HippolyteM \_ Project Plan Development

 by

Melisa J. Hippolyte

A Paper Presented in Fulfillment

Of the Requirements of

EDLS6507 - Research Methods - Trimester 1, 2015

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Email: melisa.hippolyte@my.open.uwi.edu

University: University of the West Indies Open Campus

Course Coordinator: Mrs. Camille Dickson

Table of Contents

Topic Page

Project Charter…………………………………………………………………….. 4

Scope Management Plan ………………………………………………………….. 7

Time Management Plan……………………………………………………………. 8

Risk Management Plan...…………………………………………………………. 11

Quality Management Plan………………………………………………………… 13

Cost Management Plan………………..………………………………………….. 15

Communication Management Plan……………………………………................... 16

Stakeholder Management Plan…………………………………………………….. 17

Human Resource Management Plan ……………………………………………… 18

Appendix 1 –WBS………………………………………………………………… 19

Appendix 2 – SWOT Analysis…………………………………………………….. 21

Appendix 3 – Weakness Register ………………………………………………… 22

Appendix 4 – Opportunity Register ……………………………………………… 23

Appendix 5 – Project Quality Control …………………………………………… 24

Appendix 6 – Project Quality Assurance ………………………………………... 25

Appendix 7 – Quality Control Log…………………………………………………… 26

Appendix 8 – Quality Assurance Log ………………………………………………… 27

Appendix 9 – Communication Management Log …………………………………….. 28

Appendix 10 – Project Hierarchy………………………………………………… …. 29

References ………………………………………………………………………………. 30

Project Charter

Project Charter Change Control - Understanding Mathematics:

Becoming an Effective Mathematics Teacher

|  |  |  |  |
| --- | --- | --- | --- |
| Version Number | Date of Issue | Author(s) | Brief Description of Change |
|  |  |  |  |
|  |  |  |  |

# Project Sponsor Approval

|  |  |  |
| --- | --- | --- |
| Prepared by: | Reviewed by: | Approved by Project Sponsor/Client: |
| Place, dd/mm/yyyy | **Place, dd/mm/yyyy** | **Place, dd/mm/yyyy** |
|  |  |  |
| Name: Melisa J. HippolyteDesignation: Project Manager | **Name:****Designation:** | **Name:****Designation:** |

Introduction /Background

This project supports the implementation of a mathematics workshop, sponsored by the V.B. Primary School. The goal of the workshop is to empower teachers to use new tested and proven strategies/methods to teach mathematics.

Opportunity Statement

Exam Results over the years has shown Mathematics as one of the students’ weak areas. After evaluating the situation the Mathematics department has noted that teacher’s choice of teaching methods/strategies is one of the main reasons for this.

Goal Statement

Create a high quality project management plan within the allocated timeframe and host a successful workshop which empowers teachers to use new tested and proven strategies/methods to teach mathematics.

|  |  |  |
| --- | --- | --- |
| Project in Scope | Project out of Scope | Facilitation of Project Scope |
| Within the allocated timeframe a high quality project management plan will be created for the mathematics workshop. | Materials including lesson plans will not be provided to teach these new strategies/methods in the classroom | Teachers will be:assigned roles that match up with their skill sets and guided through the project development phase of this project |
| After attending the workshop teachers will be empowered to use the new mathematics strategies/methods thereby becoming more effective mathematics teachers.  |  | provided with new tested and approved mathematics strategies/methods and given instruction and the opportunity to practice them |
| Materials will be provided by the facilitators to practice the new strategies/methods during the two day workshop. |  | provided with websites that can assist them in teaching using these new strategies/methods |
|  |  | supervised after the workshop |

Key Stakeholders /project management

|  |  |
| --- | --- |
| Client/Sponsor | VB Primary School– Principal and Head of Mathematics Department |
| Facilitators | Senior Mathematics Teacher – from a Secondary SchoolMathematics Curriculum Officer |
| Project Manager | Melisa Hippolyte |
| Project Team Members | Arlyn Linton-jones, Carla Charles Yee, Florette Williams, Karen Renee, Krystal Alexander and teachers at the school |
| Teachers | The other teachers at the school who are not on the Project Team |

Project Milestones

|  |  |  |
| --- | --- | --- |
| Milestone | Start Date | End Date |
| Project team first meeting | 10-28-15 | 10-28-15 |
| Develop Project Carter | 10-29-15 | 10-30-15 |
| Project Chatter approved |  | 11-04-15 |
| Develop Project Plan  | 11-5-15 | 11-12-15 |
| Project Plan approval – first draft |  | 11-18-15 |
| Plan Agenda for Workshop | 11-19-15 |  |
| Agenda approved |  | 11-25-15 |
| Handover of project plan to client | 12-3-15 |  |
| Project Plan approval |  | 12-7-15 |
| Host Workshop | 12-9-15 | 12-10-15 |
| Close out | 12-11-15 | 12-14-15 |

Key Issues

|  |  |  |  |
| --- | --- | --- | --- |
| Risks: | Assumptions: | Constraints: | Criteria for success |
| Inability to complete project on time | The M.O.E. will give the project full support | The availability of the facilitators and conference room | Open communication throughout the entire project |
| Sickness or absence of team member during the project | There will be no deviation from the budget | The willingness of the teachers to collaborate | Support from the M.O.E. |
| Members of the team are full time teachers and they may need to split their time | Teachers will be able to come up with and implement innovative ways to teach | Getting the school to agree to fund the cost of the project | Availability of facilitators |
|  | The project will be completed successfully | Getting full support from the M.O.E. | Competence of facilitators to gain and keep teachers interest |
|  | Teachers will become more effective mathematics teachers |  |  |

|  |  |
| --- | --- |
| Resources Budget |  |
| Item | **Use** | **Budget** |
| Projector | Will be used to view presentations by the facilitators. |  |
| Flip Chart | Will be used by facilitator to write during the workshop |  |
| Stationery | To write information at the workshop. | $ 100.00 |
| Internet | To facilitate the workshop |  |
| Venue | To host the workshop |  |
| Facilitators | To host the workshop |  |
| Tokens of appreciation | For facilitators | 4 100.00 |
| Meals | For facilitators and participants at the workshop | $2000.00 |
|  |  | $2200.00 |

 Budget and Resources – funded/provided by the school and will be available upon request.

Approved signatures

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Mrs. Lyrill Stanislaus) Client/Project Sponsor (Melisa Hippolyte) Project Manager

Date: Date:

Scope Management Plan

Scope Management Change Control - Understanding Mathematics:

Becoming an Effective Mathematics Teacher

|  |  |  |  |
| --- | --- | --- | --- |
| Version Number | Date of Issue | Author(s) | Brief Description of Change |
|  |  |  |  |
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# Project Sponsor Approval

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| --- | --- | --- |
| Prepared by: | Reviewed by: | Approved by Project Sponsor/Client: |
| Place, dd/mm/yyyy | **Place, dd/mm/yyyy** | **Place, dd/mm/yyyy** |
| 27/11/2015 |  |  |
| Name: Melisa J. HippolyteDesignation: Project Manager | **Name:****Designation:** | **Name:****Designation:** |

|  |  |
| --- | --- |
| 1. **Project Scope Management**
2. Project scope will document a list of specific project goals, deliverables, and tasks in the WBS[[1]](#footnote-1) which will act as the baseline for the project.
3. Project Scope will be managed through submission of Document Change Control Form and approved by the Project Manager and the Client/Sponsor.
4. The project manager will oversee all changes to the project scope.
 | **2.Assessment of the expected stability of the Scope**a. Scope changes are not expected as all stakeholders were involved in a detailed meeting to put it together taking into account every aspect of the project. |
| 1. **Identification and Classification of Changes**
2. Scope changes will be identified by version number, date of issue, author, and description of Change
3. Initiation, planning, execution and closing
4. Scope changes may be requested by all stakeholders
5. Scope changes may be identified, approved and closed by the Project Manager, and or the Client/Sponsor
 | **4. Integration of Changes**a. approved changes shall update all relevant parts of the project plan including the budget if necessary |

Time Management Plan

Time Management Change Control - Understanding Mathematics:

Becoming an Effective Mathematics Teacher

|  |  |  |  |
| --- | --- | --- | --- |
| Version Number | Date of Issue | Author(s) | Brief Description of Change |
|  |  |  |  |
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|  |  |  |
| Name: Melisa J. HippolyteDesignation: Project Manager | **Name:****Designation:** | **Name:****Designation:** |

Precedence Diagram PDM Precedence Network Diagram

|  |  |  |
| --- | --- | --- |
| Task | Start | Duration in Days |
| A | Determine Project Team | 1 |
| B | Develop Project Charter | 2 |
| C | Submit Project Charter | 1 |
| D | Project Charter Signed/Approved | 2 |
| E | Develop Project Plan | 6 |
| F | Project Team Reports back to Grade Teachers | 1 |
| G | Submit First Draft Project Plan | 1 |
| H | First Draft Project Plan Approved | 2 |
| I | Plan Agenda for Workshop | 1 |
| J | Project Team Reports back to Grade Teachers | 1 |
| K | Procure Resources | 2 |
| L | Agenda Submitted, signed and approved | 1 |
| M | Project Team Reports back to Grade Teachers | 1 |
| N | Confirm all Procurements  | 1 |
| O | Update Project Plan | 2 |
| P | Project Team Reports back to Grade Teachers | 1 |
| Q | Project Manager hands over the project | 1 |
| R | Project Approval | 2 |
| S | Agenda sent out to facilitators and staff | 1 |
| T | Letter sent home to parents | 1 |
| U | Host Workshop | 2 |
| V | Close the project | 3 |

6F

START

2K

1J

1I

2H

1G

1F

2D

1C

2B

1AA

1L

FINISH

1M

1N

2O

1P

1Q

2R

1S

1T

2U

2V

The critical path assists in determining the duration of the project. From the diagram, the sequence of activities from start to end indicates the duration of the project 35 days.

1 + 2 + 1 + 2 + 6 + 1 + 1 + 2 + 1 + 1 + 2 + 1 + 1 + 1 + 2 + 1 + 1 + 2 + 1 + 1 + 2 + 2 = 35 days

The dependency used for the project is Finish to Start (FS) - Later task does not start until the previous task is finished. There is no lag time between tasks.

Gantt Chart

The Critical path is highlighted in red in the Gantt Chart

Supporting Management Plans

Risk Management Plan

Document Change Control- Understanding Mathematics:

Becoming an Effective Mathematics Teacher

|  |  |  |  |
| --- | --- | --- | --- |
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| Place, dd/mm/yyyy | **Place, dd/mm/yyyy** | **Place, dd/mm/yyyy** |
|  |  |  |
| Name: Melisa J. HippolyteDesignation: Project Manager | **Name:****Designation:** | **Name:****Designation:** |

This Risk Management plan is being drawn up by the project Management team, to help assure satisfactory project results by outlining potential risk and mitigation plans for them.

To complete this document the project management team, along with the client/sponsor completed a SWOT Analysis[[2]](#footnote-2) of the project. The strengths, weaknesses, opportunities and threats were then further prioritized according to the likely hood of them occurring and the level of impact on the project. Registers were then drawn up for the risks, weaknesses[[3]](#footnote-3) and opportunities[[4]](#footnote-4).

Risk Register

|  |  |  |  |
| --- | --- | --- | --- |
| Risk | Mitigation | Risk Impact | Close Out |
| Sickness or absence of team member (s) during the project | Ensure that for every job there are at least two team members assigned so as to ensure continuity in the absence of one | High impact and likely to occur | Ensure that at all stages there is at least one person working |
| Heads of department failing to report to teachers in their grade | Have team members who are the heads of departments provide evidence that they have reported to grade teachers, (grade teachers can sign the report giving to them by the team members.) | High Impact but unlikely to occur | Collect reports and ensure that all teachers have signed acknowledging that they have read |
| Teachers not being able to balance class time and time spent project planning | Ensure that teachers who are on the project management team get support from their colleagues, e.g. share students among remaining teachers in the grade  | High Impact but unlikely to occur | Supervise the sharing of the students among the remaining teachers/ the overseeing of the class by a teacher/sub |
| Inability to secure venue & or food vendor | Choose a vendor and venue that has proven to be reliable. Confirm the venue and the delivery of food for the two days in writing.Make provisions to use the school hall and canteen facilities in the event the unforeseeable happens. | Low impact and unlikely to occur | Collect all signed contracts from the vendors, seek clarification if needed and ensure all details are as per requested. Provide a reminder at least two days before the workshop |
| Change in price of venue, food and other miscellaneous items | Get all prices in writing, with guarantee of stability. | Low impact and unlikely to occur | Collect all signed quotations, ensuring everything is up to par |
| Inability to secure resource persons | Choose reliable resource persons and confirm with them in writing for the two days. | High Impact but unlikely to occur | Collect all written confirmations, provide a reminder at least two days before the workshop |
| Inability to complete project on time | Ensure that a time management plan is put in place with someone in place to ensure that all deadlines are met or at the very least there is not too much deviation  | High Impact but unlikely to occur | Ensure that the time management plan is feasible and adhered to as much as possible  |

Quality Management Plan

Quality Management Change Control- Understanding Mathematics:

Becoming an Effective Mathematics Teacher

|  |  |  |  |
| --- | --- | --- | --- |
| Version Number | Date of Issue | Author(s) | Brief Description of Change |
|  |  |  |  |
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|  |  |  |
| Name: Melisa J. HippolyteDesignation: Project Manager | **Name:****Designation:** | **Name:****Designation:** |

This quality management plan is being drawn up by the project Management team, to validate that the project, its deliverables and processes involved are completed with an acceptable level of quality. DoIT Project Management Advisor ( 2007). The technique used for this quality management plan was BENCHMARKING

|  |  |  |
| --- | --- | --- |
| Objects of quality review | Quality Measure | Quality Evaluation Methods |
| Project Deliverables:Project Plan:-* Project Charter
* Work Breakdown Structure
* Precedence Diagram
* Gantt Chart
* Risk Management Plan
* Quality Management Plan
* Cost Management Plan

Agenda for the workshop | **Deliverable Quality** Standards as stated in the PMBOKDoIT Project Management Advisor | Quality Control Activities |
| Project Processes | Process Quality Standards Client/Sponsor and Project Manager Expectations | Quality Assurance Activities |

To accomplish this task a Project Quality Control Plan[[5]](#footnote-5) and a Project Assurance Control[[6]](#footnote-6) document were drawn up. The Quality control document was drawn up to monitor the project deliverables to verify that they are of acceptable quality and are complete and correct, whilst the focus of the quality assurance is on the processes used in the project. It will be used to ensure that project processes are used effectively to produce quality project deliverables.

To itemize, document and track to closure items reported through the quality management activities, two logs will be used, the Quality Control Log[[7]](#footnote-7) and the Quality Assurance Log[[8]](#footnote-8).

Cost Management Plan

Cost Management Change Control- Understanding Mathematics:

Becoming an Effective Mathematics Teacher

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| --- | --- | --- | --- |
| Version Number | Date of Issue | Author(s) | Brief Description of Change |
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|  |  |  |
| Name: Melisa J. HippolyteDesignation: Project Manager | **Name:****Designation:** | **Name:****Designation:** |

This Cost Management Plan is being drawn up by the project Management team to keep track of and by extension control costs so that the project can be completed within the approved budget. It will include the planning, estimating, budgeting, financing, funding, managing, and controlling costs. (PMBOK Guide® Fifth Edition)

There are no staffing costs to be incurred since the team is made up of teachers at the school and the facilities who are employed by the M.O.E. are volunteering their services. The only cost expected to be incurred during this project are indicated in the table below.

|  |  |  |
| --- | --- | --- |
| Item | Individual cost | Total Cost |
| Break | 10 x 28 x 2 | 560.00 |
| Lunch | 25 x 28 x 2 | 1400.00 |
| Token of appreciation | 50 x 2  | 100.00 |
| Stationery | 100 | 100.00 |
| Contingency 10% of total | 200 | 200.00 |
|  |  | 2360.00 |

\*It is a two day workshop with an expected 28 persons to be in attendance.

Communication Management Plan

Communication Management Change Control- Understanding Mathematics:

Becoming an Effective Mathematics Teacher

|  |  |  |  |
| --- | --- | --- | --- |
| Version Number | Date of Issue | Author(s) | Brief Description of Change |
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|  |  |  |
| Name: Melisa J. HippolyteDesignation: Project Manager | **Name:****Designation:** | **Name:****Designation:** |

This Communication Management Plan[[9]](#footnote-9) is being drawn up by the project Management team, to facilitate effective and efficient communication with the various stakeholders in the project. It describes how project communications will occur. Good two-way communications among all stakeholders is critical to the success of the project. Good communication forestalls surprises, prevents duplication of effort, and can help to reveal omissions and misallocation of resources early enough to permit corrections. Effective communication will allow the project to accomplish its work with the support and cooperation of each stakeholder group. (DoIT Project Management Advisor, 2007)

Stakeholder Management Plan

Stakeholder Management Change Control- Understanding Mathematics:

Becoming an Effective Mathematics Teacher

|  |  |  |  |
| --- | --- | --- | --- |
| Version Number | Date of Issue | Author(s) | Brief Description of Change |
|  |  |  |  |
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The Stakeholder Management Plan was drawn up to detail the project’s activities related to engaging stakeholders and making the most effective use of their participation. To account for all the stakeholders a Stakeholder Register Template will be used, this register is a document that contains a list of external and internal project stakeholders and highlights among other things their roles and impact on the project.

Stakeholder Register Snapshot:

|  |
| --- |
| Project Name: Understanding Mathematics: Becoming an Effective Mathematics TeacherProject Phase: Planning Date: |
| Name | Role in project | Designation | Impact on Project | Impacted by Project | Expectation | Type of Stakeholder |
| Melisa Hippolyte | Project Manager | Teacher/ student | Leading | Leading | On time on budgetQuality project | Internal |
|  |  |  |  |  |  |  |

Human Resource Management Plan

Human Resource Management Change Control- Understanding Mathematics:

Becoming an Effective Mathematics Teacher

|  |  |  |  |
| --- | --- | --- | --- |
| Version Number | Date of Issue | Author(s) | Brief Description of Change |
|  |  |  |  |
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| Prepared by: | Reviewed by: | Approved by Project Sponsor/Client: |
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|  |  |  |
| Name: Melisa J. HippolyteDesignation: Project Manager | **Name:****Designation:** | **Name:****Designation:** |

The Human Resource Management Plan was developed to ensure that the project has sufficient staff with the right skills and experience to ensure a successful project completion. The first step taken was to select and assemble a project team and then assign roles. A Project Hierarchy[[10]](#footnote-10) was also put in place.  (DoIT Project Management Advisor, 2007)

Role Requirements

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Role | Project Responsibility | Skills Required | # of Staff Required | Names | Appx. Start Date | Duration Required |
| Project Manager | Lead team, Report status, Offer guidance Keep project on trackAssure quality of deliverables and submit to Client/Sponsor Promote use  | Project Management | 1 | Melisa Hippolyte | 10/28/15 | 34 days  |
| Project Team | Create and Review deliverables, assure quality | Project Management  | 13 | Grade heads UWI teammath -coordinator | 10/28/15 | 34 days |

Appendix 1

The work breakdown structure (WBS) which is the foundation of project planning, was used to hierarchical outline the tasks needed to deliver the project.   It “breaks-down” the project into low-level subtask units of work that will be scheduled, executed and controlled. (DoIT Project Management Advisor, 2007).

Work Breakdown Structure

|  |  |  |
| --- | --- | --- |
| Level 1 | Level 2 | Level 3 |
| 1. Project Plan Development for Mathematics Workshop | 1.1 Initiation | 1.1.1 Determine Project Team1.1.3 Milestone: Project Team First Meeting1.1.4 Milestone: Develop Project Charter1.1.5 Deliverable: Submit Project Charter1.1.6 Milestone: Project Charter Signed/Approved1.1.7 Project Team reports back to Grade Teachers |
| 1.2 Planning | 1.2.1 Project Team Second Meeting1.2.2 Milestone: Develop Project Plan-Develop Work Breakdown Structure- Develop Gantt Chart & network-Develop Risk Management Plan-Develop Opportunity & Weakness Management Plan-Develop Quality Management Plan-Develop Cost Management Plan-Develop Communication Management Plan-Develop Stake Holder Management Plan-Develop Human Resource Management Plan1.2.3 Project Team Reports back to Grade Teachers1.2.4 Project Team Third Meeting1.2.5 Deliverable: Submit first draft of Project Plan1.2.6 Milestone: Approval of the first draft of Project Plan |
| 1.3 Execution | 1.3.1 Project Team Fourth Meeting1.3.2 Milestone: Plan Agenda for the Workshop1.3.3. Project Team Reports back to Grade Teachers1.3.4. Project Team Fifth Meeting1.3.5 Procure Venue for Workshop1.3.6 Procure Facilitators for Workshop1.3.7 Procure meals for Workshop1.3.8 Procure needed resources for Workshop1.3.9 Procure tokens of Appreciation for the facilitators1.3.10 Project Team Reports back to Grade Teachers1.3.11 Project Team Sixth Meeting1.3.12 Deliverable: Submit Workshop Agenda1.3.13 Milestone: Agenda Approval1.3.14 Project Team Reports back to Grade Teachers |
| 1.4. Closeout | 1.4.1 Project Team Seventh Meeting1.4.2 Confirm all procurements1.4.3 Update Project Plan 1.4.4 Project Team Reports back to Grade Teachers1.4.5 Project Team Eighth Meeting1.4.6 Milestone: Project Manager hands over final draft of Project Plan to the Client1.4.8. Milestone: Project Approval1.4.9 Agenda sent out to Facilitators and staff1.4.10 Letter sent home informing parents of the Workshop1.4.11 Milestone: Host Workshop1.4.12 Milestone: Close the project1.4.13 Project Team Ninth Meeting1.4.14 Project Team Reports back to Grade Teachers1.4.15 Project Team Final Meeting1.4.16 Document Lessons Learned1.4.17 Update Files/Records1.4.18 Archive Files/Documents |

Appendix 2

SWOT Analysis

|  |  |
| --- | --- |
| Strength* Making progress in the teaching of math
* Using/ incorporating innovative strategies and resources in the teaching of math
* Increasing focus on the teaching of math
* Increase in teacher co-operation
* Manipulative available to help teach math
* math.pngEquipped Computer lab
 | Weakness* Teachers are from different grades and may not be willing to work with each other
* Adoption of proven and leading math strategies and resources continue to lag
* Project planning of this nature is new to the school and some teachers may not adapt
* Teachers not willing to share ideas
* Teachers not willing to implement after the workshop
 |
| Opportunities* Increase communication between teachers and Curriculum officers
* Workshop will create an avenue for and encourage teachers to be creative in the math class
* Lead to professional development
* Increase networking
* Exposure to new math strategies and techniques
* increase support from the M.O.E. for the subject area and similar undertakings
* Improvement in student performance
 | Risks* Sickness or absence of team member(s) during critical stages in the project
* Heads of department failing to report to teachers in their grade
* Teachers not being able to balance class time and time spent project planning
* Inability to secure venue & or food vendor
* Change in price of venue, food and other miscellaneous items
* Inability to secure resource persons
* Inability to complete project on time
 |

Appendix 3

Weakness Register

|  |  |  |  |
| --- | --- | --- | --- |
| Weakness | Mitigation | Weakness Impact | Close Out |
| Project planning of this nature is new to the school and some teachers may not adapt | Take some time to teach teachers the process.Bring in a resource person to guide the teachers and to oversee the project. | High impact and likely to occur | Have resource person keep track of teacher’s level of comfort with the process, level and quality of participation. |
| Teachers are from different grades and may not be willing to work with each other | Encourage teachers to work together from the start of the project, so that they will be accustom to it by the day of the workshop.Provide teachers with support, materials and incentives to work together. | High impact and unlikely to occur | Ensure that teachers are collaborating with each other across the grades, through supervision. |
| Adoption of proven and leading math strategies and resources continue to lag | Provide teachers with support, materials and incentives to use the strategies and resources. | High impact and unlikely to occur | Supervise teachers to ensure that they are making use of the strategies and resources. |
| Teachers not willing to share ideas | Provide incentives for teachers who share their ideas. | High impact and unlikely to occur | Supervise teachers, their participation level and willingness to share |
| Teachers not willing to implement after the workshop | Ensure teachers are taught the benefits of implementing what they learn.Provide incentives for teachers who implement what was taughtProvide teachers with the resources and support needed to implement what was taught | High impact and unlikely to occur | Supervise teachers while they teach the subject to ensure they are implementing what was taught |

Appendix 4

Opportunities Register

|  |  |  |  |
| --- | --- | --- | --- |
| Opportunities | Mitigation | Opportunity Impact | Close Out |
| Increase communication between teachers and Curriculum officers | Provide teachers with the contact information for the Curriculum Officers.Let the Curriculum Officers know that they are always welcome to the schoolSet up a Google docs or some other communication tool to allow teachers and the curriculum officers to maintain contact | High impact and likely to occur | Supervise the use of the communication tools.Communicate with both the teachers and the Curriculum Officers to get their feedback on the level of communication between them |
| Workshop will create an avenue for and encourage teachers to be creative in the math class | Provide incentives and resources to encourage teacher creativityPlan other follow up sessions where teachers can display their creativity | High impact and likely to occur | Supervise teachers to determine their level and appropriateness of creativity, |
| Lead to professional development | Encourage teachers to fully participate in this workshop and to take any other opportunities that they may be presented with | High impact and likely to occur | Keep track of teachers qualifications |
| Exposure to new math strategies and techniques | Continuously expose teachers to new math strategies and techniques, through workshops, courses etc. | High impact and likely to occur | Supervise teachers progress after and during this workshop and any others that are made available to them |
| Increase support from the M.O.E. for the subject area and similar undertakings | Invite M.O.E. officials to attend the workshop and other such sessions/workshops | High impact and likely to occur | Maintain contact with M.OE. officials to encourage their support |
| Improvement in student performance | Provide incentives for students like merit badgesProvide resources for students to increase they performance, like remedial math | High impact and likely to occur | Maintain records of students performance |

Appendix 5

Project Quality Control

|  |  |  |  |
| --- | --- | --- | --- |
| Project Deliverable | Deliverable Quality Standards/Completeness and Correctness Criteria | Quality Control Activity | Frequency/Interval |
| Project CharterWBSPDMGantt ChartRisk Management PlanCost Management PlanQuality Management PlanProject Plan | * Aligned with industry best practices as stated in the PM4ID & / as stated in the DoIT Project Management Advisor (90%)
* Accurate incorporation into Project Plan (100%)
* Apply prioritized changes per Project Team and Manager review (100%)
* Apply prioritized changes per Project Manager & Client/Sponsor review (100%)
 | * DoIT Project Management Advisor
* Project Management for Instructional Designers (PM4ID)
* Project team and Manager review
* Project Client/Sponsor Review
 | * During design
* At submission of each deliverable
* At submission of project plan first draft
* At the handing over of the project plan
 |
| Agenda for the workshop | * Accurate incorporation into Project Plan (100%)
* Apply prioritized changes per Project Manager review (100%)
* Apply prioritized changes per Client/Sponsor Review (100%)
 | * Project team and Manager review
* Project Client/Sponsor Review
 | * During design
* At submission of project deliverable
* At the handing over of the project plan
 |

Appendix 6

Project Quality Assurance

|  |  |  |  |
| --- | --- | --- | --- |
| **Project Process** | **Process Quality Standards** | **Quality Assurance Activity** | **Frequency/Interval** |
| Develop/refine each project deliverableExecute and control project per project plan  Approve each project stageClose project with post project review | 100% compliance with framework90% compliance with framework  100% compliance with framework[[11]](#footnote-11)90% compliance with framework  | Audit deliverable updates by phase, its contents, priorities, and task time estimationAudit Quality, Communications & Project progress  Audit stage checkpointsAudit project reviews by phase | During project phase & at the end of Project PhaseContinuously throughout the projectAt the end of each project phaseDuring project closure |

Appendix 7

Quality Control Log

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Project Deliverable | Review Period | Deliverable Reviewed by | Findings | Resolution |
| Project Charter | Throughout the development of the charter | Project Team & ManagerSponsor/Client Review |  |  |
| WBSPDMGantt ChartRisk Management PlanQuality Management PlanCost Management Plan | Throughout their development  | Project Team & Manager |  |  |
| Project Plan First draft | 11/16/15 – 11/18/20 | Project Team & ManagerSponsor/Client Review  |  |  |
| Workshop Agenda | Throughout the development of the agenda  | Project Team & ManagerProject Sponsor/Client Review |  |  |
| Final draft | 12/3/15 – 12/7/15 | Project Sponsor/Client Review |  |  |

Appendix 8

Quality Assurance Log

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Project Process | Review Date | Process Reviewed by | Findings | Resolution |
| Develop/refine each project deliverable  | Throughout project life cycle | Project Team & ManagerSponsor/Client Review |  |  |
| Execute and control project per project plan  | Throughout project life cycle | Project Team & ManagerSponsor/Client Review |  |  |
| Execute and control workshop per project plan  | 12/9/15 – 12/10/15 | Project Team & ManagerSponsor/Client Review |  |  |
| Close project with post project review | 12/11/15 – 12/14/15 | Project Team & ManagerSponsor/Client Review |  |  |

Appendix 9

Communication Management Log

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Audience | Message | Delivery Method | Delivery Frequency | Communicator | Communication Purpose |
| Project Sponsor | Project Plans Status ReportsWorkshop Agenda | Meeting: face to faceDeliverables  | As frequently as requested | Project Manager | Review of project plans and workshop agendaProject direction, progress, and deliverables Changes in school’s operations or policies,  |
| Project Management Team | Project Plans Status ReportsWorkshop Agenda | Meeting: face to face and via the internetDeliverables  | As frequently as requested | Project ManagerProject SponsorTeachers not on the Project Management TeamFacilitatorsOther project team member(s) |  Creation and Review of project plans and workshop agendaProject direction, progress, issues, deliverables and milestonesChanges in school’s operations or policies, Clear direction and delegation of tasks |
| Teachers not on the Project Management Team | Project Plans Status ReportsWorkshop Agenda | Meeting: Oral briefing and presentation of plans | As frequently as requested | Project ManagerProject Team member (s) | Input for and review of project plans, and workshop agenda |
| Facilitators  | Workshop Agenda | Meeting: via telephone, email and Skype | As frequently as requested | Project ManagerProject Team Member(s) | Review of project agenda |

Appendix 10

**PROJECT Hierarchy**

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1. Found in Appendix 1 [↑](#footnote-ref-1)
2. Found in Appendix 2 [↑](#footnote-ref-2)
3. Found in Appendix 3 [↑](#footnote-ref-3)
4. Found in Appendix 4 [↑](#footnote-ref-4)
5. Found in Appendix 5 [↑](#footnote-ref-5)
6. Found in Appendix 6 [↑](#footnote-ref-6)
7. Found in Appendix 7 [↑](#footnote-ref-7)
8. Found in Appendix 8 [↑](#footnote-ref-8)
9. Found in Appendix 9 [↑](#footnote-ref-9)
10. Found in Appendix 10 [↑](#footnote-ref-10)
11. A [project Management Framework](http://blog.parallelprojecttraining.com/project-management-articles/what-is-a-project-management-framework/?doing_wp_cron=1448110456.3265089988708496093750) consists of three parts a project lifecycle, a project control cycle and tool and templates to facilitate the execution of the project

 [↑](#footnote-ref-11)