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Creating Outstanding Project Managers
Session 0:
Introduction and overview

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Version 1.0.0

Creating Outstanding Project Managers

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Learning outcomes

1. Understand and be able to apply the systems approach to project management
2. Improved ability to successfully manage a project
3. Improved problem-solving, systems and critical thinking abilities
4. Understand that there isn't always a single "right" solution to a problem
5. Ability to define project scope, objectives, and deliverables.
6. Ability to develop detailed project schedules, including tasks, timelines, and milestones.
7. Understand how to create and manage a project budget
8. Ability to identify potential project risks and develop strategies for risk mitigation
9. Learned how to monitor and control risks throughout the project lifecycle
10. Enhanced skills in communicating with stakeholders, team members, and clients
11. Better leadership qualities to manage project teams effectively
12. A better than average project manager for your level of experience
13. Well on the road to becoming an outstanding project manager

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Objectives of Session 0

1. To introduce the course
2. To explain the structure of the course
3. To provide an overview of some of the sessions and how they fit together

Course module topics

0 Introduction and overview
1. The seven interdependent P's of a project
2. Management: general and project management
3. Milestone reviews in the project implementation phase
4. Successful change and time management
5. Successful project planning
6. Successful project staffing
7. Successful project scheduling
8. Successful project cost estimating
9. Successfully adjusting project schedules and costs
10. Successful performance and controlling of projects
11. An introduction to managing risk and uncertainty over the project lifecycle
12. The human element (P=People)
13. Managing software projects (optional)
14. Managing research projects (optional)
15. Project audits
16. Ethics in project management
17. Summary, review and wrap up

Module 1 topics (expanded chapters 2 and 3)

1. The seven interdependent P's of a project
2. COPS 1: Thinking and systems thinking
3. COPS 2: Critical thinking
4. COPS 3: Holistic thinking (systems thinking and beyond)
5. COPS 4: Problem-solving
6. COPS 5: Decisions and decision making
7. COPS 6: Remedying simple and complex problems
8. COPS 7: Tools and applications in project management
9. COPS 8: Tools and applications in systems engineering (optional)
10. COPS 9: Tools and applications in risk management

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Course assumptions

- Lectures summarize and point out important points as well as providing knowledge not in the notes
- Practical activities bring knowledge to life and provide experiential anchor points
- Participants
  - Expected to contribute in live sessions
  - Expected to do homework
    - Exercises and readings
    - Want to maximize return on investment

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Course architecture

- Prototype lifelong learning format
- Access to knowledge and experience in a logical easy to follow format
- Optimized for maximum learning
- Live contact time is optimized for discussions and stories
- Self-paced modules
- Lectures-on-demand
- Readings
- Knowledge reading exercises
- Practical exercises
- Private asynchronous group
- Live weekly discussion and question and answer session
- Lots of feedback to keep learning on track
- Lifetime learning course, mentor and coach

Designed for various learning styles

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This course is designed to provide

- Education
  - To increase insight and understanding why the task is performed
    - Hammer, M. and Champy, J., Reengineering the Corporation, HarperCollins, New York, 1993, page 71
- Training
  - To improve how a task is performed
    - by increasing skills and competences in performing tasks
- Emulation of workplace environment
  - Requiring reading, thinking, doing and communicating

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How the course is taught

- Uses problem based "active" learning
  - No "Death by PowerPoint" lectures
- Emphasizes conditional knowledge not declarative and procedural knowledge
  - But students are more comfortable with declarative and procedural knowledge ☺

Notice that you are being shown

1. The context or background – *Big Picture* perspective
2. The same issue from more than one perspective – systems thinking

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Three types of knowledge*

1. **Declarative knowledge** - knowledge that can be declared in some manner.
   - It is "knowing that" something is the case.
   - Describing a process is declarative knowledge.
2. **Procedural knowledge** - "knowing how" to do something and must be demonstrated.
   - Performing the process demonstrates procedural knowledge.
3. **Conditional knowledge** - "knowing when and why" to apply the declarative and procedural knowledge.

* A. E. Woolfolk, "Chapter 7 Cognitive views of learning," in *Educational Psychology*, 7th ed. Boston: Allyn and Bacon, 1998, pp. 244-283.

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Knowledge (template)

- Lecture
    - Overview, will summarize reading material but not go into too much detail
- Reading
    - 0000 Study guide
    - 0001 -Systemic and Systematic Project Management Chapter 1: Introduction
    - 0002 Introducing knowledge readings, https://www.youtube.com/watch?v=NltGcO2cmJg&t=474s
    - 0003 Introducing the balanced classroom: Applying systems engineering to systems engineering education, The Voice of the Systems, The Journal of the Israeli Systems Engineers, Issue 18, June 2016 (optional)
    - 0004 The two biggest mistakes students make …. (https://youtu.be/xAUvJk-ci_o)
- Exercises
    - Learn by doing
    - Learn by presenting
    - Learn from feedback
- File numbering convention [snrn-pn]
    - sn - session number, rn - reading number in session (sn01 = lecture) pn = page number

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Self-paced (flexible delivery)

- Reduced participant stress
- Learn according to your schedule
- Take time to
    - Absorb and understand the knowledge
    - Learn from instructor and other participants
    - Practice applying the knowledge via exercises
    - Deal with work and family commitments
- Asynchronous entry - no cohorts
    - Absorb learning
    - Review/repeat learning

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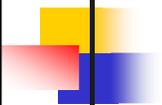
Six components of the course

1. Lectures on demand
2. Recording archive (Since 24 December 2020)
3. Weekly live session (==this is the most valuable component==)
4. Asynchronous discussion group
5. Exercises
    1. Practice knowledge from session
    2. Knowledge reading
6. Personal individual live sessions (==by appointment==)

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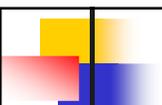
Lectures-on-demand

- Summarize some of the knowledge contained in the readings
- Additional knowledge to the readings
- Made up of one or more videos that the participant can watch at convenient times
- Allows participants to absorb the lecture at their own pace, by pausing and repeating sections as appropriate

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Attention span*

FIG. 2.
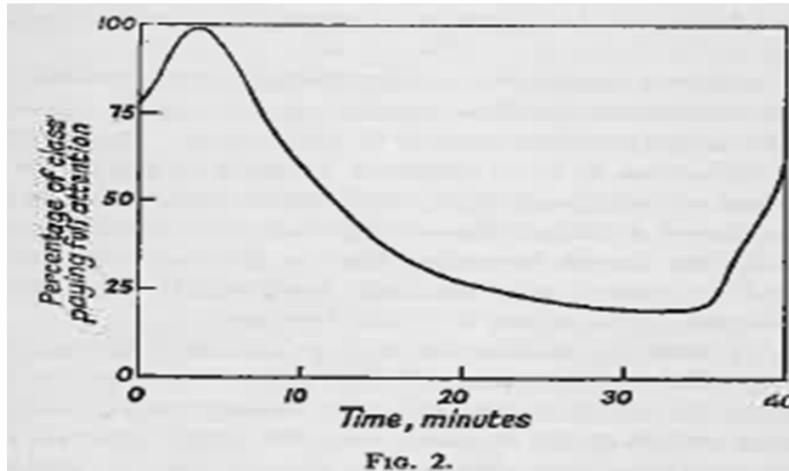
* Mills, H. R., *Techniques of technical training*, Cleaver-Hume Press, London, 1953.

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Weekly live sessions

- Regularly scheduled
- Up to three hours a week (over and above lecture time) or even longer as needed
  - Usually two hours
- Focuses on specific participant issues with learning and applications
- Allows participants to discuss problems from work
- Combines participants from all courses
  - Different contributions from different perspectives on projects
  - Out-of-the-box ideas
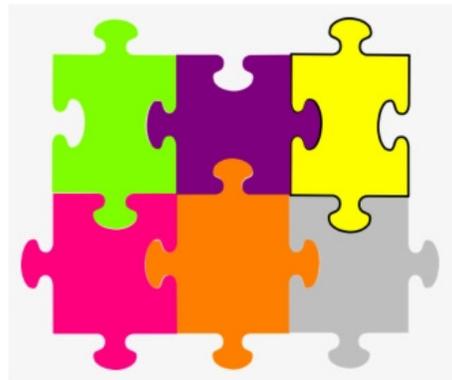
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Private Asynchronous group

- Asynchronous communications
- Post exercises, questions and comments
    - At least one version of exercise answers
- Comments from instructors and other participants
- Instructional responses (normally)
    - Usually provides answers to questions within 24 hours (Sun-Thu)
    - Comments on exercise content within 48 hours (Sun-Thu)
    - It depends (Fri-Sat)

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Exercises

- Practical
    - Apply knowledge from module and previous modules to a project
    - Students may change the project to one they are familiar with instructor's permission
- Knowledge readings
    - Learning by teaching
    - Feedback on interpretation
    - Discussed in reading/video 0002
- Completion is not necessary before presentation

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Dealing with the exercises

- Determine what needs to be done (requirements)
  - Work BACK from the answer!!!!!!!!!
  - Systems thinker's toolbox Section 11.8
- Create a compliance matrix
  - Systems thinker's toolbox Section 9.5.2 and COPS Module 1
- Create a presentation template
  - COPS Module 1 suggests one, Systems thinker's toolbox Section 14.6 provides one
- Plan the use of allotted time
  - Figure out how much time to allocate to each part of the exercise
- Think about observations and insights from readings and prior knowledge
- Produce the required presentation
- Incorporate material to show you have looked at the readings or equivalent material
  - Citations (Author, date)

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Knowledge readings

- Provide a better learning experience
  - learning for the purposes of presentation is a good way of ensuring retention of the knowledge
- Demonstrate that different people perceive information differently
- Enable the instructor to correct any misinterpretations as they arise
- Provide you with the opportunity to
  - practice presentations skills
 - obtain feedback of content and style

Updated Bloom's taxonomy

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Balanced classroom
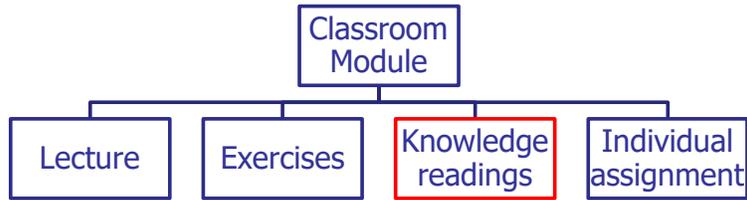
	Bloom's taxonomy	Lecture	Exercises	Knowledge readings
6	Creating			√
5	Evaluating			√
4	Analyzing			√
3	Applying		√	
2	Understanding	Unknown	√	√
1	Remembering	Listened	√	√

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Minimizing misunderstandings
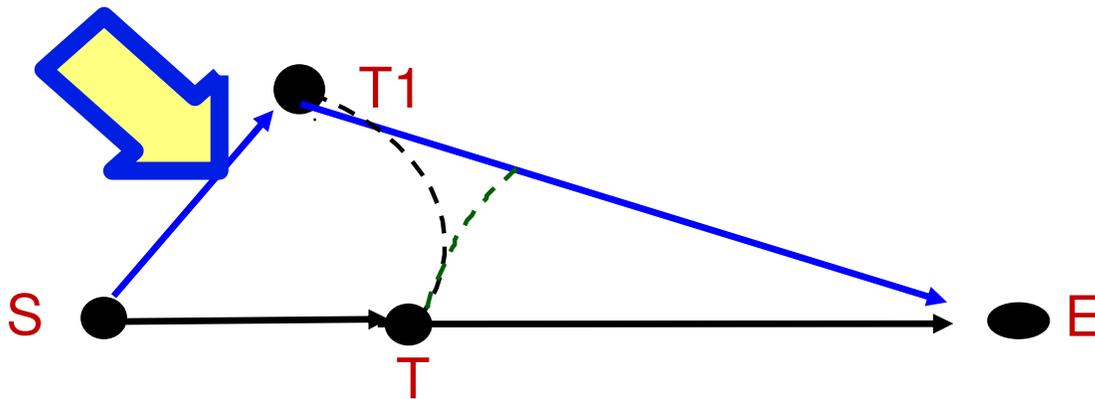
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Exercise O-1 You and your objectives?

- Introduce yourself
- Information you are willing to share
- Who you are
- Where you are from
- The reason you are here
- One outcome you'd like to take away with you at the end of the course
- Post in Asynchronous group

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Meeting the objectives

1. Introduced the course
2. Explained the structure of the course
3. Provided an overview of some of the sessions and how they fit together

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Session feedback: BWM

1. Best

2. Worst

3. Missing

Email:
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