

## Training Course Description

Title:	<b>Project Management for Performers</b>
Course Purpose:	To be able to efficiently plan, commit, and deliver needed deliverables on projects and to identify when corrections or changes are needed in a project plan.
Course Description:	<p>Projects are stressful. The commitment to a project needs to be balanced against day to day activities and often commitments to each ebb and flow as needs and schedules change. Learn the basic project process and when to engage with it to minimize time commitment, clearly identify and commit to a work schedule and more effectively handle changes when they occur.</p> <p>In addition to maintaining a better work life balance, the project process provides ways to permanently make work performance better. Learn the secrets that the process provides to enable improved performance, better handling of risks, and easier communication on projects, better engagement with other people on a project.</p>
Target Audience:	<p>The roles that would benefit from this course:</p> <ul style="list-style-type: none"> <li>• Performers owning a deliverable – An individual charged with leading a team to complete a project deliverable and gaining acceptance for it.</li> <li>• Performers owning task work - An individual who is providing one or more activities on a deliverable being completed for a project.</li> </ul>
Student Job Aids:	<p>The student will be provided with the following job aids and class materials:</p> <ul style="list-style-type: none"> <li>• Student Guide</li> <li>• Key Reference Materials:             <ul style="list-style-type: none"> <li>○ <u>Project Process Overview Chart</u> – A chart describing the key facilitations and deliverables on a project.</li> <li>○ <u>Project Process Chart</u> – A chart describing the processes within each project facilitation</li> <li>○ <u>Project Roles &amp; Responsibilities</u> – A document describing project key roles and their key responsibilities</li> <li>○ <u>Project Management Guides</u> – A chart for specific facilitations Performers are engaged in that describes the inputs, processes steps, and outputs for each facilitation</li> <li>○ <u>Project Process Step Guides</u> – A chart for each step with a facilitation process that describes the objective, inputs, scope, and potential agenda for each project process step</li> <li>○ <u>Glossary of Project Terms</u></li> </ul> </li> </ul>
Objective:	<p>Following this session the student will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the project process</li> <li>• Describe the roles of the Performer on a project</li> <li>• Describe standard work</li> <li>• Describe the difference between Business Requirements, Deliverables, and Tasks on a project.</li> <li>• Demonstrate how to accept deliverable responsibility and commit to a schedule</li> <li>• Demonstrate how to provide deliverable status</li> </ul>

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	<ul style="list-style-type: none"> <li>• Describe and participate in the project risk process</li> <li>• Describe the project escalation process</li> <li>• Describe and demonstrate the project change process</li> </ul>
Benefits:	<p>Employing these new skills will result in:</p> <ul style="list-style-type: none"> <li>• Clearer identification of deliverables (work) on a project</li> <li>• Better estimates of deliverables on projects</li> <li>• Improved management of risky deliverables</li> <li>• Clearer definition of responsibilities on a project</li> <li>• Improved project communication</li> </ul>
Requirements:	<p>Prior to the course, the student, should have:</p> <ul style="list-style-type: none"> <li>• Read the project role descriptions</li> <li>• Reviewed the example project information</li> <li>• Completed any pre-class exercises</li> <li>• Been familiar with any standard work deliverables that their process owner team would normally produce on a project</li> </ul> <p>Student should bring to class:</p> <ul style="list-style-type: none"> <li>• A laptop capable of accessing the project management process and template documents</li> </ul>
Duration:	½- day of classroom training
Agenda Outline:	<p>The course outline is as follows:</p> <ul style="list-style-type: none"> <li>• Project process overview</li> <li>• Initiate Process Group Summary – Describes the chartering process and the key elements.</li> <li>• Plan Process Group             <ul style="list-style-type: none"> <li>○ Deliverables based planning including the key outputs of Business Requirements, Schedule, critical path, work assignments and risk register</li> <li>○ Task definition and development</li> </ul> </li> <li>• Execute Process Group             <ul style="list-style-type: none"> <li>○ The completion and monitoring of project deliverables, identification of project corrective and preventative actions and the development of a project change</li> </ul> </li> <li>• Close Process Group             <ul style="list-style-type: none"> <li>○ The discovery of a few good implementable ideas</li> </ul> </li> <li>• Course Recap</li> </ul>
Instructor:	<ul style="list-style-type: none"> <li>• Mark Swiderski, PMP</li> <li>• Marlene Dryja, PMP</li> <li>• Lee Young, PMP</li> </ul>