



ONLINE TRAINING FOR PROJECT MANAGEMENT

Andy Hockley
Sue Leather Associates

AGENDA

- Introduction to project management
- The project of creating an online project management course
- Problem, goal, objectives, tasks, stakeholders, risk, monitoring and evaluation
- Questions



BACKGROUND

- Training project management for many years
- Face to face only
- Blended (IDLTM)
- Entirely online course



POWERPOINT AND JING

Course Overview:

"What is project management?"



THE PROBLEM

Need to take a set of skills and the methodology to train those skills and move them from a face-to-face to an online format



People

[Participants](#)

Activities

- [Chats](#)
- [Databases](#)
- [Forums](#)
- [Resources](#)
- [Wikis](#)

Search Forums

[Advanced search](#)

Administration

- [Grades](#)
- [Profile](#)

Course categories

- [FPM](#)
- [FTT](#)
- [All courses ...](#)

Weekly outline

Announcements, General Information, Networking, and Course Feedback

Welcome to the course! In this section you will find general discussions and information regarding the course.

- [News forum](#)
- [General Forum and "Cafe"](#)
- [Course Lounge](#)
- [Outline of the syllabus](#)

11 February - 17 February

Week 1 - Welcomes, introductions, and establishing the foundations

Welcome everyone to this course on "Fundamentals of Project Management". We hope you will get a lot out of the course and also contribute a lot to your colleagues' learning.

We look forward to working with you

Andy Hockley and Sue Leather

Week 1 Tasks

- [Overview of week 1](#)
- [Task 1.1 - self-introduction](#)
- [Task 1.2 - Team Roles](#)
- [Task 1.3 - Team Roles in Project Management](#)
- [Task 1.4 - Context and Need](#)
- [Task 1.5 - Powerpoint lesson](#)
- [Task 1.6 - Buddying up](#)
- [1.7 Online "meeting"](#)



Latest News

11 Mar, 00:53
Sue Leather
[Course News more...](#)
[Older topics ...](#)

Upcoming Events

There are no upcoming events

[Go to calendar...](#)
[New Event...](#)

Recent Activity

Activity since Saturday, 16
April 2011, 08:50 AM
[Full report of recent activity...](#)

Nothing new since your last login

Main Menu

 [Site news](#)

Site Administration

- Notifications
- Users
- Courses
- Grades
- Location
- Language
- Modules
- Security
- Appearance
- Front Page
- Server
- Networking
- Reports
- Miscellaneous

Search

Available Courses

Fundamentals of Project Management February 2011

Teacher: [Sue Leather](#)
Teacher: [Andy Hockley](#)



This is the Fundamentals of Project Management Course running from February 14th to April 1st

Fundamentals of Project Management December 2010

Teacher: [Sue Leather](#)
Teacher: [Andy Hockley](#)



Fundamentals of Project Management B 09-10

Teacher: [Sue Leather](#)
Teacher: [Andy Hockley](#)



This is the Fundamentals of Project Management course beginning on September 13th, 2010

Fundamentals of Project Management A 09-10

Teacher: [Andy Hockley](#)
Teacher: [Sue Leather](#)



This is the Fundamentals of Project Management course beginning September 13th, 2010

Turn

People

 [Participan](#)

Course categ

 [FPM](#)
 [FTT](#)

All c

Calendar

◀ [Ap](#)

Sun Mon Tue

3	4	5
10	11	12
17	18	19
24	25	26

THE GOAL

- To develop a successful online “Fundamentals of Project Management” course



SMART OBJECTIVES

Specific

Measurable

Agreed

Realistic

Timebound



WHAT'S WRONG?

- To create an online course that exactly mirrors face to face training and provides everything that face to face training can
- To improve participants' project management skills

Remember: Specific, Measurable, Agreed, Realistic, Timebound



by [Andy Hockley](#) - Monday, 13 December 2010, 10:24 AM

Here are some objectives to do with my example project. What is wrong with them? Could you make them SMART?

Discuss these objectives below and offer suggestions for improvements

1. To build a nice wheelchair ramp
2. To improve access to the building by December 2010
3. To install state of the art wheelchair lifting system next to the stairs by the end of September 2010

[Edit](#) | [Delete](#) | [Reply](#)



Re: 2.5 Correcting poorly stated objectives

by [Kirsteen Donaghy](#) - Monday, 13 December 2010, 03:09 PM

Hi,

I'll start with number 1 by asking some questions. How specific should we be? I mean in an example like this should it be:

To have researched and found a suitable model and gained permission (from teh building management and other tennants) to install a wheelchair ramp th
Xkg weight and provide easy access at the main entrance, by February 2011.

Kirsteen

[Show parent](#) | [Edit](#) | [S](#)



Re: 2.5 Correcting poorly stated objectives

by [Andy Hockley](#) - Monday, 13 December 2010, 10:29 PM

I'm going to throw that question back out - what do people think? That is obviously SMART - is it a good objective do you think?

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)



Re: 2.5 Correcting poorly stated objectives

by [Noora AlSabah](#) - Wednesday, 15 December 2010, 10:52 AM

OBJECTIVES

- To determine ways of successfully transferring the face to face training methods and activities I used to teach project management into an online format by April 2010
- To create the completed training course framework and content by June 2010
- To pilot the course in July/August 2010
- To successfully launch course by September 2010



Michael's project wiki

Need/Problem

Ministry of Education English teachers in Jordan have little in the way of pre-service teacher training. What they do receive is rarely practical in nature and often not subject specific. They have plans to introduce pre-service systems, but in the meantime they have a need for INSETT training. They lack the capacity to deliver the training as they have few experienced trainers and no effective inservice training system. The British Council lacks the capacity (human and financial) to deliver training across the country to the extent that the Ministry would like.

Project goal

To increase the capacity of the Ministry of Education in Jordan to deliver practical teacher training courses for in-service English teachers by providing suitable materials, helping develop a cadre of experienced trainers, and providing an effective and sustainable cascade training model.

SMART Objectives

- To design a set of training materials adapted to the local context, including reference to local textbooks and institutional constraints. **The materials will include 40 hours on basic ELT methodology and 20 hours 'training of trainers' and cascade planning, to be completed within one month of project initiation.**
- To develop a 'cluster based' system of training, whereby each directorate has a team of local trainers who are able to deliver the training materials above. In the first year, we will train 25 trainers in 5 directorates. They will receive 60 hours of input training which will include a 'model' of how to deliver the training and train the trainer elements. This will be followed by observed training practice in their directorates. **This initial period of training will be completed within four months of project initiation.**
- To provide a model cascade training system which will enable the trainers to train up to 100 teachers per directorate each year. **This will include a schedule for delivery in each location, a timetable for observation and feedback and guidance on selection of trainees. The initial cascade training phase will be completed within 9 months of project initiation.**

Andy: That looks good Michael. In the first of your objectives do you have a sense yet as to how big this "set" might be? I'm wondering if this objective might be made a bit more specific (and also timebound?). In the 3rd objective when you say "provide a system" what does that mean? It's written down? Understood somehow? Trained? Is it a set of workshops or will it include things like how to set workshops up, how to negotiate with local education leaders, etc?

Thanks Andy - I've made a few adaptations. I suppose when I said 'provide a model of cascade training it kind of encompasses the whole process: materials design, initial teacher/trainer training and then the cascade. The key part of the system would be focussing on clusters rather than the traditional size of creating expert teachers in every directorate.

STRATEGY

- Translate objectives into specific tasks and activities
 1. Brainstorm all tasks that need to be completed
 2. Develop a timeline (Gantt chart) to schedule the tasks (and assign them “owners”)



XMIND BRAINSTORMING

The screenshot displays the XMind software interface with a mind map titled "Making the premises wheelchair accessible". The central node is "Making the premises wheelchair accessible", which branches into three main categories: "e ramp", "Getting the permissions", and "Finding a contractor".

- Getting the permissions**
 - Contacting all building residents
 - Contact city council
 - Compile paperwork
 - Pay taxes, etc
 - Submit all paperwork
- Finding a contractor**
 - Create tender offer
 - Publicise tender
 - Set deadline
 - Collate offers
 - Create list of criteria / system for decision
 - Make decision
 - Offer contract to successful bidder

The software interface includes a menu bar (Edit, View, Insert, Modify, Tools, Help), a toolbar with various icons, and a right-hand sidebar with panels for Outline, Overview, Properties, and Markers. The Outline panel shows a hierarchical view of the mind map nodes, and the Properties panel shows settings for the selected node, such as Background Color and Wallpaper.

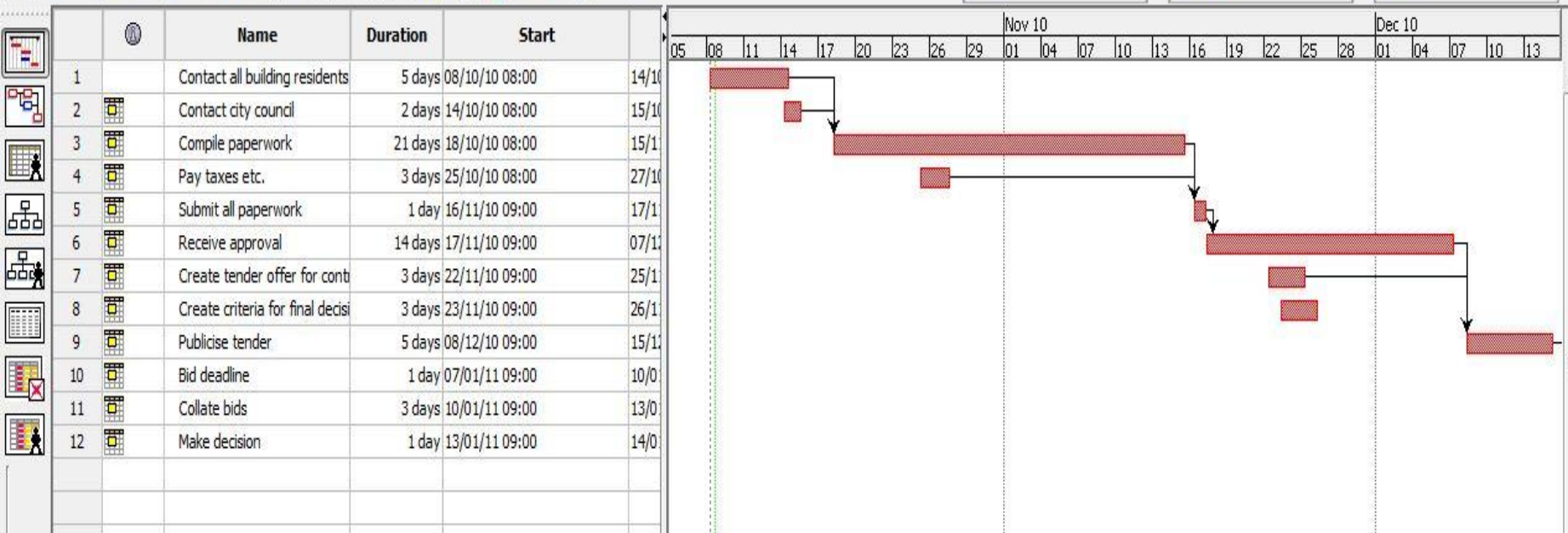
OPENPROJ

Wheelchair accessibility *

OPENPROJ™ File Edit View Insert Tools Project Help

Toolbar icons: New, Open, Save, Print, Copy, Paste, Undo, Redo, Find, Find Next, Find Previous, Home, End, Refresh, Print Preview, Help, etc.

Filters: No Filter, No Sorting, No Group



STAKEHOLDERS

- What are stakeholders?
- Who are the stakeholders in this project?



STAKEHOLDER ANALYSIS

Stakeholders for my course:

- Trainers
- Potential participants
- (In some cases) Participants' employer/sponsor
- Sue Leather Associates

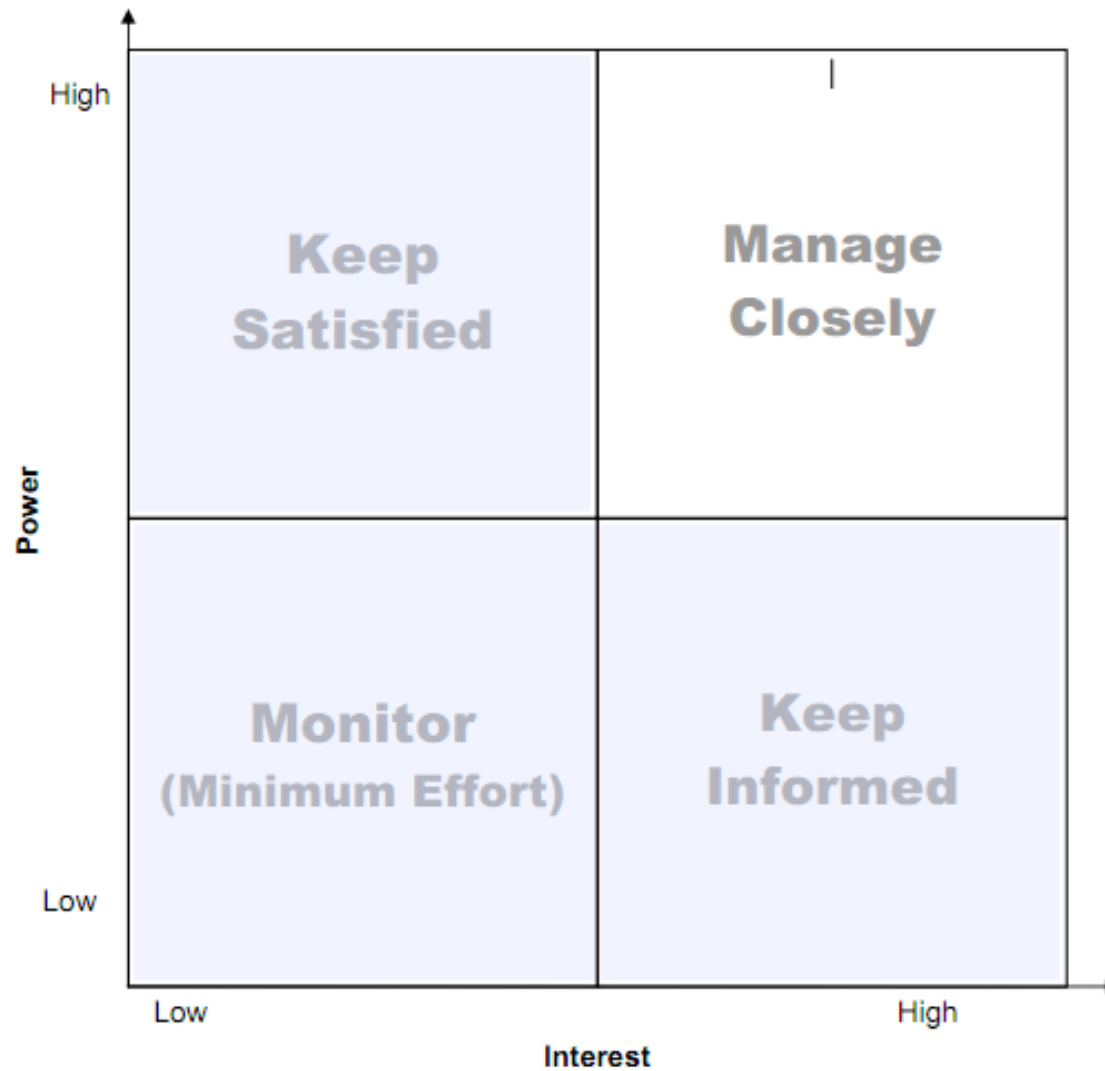
Determine:

- Interest (and inclination)
- Power



Power/Interest Grid for Stakeholder Prioritization

- For instructions about stakeholder analysis, visit www.mindtools.com/rs/StakeholderAnalysis.
- For more project management skills visit www.mindtools.com/rs/ProjectManagement.



RISK ASSESSMENT

Probability

Very High					*
High	**		*		
Medium	*		<i>Risk tolerance line</i>		
Low		**	**		
Very Low			*		
	Very Low	Low	Medium	High	Very High

Impact

* = Risk



SOME POSSIBLE RISKS

- Moodle suddenly disappears (very low likelihood – I hope – v high impact)
- Some other tools disappear (medium likelihood, medium impact)
- No-one interested in taking the course (low likelihood, very high impact)

...Etc etc and so on



MONITORING AND EVALUATION

Big piece of course.

Boils down to simple questions:

- What will we evaluate?
- Who will evaluate it?
- When will it be evaluated?
- How will we evaluate it?
- What will be done with the results of the evaluation?



What will you evaluate?

Teacher take-up of newsletter information.

How will you evaluate it?

By checking how many teachers accept a link sent to them to permit receiving the mail-outs.

By collecting feedback from teachers, or a sample group, on how useful they found the content.

Who will be responsible for this?

Me, possibly with some assistance.

When will it be evaluated?

Acceptance of initial message will be evaluated shortly after 1st mail out.

'Uptake' of content/ how appropriate/ useful it was will be evaluated when a sample group of teachers can be contacted during monitoring of cascade training (July if possible time). The results of this will be collated and interpreted after collection.

And what will be done with the results of the evaluation?

That's a tricky one! With the scale of people we hope to reach, and media restrictions (e.g. difficulties with post, telecomms, face to face) there isn't much alternative to email based mail-outs, and sms restricts content to short word counts. I could think about either sms short ideas/ tips, or look at setting up communities of teachers. We might meet problems if authorities have fears of organised labour, and since MoE is a key partner, we can't lose their support. This might also create issues if a peer support group network is established.

[Show parent](#)



Re: Evaluation

by [Andy Hockley](#) - Tuesday, 29 March 2011, 03:39 PM

Sounds good Andrew. It might be worth having a second emailing possibly a week after the first, in case that people don't have the time to respond immediately then forget. However, then of course you have to make the decision to restrict it only to those who didn't answer the first time (with a cost in time), or to everyone (with a possible cost in goodwill from the people who did respond the first time)

EVALUATION

What?

Success of transfer of training methodologies

Who?

Andy

When?

After the pilot (and continually)

How?

Trainer reflection and participant feedback

What will be done with the results of the evaluation?



Turn it into an IATEFL presentation

(Amongst other things)

