Managing ILT Programs Course Redesign

INTE5160: Case Study

Design Plan   **Version 1.1**

Ken Thomas

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<u>Background</u>

History of INTE 5160

Role of the course

INTE 5160 Managing ILT Programs (aka "Managing ILT Projects") is a required course in the following University of Colorado Denver (UCD) MA programs:

- MA, Information and Learning Technologies with emphasis on eLearning Design and Implementation

- MA, Information and Learning Technologies with emphasis in Instructional Design and Adult Learning

The course satisfies competency number 9 of the program:

- Manage a development or related project.

Duration & media

The course was originally taught in a live classroom in a standard 16 week semester, then shifted to online delivery via eCollege (UCD's LMS) in a 12 week format and most recently in an 8 week format (to support summer offerings).

Coursework

The original live version of the course was almost completely project based. Learners worked in teams to create complete detailed proposals in response to a Request For Proposal written by the instructor. These proposals included the following sections:

- Company (team) overview
- Section I: Understanding of the Instructional Requirements
- Section II: Project Management Plan
- Section III: Cost Estimate for the Proposed Solution
- Section IV: Resource/Staffing Plan
- Section V: Program Evaluation Plan

At the end of the course, teams presented their proposals to a client, defending their choices (design decisions, pricing, schedule, etc.).

Note: *This instructional strategy has been characterized by some as "only completing the proposal," however it is clear from reading sample proposals that learners had to mentally walk through all components of the project planning. It does lack exposure to the execution and*

closing phases, but remains a robust project.

When the course shifted to a 12 week online version, little was changed in the assignment – teams worked together to create a proposal in response to the RFP.

Note: *Learners from this version of the course experienced heightened "storming" during team development, expressing feelings of being overwhelmed and under-resourced (see Materials below).*

The most recent 8 week online version of the course shifted the instructional methodology. There is still a group project, but this has shifted to a series of activities that are intended to yield a project plan (see the Current Weaknesses section later in this Executive Summary). It has also introduced an individual case study intended to introduce an "integrated" approach, by having students complete a consultation in a self-chosen professional setting.

Note: *So while an additional 4 weeks has been cut from the duration, additional workload has been added. This created a "panic" evidenced through the course discussion threads, which was resolved by the lead instructor extending the deadlines; this won't be an option in the official 8 week delivery time frame of a summer offering.*

Materials

Up until the 8 week version of the course, there were no required texts. A recommended textbook was Karl Kapp's "Winning E-Learning Proposals: The Art of Development and Delivery" (2003). Additional resources were recommended on an ad-hoc basis depending on the needs of the individual students and teams (e.g., books on design, additional project management resources, MS Project (trial version)).

Note: *Although the title of Kapp book implies a focus on proposal development, the book does an excellent job of addressing scope, cost/price, lifecycle, and management of eLearning projects.*

The 8 week version required the text "Project Managing E-Learning: A Handbook for Successful Design, Delivery, and Management" by Maggie McVay Lynch and John Roecker (2007). There were also numerous readings and presentations posted to the course shell (see the Current Weaknesses section later in this Executive Summary).

Note: *The Lynch and Roecker text was limited to a narrow understanding of ILT projects, as the perspective was strictly "you are building an eLearning product for your own company." Some topics were handled well (creating a Work Breakdown Structure and managing quality), but for the most part the book simply overstressed how ADDIE (Analysis, Design, Development, Implementation, & Evaluation) and IPEC (Initializing, Planning, Executing, & Closing) overlap and interrelate.*

Current Strengths

Team based / project based learning

While feedback from all three versions have reflected "storming" (a natural phase of team development), for the most part, students have included in their feedback or reflections that working with their teams helped their learning process.

Many of the learners expressed inadequate background in ILT development or projects to feel set up for success. Putting learners in teams, however, increased the chances of having "shared" expertise within the team (e.g., a team member who works in the field already).

The use of a project is a natural fit to teaching about project management. Most teams seem to have shared the project management role at some point during the project, getting additional perspective on some of the challenges project managers must face (communication, setting up meetings, working deliverables to a schedule, etc.).

Overall flow

The overall flow of the course was well chosen; it mirrors the flow of a project, allowing the students to build a project plan topic by topic. However, with no advanced organizer and a complete lack of "you are here" transitions, the flow is not apparent until after the students have finished the course.

Some of the resources

Some of the available resources were exceptionally good:

- Estimating Costs and Time in Instructional Design (Don Clark's Big Dog & Little Dog site)
  – Note: This article fails to address overhead and profit (i.e., divide your staff's annual salary by 2080 to determine their hourly rate). If a vendor (the project premise is that each team is a vendor) actually used this strategy to cost out a project, they would cover only the billable staff.

- Work Breakdown Structures (slideshare resource).

- Project Managing E-Learning (course text):
  – Chapter 2: Initiating the Project
  – Chapter 6: Controlling the Project
  – Chapter 7: Quality Management
  – Chapter 8: Change Management

- Templates
    – Most of these were well selected and helpful for the assignments
    – The Horton template "Project Form" seemed great, but there's a $99 cost for downloading the forms, and the other forms were design forms.

Discussions

Most of the discussion questions generated interesting back-and-forth threads, and allowed for good digestion and reflection on the readings and assignments. Only a few of the questions felt like they were added to create "something to do" for the students.

Current Weaknesses

Poor RFP selection   The RFP which served as a baseline was poorly matched to the assignment. Among the main "distractors" from learning, the problems with the RFP included:

- Real RFP with actual contact information
  - It's inappropriate to distribute an RFP with actual data unless the designers a) had permission to do so, or b) this was a public RFP.
  - At the very least, the contact information should have been "scrubbed" or changed.

- International work
  - The fact that the work was in Canada opened the door to a thousand red herrings (licensing, US or Canadian funds, work permits, tax liabilities, etc.).

- Overly vague requirements
  - There is simply no rational way for beginners to estimate the efforts required to convert 10 instructor led modules of unknown contact time, unknown objectives, and unknown quality.

- Non-representative program
  - The solution only required the development of eLearning modules; no other forms of instruction that are part of a robust ILT solution.

- Reflected poor understanding of eLearning
  - Calling for inclusion of high-end engagement strategies with a $125K budget and the staffing request for one "writer" demonstrates a lack of understanding on the part of the client.
  - A limitation of "three page proposal" made it impossible to appropriately respond to the RFP.

Note: *Supporting the opinion that the RFP was poor is the fact that the work should have been awarded in February 2008 and completed by November of 2008, and their website currently (2012) lists the eLearning courseware as available soon. So four years later, this is still unfinished.*

Optional shift   Teams were given the option to shift from the provided RFP to a real-world project from their own environments. The problem is that as soon as a team shifted, they were unaware that their

individual products would not cohesively go together to create the intended Project Plan end-product.

Note: *Teams don't find out that's what they've been building until week 6 of the curriculum.*

Task failure and frustration

The specific week-to-week activities were rated poorly during the mid-course evaluation. At week 4 of the course (when the formative evaluations were provided), many students demonstrated they were in task failure and were overwhelmed by the simultaneous group assignments and individual case study.

While there's no additional data to support this hypothesis, I believe the task failure on the group project could have been minimized by:

- Provide an overall big picture of where the project is going in Week 1 or Week 2.

- Define each assignment in only one place, including the context, the objective, a clear description of the task and deliverable, and a well thought out scoring rubric.
  - "No typos" and "follow CARP" are not scoring rubrics. If one rubric can be assigned to all assignments, the rubric is not detailed enough.
  - Improved rubrics were developed during the lifespan of the course, and these helped, however, most assignments were described in at least three different places (the weekly intro, the weekly sub-topics, and the assignment posting tab), and were different in each location.

- Provide context for the specific assignments (e.g., a risk plan, a change management plan, and a quality plan).

- Provide more specific instruction to the class.
  - This could be accomplished through mini-lectures – 5 minute talking head video clips provided by the instructor to launch each week of instruction.

- Provide more "connective tissue" between the readings and the assignments.

Lack of "connective tissue"

While the idea of a group project was solid, there was no sense this was a live and ongoing project. It lacked client feedback and transitions to provide connectivity between

the assignments. This left the group assignments feeling more random and less interconnected.

Tool overload

By the time the students have completed this course, they have used:

- eCollege course shell

- voicethread
  - The voicethread assignment included no instructions how to set up an account or use the tool to provide a response.

- Wiggio
  - Most teams who tried to use Wiggio ended up frustrated and/or disappointed by the tool (delays, lost versions, lock-ups/crashes, etc.).

- Google docs

- Diigo

- Adobe Connect

- slideshare

Some of these were as simple as clicking on a link in the course shell and navigating through a presentation, but others required the effort to register, learn the functionality of, and to navigate. In addition, recommended sites for project management did not live up to their promise. Bottom line, aside from the presentations, all of the project requirements could have been met through the course shell and Adobe Connect (plus MS Project optionally), not including the standard MS Office Suite (Word, Excel, PowerPoint).

Failed understandings

In some cases, the designers of the course missed some crucial aspects of project management. For example, the course shell and text contained a lot of readings on ROI and several variations, as well as Kirkpatrick's levels of management. While these strategies contribute to evaluating a project, they completely neglected the number one strategy vendors use to evaluate a project: did we make money?

In addition to the Kirkpatrick model to evaluate the learning product, the following considerations should have been discussed:

- Did the project meet the client's business needs and requirements?

- Did the project meet the vendor's business needs and requirements (i.e., did it either turn a profit now or did it set the stage for turning a profit in the future?)?

- Was the client satisfied with:
  – The end product
  – The overall experience of working with the vendor (good communication, no surprises, timeliness and quality of deliverables, friendliness and ease of working with staff, etc.)

- Is there follow-up work?
  – It's WAY cheaper to win follow-on work (aka, repeat business) than to win new business and build new relationships.

Another misstep was a lack of reflection on the differences between internal and vendored development efforts. All the readings were from an internal perspective, yet all the assignments were from a vendor perspective. While there are some similarities, there are severe differences (especially how projects are initiated – a directed project intake vs. a competitive RFP process). These were not addressed, which added to the confusion.

Task load for 8 weeks

A repeated theme in the mid-course feedback was the feeling of task overload caused by the combination of two main paths (group and individual projects) and a condensed time frame (8 weeks).

The initial thought is that an 8 week version could include the group project only, and the 16 week version could include both a group and individual project… however, upon reflection, it seems unfair to have more work result in the same number of credits. A better option may be to drop the case study and offer two modes of the course – the 8 week format has new assignments each week, while the 16 week version has the same assignments and readings, but allow two weeks between "tabs" in the course shell.

Recommendations

Reframing the Course Goal and Objectives

Revise course goal

The goal of this course is to introduce students to the lifecycle, concepts, and tools they will encounter in the field when supporting a mid to large scale project.

Note: *While the individual activities of the course's group project will require "application" level objectives, the overall course goal will be focused at the "comprehension" level. Specifically, upon completing this course, a student will not be able to function as the project manager (developing detailed WBS, staffing, scheduling, pricing, monitoring, controlling, reporting, etc.), but they will be able to support a mid to large scale project and will understand the interdependencies between teams and the importance of communication across the project teams, team members, and stakeholders.*

Note: *See Appendix A: Current (8 Week) Goals & Objectives for current goals.*

Revise learning objectives

The objectives are based on first establishing the relationship between what the students should already know about ILT programs and a typical project management process (in this case, PMBOK's Initiating, Planning, Executing, Monitoring & Controlling, and Closing).

Upon completing this course, the learner will be able to:

TLO 1.0   Describe project management as it applies to an Information and Learning Technologies (ILT) project.

   ELO 1.1   Define "project."

   ELO 1.2   Define "project management."

   ELO 1.3   List the components of a complex ILT program (i.e., an ILT program consisting of multiple instructional strategies and media).

   ELO 1.4   Define key roles involved in a typical ILT project (stakeholder, client project manager, vendor project manager, vendor sales

manager / sales person, instructional designer, graphic artist, programmer, interface designer, LMS administrator, videographer, video editor, actor (video), audio specialist, audio editor, voice talent, quality control specialist, trainer, etc.)."

ELO 1.5 Describe what you think project management means for ILT projects.

ELO 1.6 Interpret a flowchart/diagram of a complex ILT project.

TLO 2.0 Describe the process for initiating an ILT project.

ELO 2.1 Describe the various methods ILT projects can begin (internal project request, competitive request for proposal (RFP) process, direct sole-source award, statement of work (SOW), etc.).

ELO 2.2 Determine a requestor or client's needs and requirements.

ELO 2.3 Define a high level solution that meets the defined needs.

ELO 2.4 Differentiate between an internal project request, an RFP, and a contract.

ELO 2.5 Develop a project charter.

ELO 2.5.1 Describe the main similarities and differences between an internal project charter and a vendor's project charter.

TLO 3.0 Describe the process for planning an ILT project.

ELO 3.1 Create a Work Breakdown Structure (WBS) for an ILT project.

ELO 3.1.1 Select a process, deliverable, or hybrid decomposition strategy.

ELO 3.1.2 Define activities in an ILT project.

ELO 3.1.3 Sequence activities in an ILT project.

ELO 3.2 Estimate activity durations for an ILT project.

ELO 3.3 Estimate activity costs for an ILT project.

ELO 3.4 Determine a budget for an ILT project.

ELO 3.5 Create a quality plan for an ILT project.

ELO 3.6   Create a risk and change management plan for an ILT project.

ELO 3.7   Create a communication plan for an ILT project.

TLO 4.0   Describe the process for executing an ILT project.

ELO 4.1   Plan a client/stakeholder project kickoff for an ILT project.

ELO 4.2   Plan an internal team project kickoff for an ILT project.

ELO 4.3   Describe the management of teams throughout an ILT project.

ELO 4.4   Describe the management of stakeholder expectations throughout an ILT project.

TLO 5.0   Describe the process for monitoring and controlling an ILT project.

ELO 5.1   Describe scope control for an ILT project.

ELO 5.2   Describe schedule control for an ILT project.

ELO 5.3   Describe cost control for an ILT project.

ELO 5.4   Determine the impacts of change across an ILT project.

ELO 5.5   Report performance, progress, and changes for an ILT project.

TLO 6.0   Describe the process for closing an ILT project.

ELO 6.1   Develop a strategy to evaluate an ILT product.

ELO 6.2   Develop a strategy to evaluate an ILT project.

ELO 6.3   Develop a strategy to evaluate the staff of an ILT project.

ELO 6.4   Type ELO here.

ELO 6.5   Type ELO here.

Note: *See Appendix A: Current (8 Week) Goals & Objectives for current objectives.*

Breakdown

Course structure   The following table illustrates how the objectives are met in 8 and 16 week durations:

8 Week	16 Week	Topics / Objectives	Teamwork / Deliverables
1	1 – 2	Welcome Team Assignments / Team Building / Corporate Identity Project Management of ILT Projects (TLO 1.0)	Team Name and Identity Team Agreement ^{Deliverable}
2	3 - 4	(INITIATING) How ILT Projects Begin Initiating a Project Determining Needs and Requirements Big Picture of Group Project and Remainder of Course	Review SOW ^{Activity} Client Requirements ^{Discussion} High Level Design Solution ^{Deliverable} Scope Statement ^{Deliverable} Project Charter ^{Deliverable}
3	5 - 6	(PLANNING) Creating a Work Breakdown Structure • Performing a Decomposition of the Project • Defining Activities • Estimating Activity Durations • Sequencing Activities	List Phases ^{Deliverable} List Deliverables ^{Deliverable} Work Breakdown Structure ^{Deliverable}
4	7 – 8	(PLANNING – continued) Activity Staffing & Scheduling	Staffing Plan ^{Deliverable} Price Estimate ^{Deliverable}

		Staffing Pricing & Budgeting	Budget [Deliverable]
5	9 – 10	(PLANNING – continued) Quality Plan Risk and Change Management Plan Communication Plan	Quality Plan [Deliverable] Risk and Change Management Plan [Deliverable] Communication Plan [Deliverable]
6	11 – 12	(EXECUTING) Kicking Off Projects Managing Teams Managing Stakeholder Expectations	Project Plan - Final Draft (the culmination of the above sections) [Deliverable] Kickoff Agendas (Internal / Client) [Deliverable] Project Status Updates Format [Discussion]
7	13 – 14	(CONTROLLING AND MONITORING) Controlling Scope, Schedule, and Costs Performing Integrated Change Management	Response to Change [Deliverable] Status Report [Deliverable]
8	15 - 16	(CLOSING) Evaluating Products vs. Projects Reflection	Return to Week 1 Project Planning for ILT Projects – Revisit and Reflect [Individual Deliverable]

Note: *These activities may be modified and/or scaled back to create a more appropriate workload. One option of scaling back without losing the fidelity of the overall project may be to start with a complex ILT project, but then keep the remaining activities limited to one component of the overall program (e.g., only build out the detail for the 4 hour WBT course with audio).*

Launching the Course

Audience background	At this point in the ILT program, students have designed and developed individual components of an ILT program (e.g., a job aid, a slide deck, an Ed-Web), so they have experience with small scale projects.

Note: *For this course, a small scale ILT project is defined as a project that can be completed by one-person in less than three months following a schedule created by an instructor.* |
| **Leveraging students' experience** | Activate learning by driving students to reflect on what they've done to date in ILT program. While creating ILT components and full-scale ILT programs may both follow the ADDIE process, one-person small scale projects are very different from mid to large scale projects.

Note: *For this course, mid to large scale ILT projects are defined as projects that involve multiple teams creating multiple components of an ILT program over three months, and possibly over a year.*

Examples of differences include: |

Issue	Small School Project	Mid / Large "Real" Project
Missed deadline	Inform stakeholder (e.g., instructor) of change.	Determine impacts to other teams (graphics, programming, etc.).

Determine impact to budgets and schedules.

Communication status to stakeholders. |
| Change (new/deleted objective, different treatment, etc.) | Make adjustments to materials as needed. | Investigate impacts to all ILT components.

Calculate impacts to budgets and schedules.

Obtain signature approval of key stakeholders.

Make adjustments as needed (revise images & screen text, re-record and process video and audio, etc.).

Communicate status to stakeholders |

Transitions & Flow

Intro

The current 8 week version of the course is well structured, however is lacking transitions and the "connective tissue" to illustrate that flow and provide learner traction. The result is a feeling of being lost and confused.

Advanced organizer

An advanced organizer will help build a mental structure of where we're going together over the next couple of weeks.

A potential advanced organizer is a modification of a PMBOK graphic illustrating the project management process, yet tailoring it to an ILT project. (See Appendix B: PMBOK Assets for an example of the baseline graphic.)

Transitions

Instead of jumping into this week's assignment, take a moment to reflect on what's been done so far and tie it into the current week's readings, discussions, and activities.

Leverage the advanced organizer to reflect where we've been and project where we're going (see Lecturettes in the Instructional Treatments section later in this document).

Instructional Treatments

Lecturettes   The readings addressed project management topics, but lacked context to ILT projects (surprisingly, even the text book titled "Project Managing E-Learning" fell short here). Mini-lectures or "lecturettes," such as 5 minute talking heads or narrated CommonCraft / Back of the Napkin videos, can be used to provide that missing "connective tissue" to bridge the gap between pure project management concepts (e.g., decomposing a project to create a WBS) and the application to an ILT project (e.g., illustrating decomposing a project into ADDIE phases or deliverables such as analysis reports, design plans, storyboards, alpha & beta courseware, etc.).

Group project   The project should be modified as follows:

- Eliminate the Request for Proposal (RFP) review and response.
  – While there's value to some of the students (especially those who run their own businesses):
    - RFP response is a sales function, not a project management function.
    - The RFP review put many students into task failure right out of the gate.

- Start with a Statement of Work (SOW) instead of an RFP.
  – A lecturette could be used to explain the multiple ways ILT projects can begin (internal intake, management directive, self-directed, competitive RFP, etc.), highlighting the main project management function at this time is to gather/collect/understand the needs and requirements of the requestor or client.

- Keep the Project Plan as the portfolio piece.
  – Increase initial awareness that the teams will be creating project plans as their main product, a candidate for their student portfolios.
  – Present the students with a basic outline of the project plan document in week 2, pointing out that they should simply leave "to be developed" placeholders throughout the delivery cycle, continuing to flesh it out as they progress through the course.

- Add a change event after the completion of the project plan (e.g., the client has decided to add a module in the middle of one of their courses, the client wants to change one of

your instructor led sessions into a web-based course or an online video).

– The learners activate their change management strategy from the project plan and discuss how they handled the situation and prepare a project status report to reflect all the impacts, decisions, and results.

- Add a discussion on closing the project.

Note: *It may also be interesting to bring back the engagement with the client to increase the fidelity of the activity, but this is optional.*

Textbook

There is a legitimate challenge finding a good textbook for this course. Review of several texts illustrates a true gap; no solid project management text for ILT projects has been found:

- Project Managing E-Learning (Lynch & Roecker, 2008)
  – Great title – poor text. The authors fail to go beyond explaining the relationship between ADDIE and IPECC. There are some good sections on understanding ADDIE deliverables, but overall this book fails to meet the needs of the course.

- A Guide to the Project Management Body of Knowledge (PMBOK Guide) (PMI, 2008)
  – A great desk resource for project managers, but the book fails to provide context for a novice.
  – There are some excellent diagrams that could be leveraged into the course.

- Effective Project Management: Traditional, Agile, Extreme (Wysocki, 2012)
  – This book may be too advanced for the course, but should be considered as a candidate. It feeds off the PMBOK, but offers much greater detail.
  – The book still doesn't provide context for ILT projects, but possibly the students could read the text, and then use the discussion area to apply the readings to ILT projects. These discussions combined with lecturettes could provide that connective tissue discussed throughout this document.

- Winning E-Learning Proposals (Kapp, 2003)
  – This book provides excellent grounding in ILT projects, and although the title leads you to believe everything is about the proposal, the book takes you through thinking about the entire project, as the proposal should reflect

that. The only downside of this approach is the danger that the course becomes easily dismissed as "only focused on the proposal."

- Project Management for Dummies (Portny, 2010)
  – The Dummies series is great… however its title brings a credibility problem to the table for a MA level course.
  – Still, the book follows the PMBOK, but provides plain English descriptions of the concepts that would make it easier for a novice to understand and apply to an ILT project (some of the examples, in fact, are training projects).
  – The book should be considered as a candidate.

Readings

Once the objectives and flow have been approved and a text decided upon, the readings should be re-evaluated. Many of the current readings seemed to be collected via a non-reviewed Google search, and seemed to just dump information onto the table.

Selected readings should fill in gaps or occasionally add additional perspectives; they should not be redundant or restating of other readings.

Perhaps a topic-level annotated bibliography could be created. For example:

Topic	Resources
Creating a WBS	Wysocki: Building the WBS (pp. 164 – 179) • This section provides a detailed step-by-step procedure for creating your WBS. It explains the difference between a process-based and deliverable-based approach to decomposition (the process of breaking your project into chunks). PBMOK Guide (5.3) • The WBS concept is presented and there are some helpful graphics that will help explain how to breakdown your project into chunks (decomposition).

Topic	Resources
	• This might be a good starting place if you don't understand what a WBS is, but is not detailed enough to serve as a "how to" guide.

PMBOK inspired diagrams

As mentioned above, the PMBOK Guide contains some excellent diagrams and flows that help provide an overall view of how the phases and deliverables of a project fit together.

Depending on usage requirements and limitations, key diagrams could be either presented as is to the students to reflect upon and discuss, or they could be modified to make them better represent ILT projects.

(See Appendix B: PMBOK Assets for a sample diagram.)

Discussions

For the most part, discussions could be used in this redesign to take the pure non-contextualized project management concepts from the readings and apply them to ILT projects and the work the teams are doing each week.

Templates

The templates the designers selected and posted were well chosen and helpful. The set needs to be reviewed against the new design to ensure they still meet the needs.

Glossary

Include key terms from the project management and ILT worlds into a course glossary. That way when students run into a term they don't understand (e.g., RFP, ADDIE, IPECC, WBS), they can check here first.

Summary

Closing thoughts   A great deal of work has gone into every version and iteration
                         of this course. Every version has its own unique strengths and
                         weaknesses.

                         The goal of these recommendations is to leverage the
                         strengths while minimizing the weaknesses.

<u>Bibliography</u>

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Appendices

Appendix A: Current (8 Week) Goals & Objectives

Current stated goals	A big part of reflective practice involves being aware of critical trends and issues that may affect your work. Technicians do a defined set of tasks well; professionals apply a broad understanding of context to challenging cases and projects. People will come to you not just for specific skills, but seeking your judgment based on your knowledge of issues and trends, your adherence to professional standards, and their personal relationship with you.

This course, then, supports three main learning goals:

- Become knowledgeable about key trends and issues around planning and managing e-learning programs, and know how to monitor those trends in the future
- Adopt a reflective practice stance toward your studies and your work – meaning, think critically and reflectively about your learning, your performance; also: adopt a can-do, systemic, problem-solving stance toward issues and problems you encounter on projects and work assignments
- Provide leadership in the planning and managing of e-Learning programs.

Current stated objectives

Here are some more specific things you'll learn to do:

- Describe the basic elements of project management
- Compare project management and instructional design processes
- Deconstruct a Request for Proposal (RFP) document
- Develop an Initial Project Plan, including a Project Charter and Project Scope Statement
- Construct a Work Breakdown Structure with a cost analysis
- Plan for risks, changes and quality control in projects
- Manage communications effectively with internal and external stakeholders
- Evaluate the organizational value of a project using a variety of methods
- Apply ethical principles to your professional work 10. Manage a team on a task.
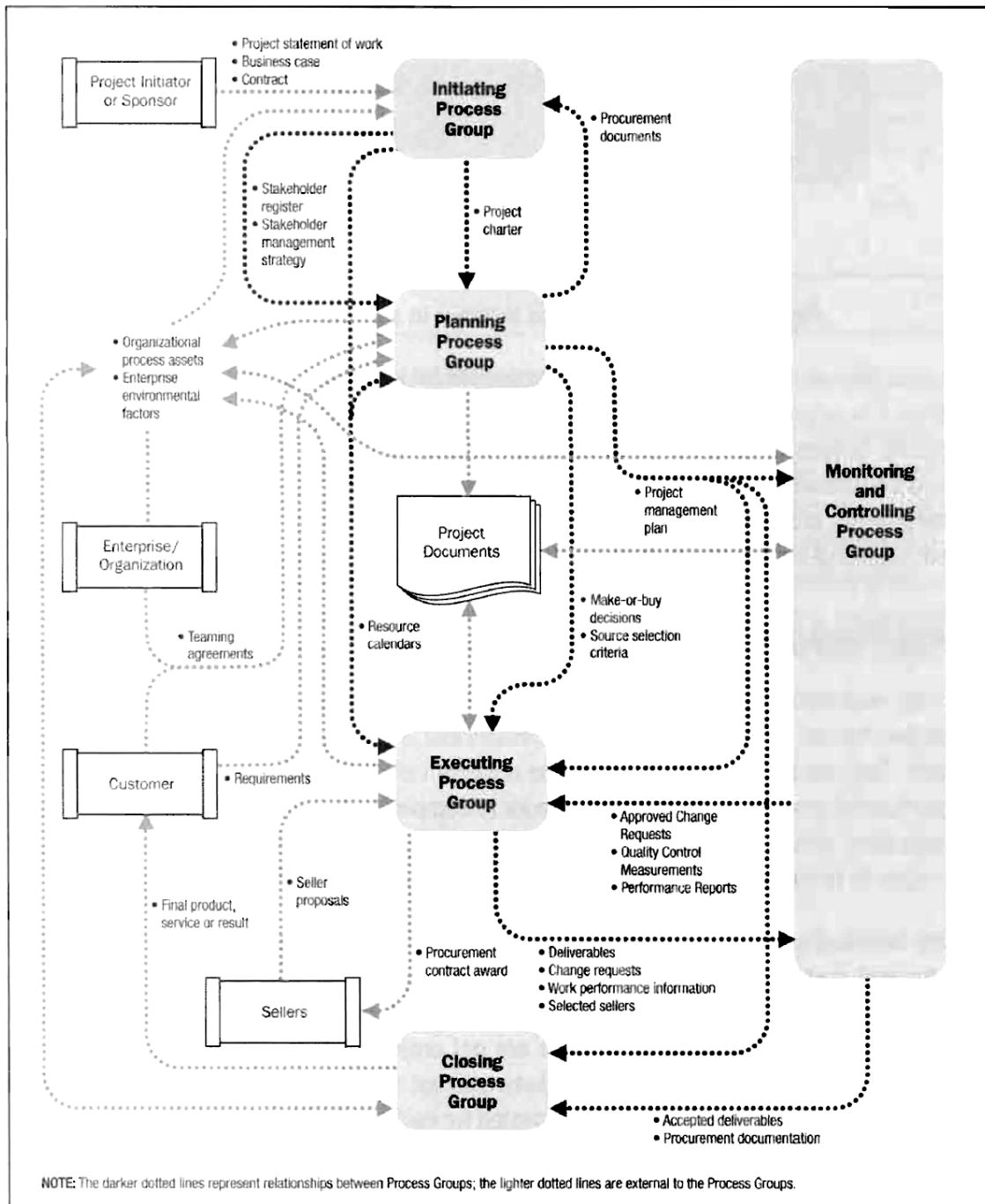
Appendix B: PMBOK Assets

Project Management Process Interactions

Figure 3-3. Project Management Process Interactions