration of various applications that both the Fontana Group and World University currently employ (e.g., Google Drive, Gmail, Google Hangouts, YouTube, HipChat) (Teamwork, 2015). The software is cloud-based, which allows for all users to access the program from any device that can connect to the Internet, making the product ADA compliant; and the program is available in multiple languages for increasing ease of access for all users (Teamwork, 2015). Finally, the Teamwork Projects and associated tools are very easy to use, provide ongoing issue tracking and updating, and allow for team members to track the time spent on each element of the project without difficulty (Teamwork, 2015).

The Fontana Group already has a small office license agreement with Teamwork and is fully functioning with the product in its other project management endeavors, so there will be very few associated costs incurred utilizing the program with the current project. Because of these reasons and because World University has successfully worked within the Teamwork framework with the Fontana Group in the past, selecting Teamwork for the current project makes the most sense.

**Change Management Plan**

According to Wysocki (2013), “Change is a way of life in project management... Because change is constant, a good project management methodology has a change management process in place” (p. 242). Further, according to McVay Lynch and Roecker (2007), the key component in change management is people management, since the determining factor in the project’s overall success is ultimately the satisfaction and engagement of the human element associated with the project. The first step to a good change management plan, therefore, is that which identifies the various people connected to the project and their influence and/or role within the project itself.

**Stakeholder map** The first step to any change management plan is to “understand and document the [stakeholders] impacted by the change... In [the] change management plan, [one must] identify [the] differentiated treatment of stakeholders based on their interests, what they really want, any predisposal to be an enemy or an ally, and what power they have over the project...” (McVay Lynch & Roecker, 2007, p. 136). Since the stakeholder map is an effective tool in change management, the Fontana Group has developed the following as part of its change management plan for the current endeavor (Table 3).

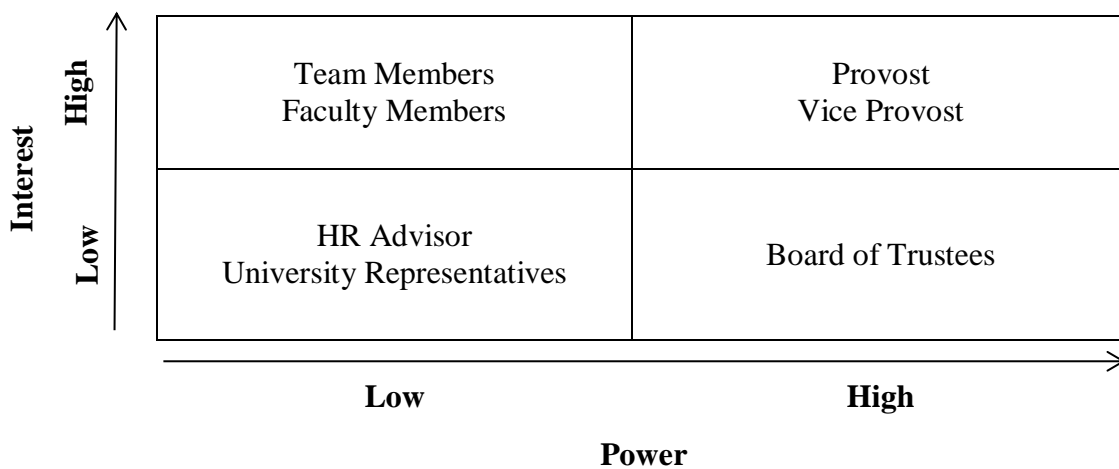


Table 3: Stakeholder Map (Adapted from Eden & Ackerman, 1998, as cited by Coster, 2011)



**Change management approach** Some of the literature seems to suggest that a project manager utilize one specific approach for every situation, as proposed by Mento, Jones, and Dirndorfer (2002); however, the model presented by Roach, Kratochwill, and Frank (2009) suggests that changes in schools specifically need to be handled with a more empathetic approach. Moreover, Tynan et al. (2010) propose that each learning project may need a different approach to change management based specifically on the type of change taking place, the people who are directly affected by and/or are playing a role within the change, and the setting or context in which the change will occur. Therefore, the Fontana Group has determined the most effective approach to change management for the current endeavor to be one that combines elements of the “Framework for Change” model proposed by Mento et al. (2002) and that proposed by Roach et al. (2009).

The Fontana Group will “develop and choose a change leader team” rather than utilizing one individual alone to manage and address change, making sure to “maximize the appropriate skills sets” of the team members and to highlight their sense of “commitment, competence, and common purpose” (Mento et al., 2002, p. 54). The project manager, Terresa Fontana, will “constantly and strategically communicate the change” throughout the current project, as outlined in the Project Team Management Protocol above, “to increase the organization’s understanding and commitment to change; to reduce confusion and resistance; and to prepare employees for both the positive and negative effects of the change” (Mento et al., 2002, p. 55).

Further, because the change is taking place in an educational setting, the Fontana Group will implement the proposed adaptation of the CBAM framework throughout the project as outlined by Roach et al. (2009), focusing on the “six essential functions of change facilitators” and incorporating the “three diagnostic frameworks” as outlined by the framework to assess and

evaluate the faculty responses to the change process throughout the project (pp. 300-301). By establishing a collaborative and flexible approach to change management, by assessing and evaluating the change process throughout the project, and by establishing constructive and ongoing means of communicating the change with and to various stakeholders, as proposed by McVay Lynch and Roecker (2007) and as outlined previously, the Fontana Group should realize a successful and effective change management solution to guide its Instructional Technology Spotlight endeavor with World University.

### **Implementation Strategy**

The first iteration of the Instructional Technology Spotlight project with World University must be completed and ready for implementation by the end of the third quarter of 2015-2016 (April 1, 2016), allowing for a planning, development, and implementation timeline of four months. The final project will include training modules, manuals and other documentation, as well as assessments for faculty to complete during the fourth quarter of 2015-2016 (June 2016). The team will also need to ensure that the Zaption RLOs will integrate easily into the school's existing LMS, working closely with the university's technology department as needed throughout the project. Because faculty will be required to work on their proposed RLOs using Zaption during the summer term for submission to their department chairs by September 1, 2016, the project will also include all the necessary follow-up and support for faculty throughout the summer months. Assessment of the project will be required and a complete audit and final report of the project will be due by September 15, 2016. One key step in preparing for implementation is determining the associated risks that might arise and plan for how each risk might be addressed throughout the project.

**Risk management plan** “Developing a risk management plan is a significant part of the project planning process...” (Wysocki, 2013, p. 76). According to Wysocki (2013), there are four steps that must be followed to create a comprehensive risk management plan: identifying possible risks, assessing those risks, and planning how to both mitigate and monitor those risks throughout the project. “The first step in the Risk Management Process is to identify the risk drivers that may be operative on a given project” (Wysocki, 2013, p. 77). The risks associated with the project may fall under four different categories: technical, project management, organizational, and external risks; those risks must then be assessed based on the possible impact of each on the scope of the project (Wysocki, 2013). The Fontana Group worked with the university and appropriate team members to identify the possible risks that might occur during the current endeavor, how each might affect different elements of scope, and whether the risk would be mitigated and/or monitored throughout the project (Appendix E).

**Resource assignments** The next step, according to Wysocki (2013), “to putting together the project plan is to assign the resources according to the schedule” developed during the scoping process (p. 252). The key to this critical step is resources leveling, scheduling “how each resource is allocated to tasks in order to accomplish the work within the scheduled start and finish dates of each task” (Wysocki, 2013, p. 255). Leveling allows the project manager to ensure that resources are not over-allocated and that the number of resources working on any task throughout the project is consistent (Wysocki, 2013). The project manager, Terresa Fontana, will implement some of the strategies outlined by Wysocki (2013) for leveling resources, including utilizing whatever slack is available; reducing the scope of the project if necessary since the deadlines for the project are very fixed; allowing for limited overtime or smoothing for certain tasks as needed; and further decomposing or stretching tasks as necessary as the project

progresses. Utilizing the Teamwork resources will allow the PM to finalize the project schedule and work with team leaders to develop the work package to finalize the project management plan (Wysocki, 2013).

**Multi-team management** Understanding how the various teams working on the current project will be managed is the final essential step to ensure the project's success. "A team structure must be chosen that best meets the needs of the project" (Wysocki, 2013, p. 481). The team members on the current project include those from the university's IT department, from the Fontana Group itself, and from the university faculty. The project manager has already established the life cycle for all teams working on the project; the project plan and schedule across teams is already integrated; and the scope change management process for the entire project has already been determined. However, since each team within the project has a different set of rules and guidelines under which it normally operates, it will be necessary to establish a Core Team (CT) structure to oversee the current project (Wysocki, 2013).

According to Wysocki (2013), "the Core Team (CT) is a temporary team comprising a small number of subject-matter experts (SMEs) chosen and managed by the CT manager. These SMEs consult, advise, and support the CT manager and the teams assigned to the project" (Chapter 14, "Core Team Structure"). The CT manager in this endeavor will be the Project Manager, Terresa Fontana, and the Core Team will consist of one SME representative from the faculty and one from the IT department at World University. The CT will serve as both advisors to the PM / CT manager and provide guidance to the respective team managers working on the project. Communication between team managers, the Core Team, and the CT manager will follow the communication plan previously outlined in the Project Team Management Protocol above.

**Conclusion**

“The project management plan describes the necessary steps or actions required to complete the project on time, within budget, and to the requirements specified in the project charter. [It] is a living document; it is intended to be referenced daily – not placed on the shelf, never to be referenced after it is created” (McVay Lynch & Roecker, 2007, p. 38). Although many unplanned-for events often occur throughout a project’s timeline that may affect the overall scope of the project, a very thorough project management plan is the first step to shaping a project’s success (McVay Lynch & Roecker, 2007). By formally outlining the project in such depth as detailed above, the Fontana Group anticipates the successful implementation and closure of this first iteration of the Instructional Technology Spotlight project with World University for the 2015-2016 school year and is already looking forward to the next iteration of the Instructional Technology Spotlight project with World University for the 2016-2016 academic year.

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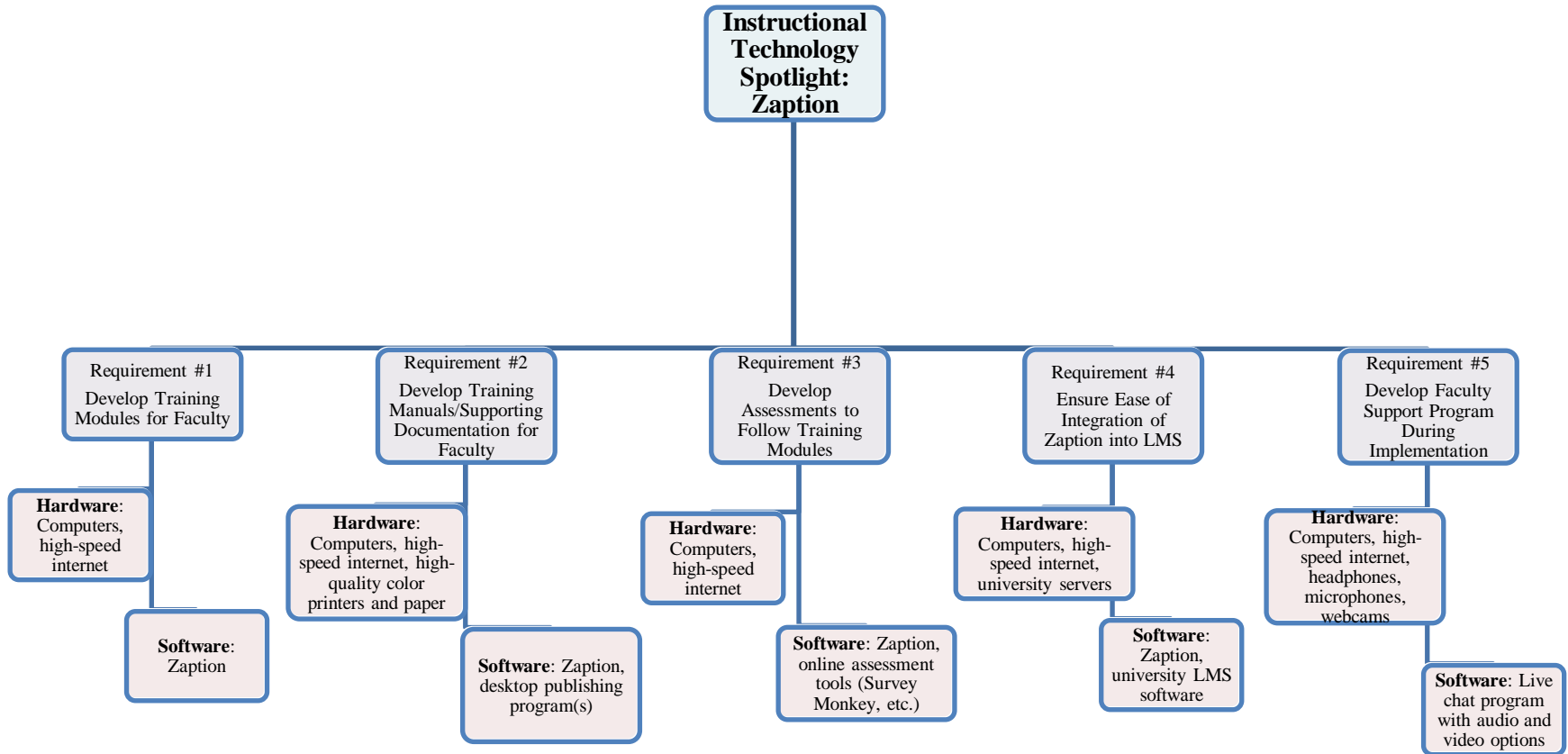
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Appendix A

Requirements Breakdown Structure (RBS)



Appendix B

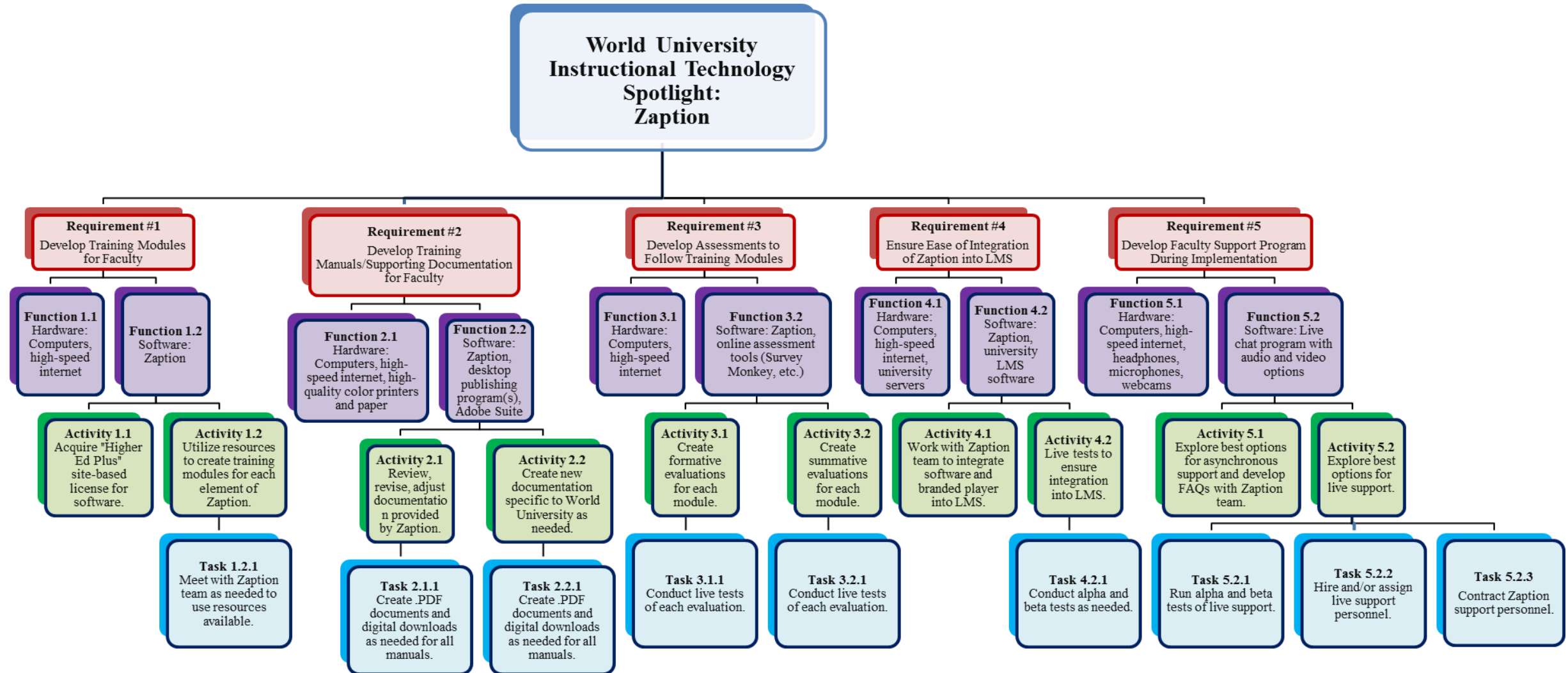
Project Overview Statement (POS)

<p><b>PROJECT OVERVIEW STATEMENT</b></p>	<p><b>Project Name</b>  <i>World University                  Instructional                  Technology Spotlight                  (Phase 1)</i></p>	<p><b>Project No.</b>  <i>WU -- 2015011</i></p>	<p><b>Project Manager</b>  <i>Terresa Fontana,                  The Fontana Group</i></p>
<p><b>Problem / Opportunity</b></p> <p>World University will introduce Zaption to its faculty in advance of the 2016-2017 academic year and train them to incorporate that technology into the classroom.</p>			
<p><b>Goal</b></p> <p>By training faculty to use Zaption (2015), World University endeavors to prepare its instructors to create effective Reusable Learning Objects (RLOs) in an effort to further engage students in the learning process using current e-Learning technology.</p>			
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Develop Zaption training modules, supporting documentation, and assessments for faculty to complete in June 2016.</li> <li>• Ensure that Zaption will successfully integrate into the school’s LMS.</li> <li>• Provide support for faculty during implementation (June through August 2016).</li> </ul>			
<p><b>Success Criteria</b></p> <p>Today’s institutions of higher learning must support instructors by training them and allowing them to “design and coordinate meaningful learning activities [and to] support their students in engaging with those activities; and to help both teachers and students develop improved information and digital literacies to be able to thrive in this new educational world” (Strawbridge, 2010, p. 9).</p> <p>The project should be completed and ready for implementation by the end of the third quarter of 2015-2016 (April 1, 2016), allowing for a planning and iteration timeline of four months for this initial phase of this iteration of the cycle. The monitoring and controlling phase will be completed during the summer of 2016 (June through August, 2016). Closure of this iteration of the cycle will be completed by September 15, 2016. The university’s initial Instructional Technology Spotlight endeavor will require a complete timeline, from planning through closure, of 10 months.</p> <p><b>Success will be defined as follows:</b></p> <ul style="list-style-type: none"> <li>• The project is completed on time and on budget.</li> <li>• At least 90% of instructors will complete the training by the end of June 2016.</li> </ul>			

<ul style="list-style-type: none"> <li>• At least 85% of instructors will submit drafts of RLOs created with Zaption by Sept. 1, 2016.</li> <li>• At least one new teacher-created RLO will be selected for integration into each course across all departments for the 2016-2017 academic year.</li> </ul>			
<p><b>Stakeholders</b></p> <p>The primary stakeholders in the project are World University, its students and faculty, and its benefactors. Other stakeholders in the project include The Fontana Group and its current and/or future clients.</p>			
<p><b>Assumptions, Risks, Obstacles</b></p> <ul style="list-style-type: none"> <li>• Zaption might not integrate easily into the school’s existing LMS.             <ul style="list-style-type: none"> <li>○ The team plans to work closely with the school’s IT department to ensure ease of integration.</li> </ul> </li> <li>• Training modules, etc., may take longer to develop than the proposed timeframe of four months.             <ul style="list-style-type: none"> <li>○ The PM will communicate with the client at regular intervals to revise/adjust timelines as needed.</li> </ul> </li> <li>• Faculty may not participate in the training during June 2015 or create their RLOs using Zaption by the September 1 deadline.             <ul style="list-style-type: none"> <li>○ The university and its deans and department chairpersons should communicate their expectations for faculty in advance of and during the implementation of the project. The PM will work with the school to develop guidelines and consequences as needed.</li> </ul> </li> </ul>			
<p><b>Prepared by</b>  <i>Terresa Fontana,                  The Fontana Group</i></p>	<p><b>Date</b>  <i>November 21, 2015</i></p>	<p><b>Approved by</b>  <i>Dr. Mark Baas</i></p>	<p><b>Date</b>  <i>November 29, 2015</i></p>

Appendix C

Work Breakdown Structure (WBS)



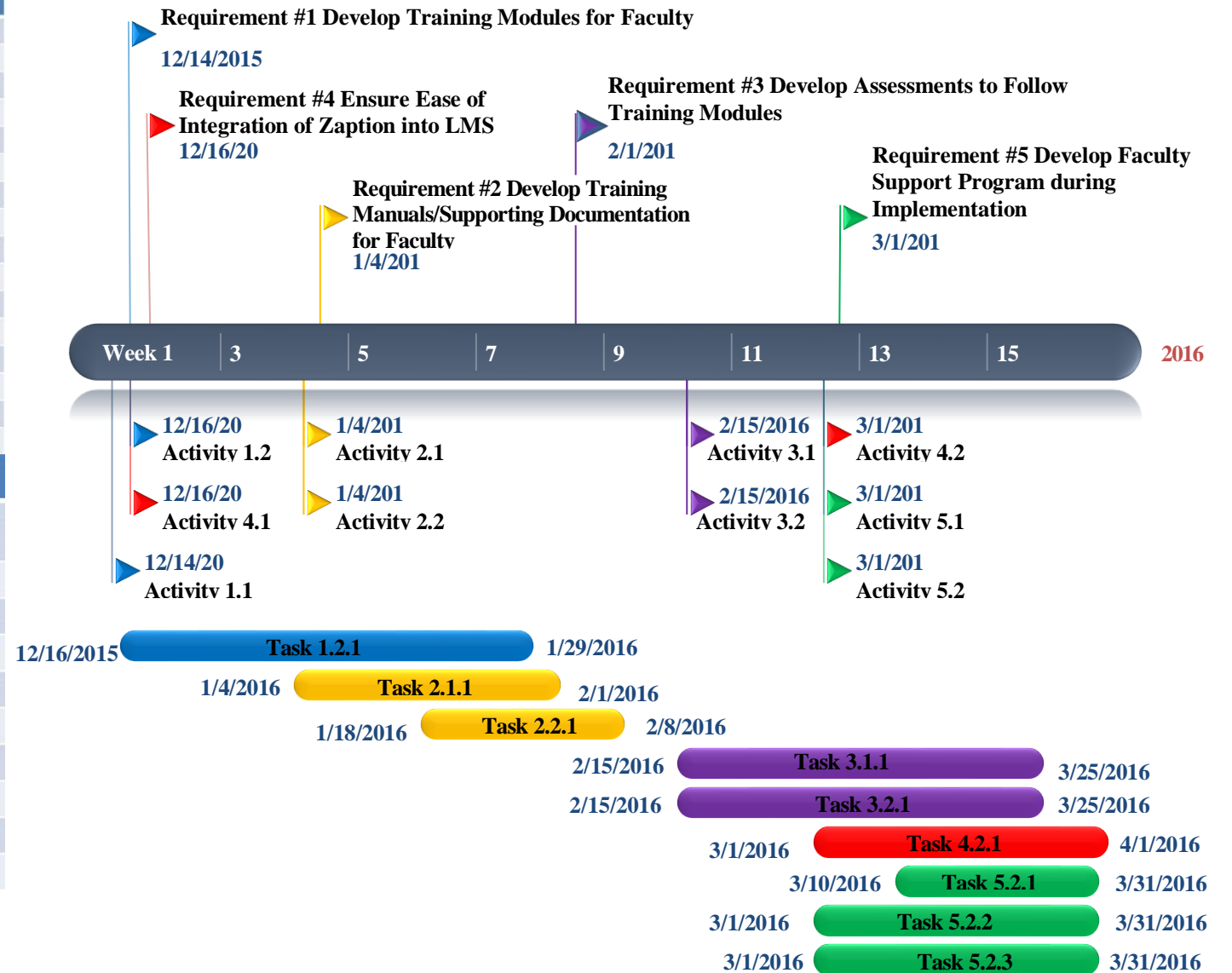
Appendix D

Project Network Diagram (PND)

Milestone(s)	
Date	Description
12/14/2015	Requirement #1 Develop Training Modules for Faculty
12/14/2015	Activity 1.1
12/16/2015	Requirement #4 Ensure Ease of Integration of Zaption into LMS
12/16/2015	Activity 1.2
12/16/2015	Activity 4.1
01/04/2016	Requirement #2 Develop Training Manuals/Supporting Documentation for Faculty
01/04/2016	Activity 2.1
01/04/2016	Activity 2.2
02/01/2016	Requirement #3 Develop Assessments to Follow Training Modules
02/15/2016	Activity 3.1
02/15/2016	Activity 3.2
03/01/2016	Activity 4.2
03/01/2016	Requirement #5 Develop Faculty Support Program During Implementation
03/01/2016	Activity 5.1
03/01/2016	Activity 5.2

Task(s)			
Duration (days)	Start Date	End Date	Description
45	12/16/2015	01/29/2016	Task 1.2.1
29	01/04/2016	02/01/2016	Task 2.1.1
22	01/18/2016	02/08/2016	Task 2.2.1
40	02/15/2016	03/25/2016	Task 3.1.1
40	02/15/2016	03/25/2016	Task 3.2.1
32	03/01/2016	04/01/2016	Task 4.2.1
22	03/10/2016	03/31/2016	Task 5.2.1
31	03/01/2016	03/31/2016	Task 5.2.2
31	03/01/2016	03/31/2016	Task 5.2.3



Appendix E

Risk Management Identification, Assessment, and Mitigation

Risk Categories	Identified Risks	Scope Elements Impacted					Mitigate
		Scope	Time	Cost	Quality	Resources	Y – yes N – no M - monitor
Technical	• Existing LMS technology limits scope	X		X	X		Y
	• Zaption does not integrate easily into existing LMS	X	X	X			M
	• Integration of Zaption impacts schedule		X				M
	• Unexpected hardware or software needed			X			M
	• New/unfamiliar technology					X	N
Project Management	• Scope change requests exceed expectations	X	X	X			M
	• Schedule deadlines very limited		X				M
	• Dependence on Zaption employees compromise schedule		X	X			M
	• Difficulty for team members to attend meetings		X				N
	• Inaccurate assumptions				X		Y
	• Loss of team member(s)					X	M
	• Unexpected resource conflict(s)					X	M
Organizational	• Unrealistic expectations	X					Y
	• Poorly defined requirements	X					Y
	• Too frequent scope change requests	X					Y
	• Changing priorities		X				
	• Unexpected staffing issues			X			M
	• Inconsistent client involvement			X	X	X	M
	• Unexpected organizational changes				X		Y
	• Team members not available as needed					X	M
	• Unexpected loss of personnel					X	M
	• Unexpected change in leadership					X	M
External	• Changes in Zaption software	X	X	X	X	X	Y
	• Unexpected changes in policies	X					M
	• Unexpected cost increases (Zaption)			X			M
	• Unexpected budget cuts			X		X	M

(Adapted from Wysocki, 2013, pp. 78-79)