Title of Paper: Project Plan Development – Component A: Assignment 4

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This project plan outlines proposals for developing Mentorship, a learning educational project which is proposed to start in September 2022 at an urban secondary school in Barbados. The plan fashions the major components of project management development which include but are not limited to the Scope Management Plan, Time Management Plan, and Quality Management Plan. A self-evaluation of each plan can be found in the **Appendix**.

Project Description

Mariville School, named fictitiously, aspires to be a learning institution that inspires excellence and achievement. Additionally, the school's mission is to provide a teaching-learning environment that caters to students' needs and maximises their fullest potential through the combined efforts of staff, parents and the community. In spite of this, there has been a fail rate of 50% in the number of Caribbean Secondary Education Certificate (CSEC) received in Caribbean Examinations Council (C.X.C) examinations over a period of time at the Barbadian school (Mariville School Academic Report, 2018).

Mentorship Project, designed at the start of a school year in September, is geared toward improving returning fifth year students' performances as they prepare to sit their regional examinations in May/ June. The project assigns students who have been selected to sit C.X.C examinations to a mentor who differs from the students' regular subject teacher. Students, in their sessions where there is no teaching scheduled, should locate their assigned mentor who would provide the necessary scaffolding. Mentors are expected to use strategies and innovative teaching methods to facilitate learning experiences within a $US 500 budget.

Purpose of the Project

Mentorship Project is an 11 month project that will start in September, 2022 and seeks to give returning 5th year students at Mariville School extra and personalised instruction so that they could pass their C.X.C examinations. The purpose of this project is to meet the school's internal standards and strategic goals such as is prescribed in its vision and mission statement. Additionally, the project is being realised so that any low stakeholders' perceptions of the school

as it relates to its academic achievement can be changed. The project intends to achieve this by following a systematic approach to project management.

Project Charter

PROJECT CHARTER			
Project Title:	Mentorship Project	**Project Manager:**	Sasha Griffith
Project Start Date:	September 5th, 2022	**Project End Date:**	August 30th, 2023

PROJECT STATEMENT

Mariville School students have failed 50% of Caribbean Examinations Council (CXC) examinations over the last five years. Mentorship Project is designed to improve returning fifth year students' performances as they prepare to sit their regional examinations in May/ June, 2023.

Goal:
To increase student passes in CSEC CXC exams by 25% by May/ June, 2023

Objectives:
- Create an autonomous learning environment by facilitating sessions where learners feel at ease to make mistakes as they problem-solve in accordance with stakeholders' expectations
- Design effective instruction by using appropriate learning theories, strategies and technologies with justification and as necessary throughout the 9 month period
- Establish leadership skills in mentors such as communicating, delegating etc. so that these skills could be further transferred into their design of instruction

PROJECT SCOPE

Risks:
- Teachers' unwillingness to commit or perceiving the project as additional work added to their regular duties
- Low learner autonomy - Students' not taking initiative to meet with mentors
- Timetabling and scheduling clashes between students and teachers
- No room allocation
- Mentors' inability to complete the syllabus
- Teacher or student absenteeism
- Pandemic

Contingencies:
- Create a project advertisement, kick-off meeting or a small, informal discussion with students and teachers to garner hype, buy-in and by extension commitment
- Reserve specific rooms that could be used Lesson planning to be done in advance
- Lesson planning to be done in advance
- Outline expectations to both parties such as innovative instruction and commitment and engagement
- Have substitute teachers in place
- Record sessions
- A creation of a Learning Management System so that there would be continuity of classes and synchronous learning if possible

Constraints:
Time constraint – The project must be completed by May/ June
- Budget constraint – the project's expenditure cannot exceed $US 500

Budget Estimate:
Funding Source: Government Consolidated Fund
Estimate: $US 500.00

STAKEHOLDERS: THE PROJECT MANAGEMENT TEAM

Roles:
- Alafia Branker-Baptiste - Instructional designer
- Celia Neufville - Evaluator & Communication Specialist
- Shernell Gill - Financial Manager
- Malissa Bovell - Organiser
- Sasha Griffith - Project Manager

APPROVED BY

A. Branker-Baptiste	C. Neufville	S. Gill	Malissa Bovell	S. Griffith	6/12/2022
Alafia Branker-Baptiste	Celia Neufville	Shernell Gill	Malissa Bovell	Sasha Griffith	Date

Scope Management Plan Inputs

Project life Cycle Description

Mentorship Project will traverse through five phases:

1. Initiate – this phase allows the business case, objectives and a tentative project charter to be reviewed by potential stakeholders. It involves meetings to garner buy-in and approval sign offs.
2. Analyse Learners- at this stage, the participants are examined in order to determine their learning needs within a particular content area
3. Manage Project Schedules and Finances - this phase ensures that there is coherency and fluidity with carrying out project procedures such as instruction. It ensures that there are possible and available times and schedules for mentors and participants to meet and room allocations. This phase also takes into account resources and the timeliness of ordering and purchasing resources so that mentors would have the necessary tools as required within budget
4. Instruct – this phase involves mentors' facilitation of instruction and learners acquiring of knowledge in an innovative manner
5. Assess and Evaluate – this phase looks internally at the project's performance as it relates to whether it has met its objectives and measuring its performance based on participants' and mentors' feedback. This final phase concludes the project by creating and reviewing reports so that 'lessons learned' and other evaluations could be processed

Development Approach

The development approach has been selected as a second input method to developing the Scope Management Plan for its direct link to defining the schedule plan. The project team of

Mentorship Project plans to use a waterfall approach. Kendrick (2010) found that a waterfall approach is a linear and sequential process that measures progress. The researcher also contended that the waterfall method was also more adaptable for projects which included success criteria.

Organisational Process Assets

Reviewing Organisational Process Assets has been a very useful exercise in developing the Scope Management Plan regarding becoming aware of previous projects' approaches, their successes and their recommended areas for improvements. This knowledge could help Mentorship Project in its decision-making.

Historical Information

According to Harding-Millington (2019), 'Bright Stars' was a project created in 2018-2019 for a group of second year students. The project targeted improving a selected group of students' mathematics, phonetics and phonology skills and other linguistic developments who scored poorly on their promotion examinations in the Trinity term in their first year; in spite of the completion of the project, it was noted by the coordinator that there was a greater need for parental involvement. In addition, the project proposal to the principal revealed that the project was initiated to improve students' mathematics and linguistic skills. However, by the end of the project, mathematics was not an offered component. This was due to clashes and other commitments by the mathematics teacher who could not devote the time after school to the project.

Lessons Learned

1. Include parents and guardians throughout the project's life cycle by sharing updates as it relates to students' performances, including them into the process regarding suggestions and decision-making

2. After work commitments can impede a project's success at reaching its goals. Ensure contact hours are within teachers' everyday contract hours

Project Scope Management Plan

Scope Baselines

Project Scope Statement

The project seeks to deliver a formal needs assessment, a minimum of 30 sessions of innovative instruction and evaluation reports on students' performances. Mentorship project makes the assumption that due to teachers' vested interest in students' education, teachers will readily accept their roles and responsibilities and that students will be eager to try new approaches that aim at them passing their examinations. Secondly, there is an assumption that learners will feel at ease discussing their perceived felt needs and that the needs assessment process could be completed within two weeks. Thirdly, there is an assumption that the school's physical infrastructure can accommodate the project as it relates to having adequate and available rooms at scheduled times. Fourthly, it is assumed that the project will be within budget as most resources and tools will be already at teachers' disposal. Fifthly, Mentorship Project assumes that teachers will instruct in accordance with external and internal standards and requirements. Lastly, students will be assessed in multiple ways and following CSEC and the Ministry of Education guidelines. The project is constrained by time as the instruction phase will come to a close by May or June, 2023. Funds are also a limiting factor as the project should not exceed its $US 500 budget.

Requirements Documentation

Standard Requirements	
Instruction	Instruction should be carried out in accordance with Mentorship Project policy. Topics and themes should emerge from the national and C.X.C syllabi. The national syllabi also stipulate but is not limited to the following requirements: • Lesson plan • Instruction should encompass objectives which target the psychomotor, cognitive and affective domains • Use appropriate teaching strategies • Include learning activities which should be linked to the objectives of the lesson • Follow Gagne's Nine Events of Instruction for the development of engaging lessons Mentors are also required to follow the Education Act Cap. 41 Consequently, Mentorship Project holds no responsibility if a mentor fails to carry out his regular duties, misconducts or is negligent in carrying out their daily duties. If students are failing formative assessments, mentors are required to use additional methods or strategies such as scaffolding and personalised learning.
Communication	The Project Team is required to follow the follow requirements as it relates to internal communication: The project manager must be informed via email at sasha.griffith@my.open.uwi.edu of all pertinent business updates and must make the final approval on decisions. Emails requiring an immediate response from the Project Manager must be

	earmarked as urgent from the sender and titled ‘Mentorship Updates’ or ‘Project Approvals’ accordingly. Once decisions have been approved, the project manager will subsequently inform the Project Team in an email. All other general communication can be facilitated via email and subjected accordingly, video conferences, the Project team’s messaging centre etc. Communication among the Project Team should be relevant and related to the project’s purpose and activities
Conformance	The project’s accounts will be required to be audited twice in the project’s life cycle by an internal auditor and annually by an external auditor stipulated by the Audit Rules and Regulations in the Government Service
Performance	If after three months and it is observed that mentors and participants met an insignificant amount of times (less than six times), the mentor will be required to attend an intervention meeting to discuss the poor meeting times. If no such improvement has been noted, the mentor agrees that his or her privileges to the project may be revoked. On the contrary, and it is found to be students’ faults as it relates to poor meetings, the students will be required to be seen by the Guidance Counsellor. If the behaviour persists and there is a general lack of interest, the agreement between participant and mentor will be considered null and void. Mentors are only required to instruct. Any misbehaviour or misconduct by students should be reported to the relevant personnel at the school and a Project Team member should be informed as well
Reporting	Evaluations are required to be carried out under the guidelines of the Joint Committee Program Evaluation Standards. Similarly, the needs assessment should follow the Standards expressed in the International Board of Standards for Training, Performance and Instruction. Reports created for the uses of Mentorship Project are considered proprietary and confidential

	information and should not be shared with individuals outside of the project's scope without consent of the Project Manager. All reports generated should be titled with its purpose, for example 'Needs Assessment' or 'Evaluation'. Reports will be generated as follows: • Needs Assessment should be completed by 29th September, 2022 • 1st Student Progress Update should be emailed to the Project Manager by October 10th, 2022 • 2nd Student Progress Update should be emailed to the Project Manager by January 16th, 2023 • 3rd Student Progress Update should be emailed to the Project Manager by April 17th, 2023

Acceptance criteria

Instruction will be accepted if it meets external quality standards prescribed by the Ministry of Education in its national syllabi, CSEC's syllabus with Grades I to III proficiency levels as acceptable benchmarks as well as the project's policies and quality objectives. Similarly, the needs assessment and evaluation reports would be deemed acceptable if they are in accordance with the International Board of Standards for Training, Performance and Instruction and Joint Committee Program Evaluation Standards respectively and should have the following characteristics:

1. Utile - not only should evaluations be useful in providing information to clients about the strengths and weaknesses about the evaluation but that they should also provide insight on how to apply the findings. Information presented should be clear, concise and timely
2. Feasible – evaluations should be cost-effective
3. Propriety – evaluations should ensure anonymity and protect the rights and confidentiality of participants
4. Accurate – evaluations should fairly analyse and report on evidence-based results and conclusions. It should also note any caveats

(Yarbrough, Shulha, Hopson, & Caruthers, 2010)

Project Exclusions

- The project considers all facilitation of instruction carried out within a mentors' contractual hours to be in scope. Any additional contact hours including after work hours, on weekends, bank or national holidays are outside the boundaries of the project's scope.

- Only registered returning 5th year students of Mariville School will benefit from Mentorship
- Mentors are not required to assist with students' regular subject teacher work such as reviewing students' given homework, assignments etc.

Success Criteria

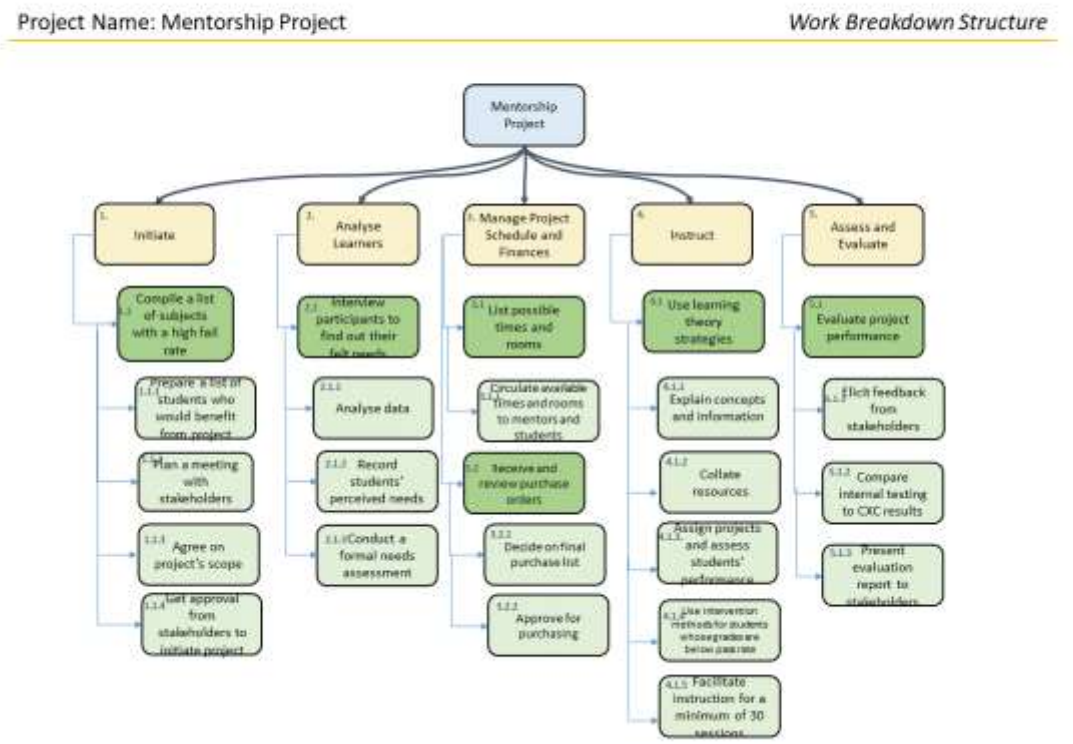
The project should be completed in a timely and cost-effective manner. In addition, the project will be considered successful when students' achieve passes. However, if this requirement is not achieved, as long as additional strategies were put in place to personalise and individualise learning, the project will be considered successful.

Stakeholders' Roles and Responsibilities

Stakeholder	Roles and Responsibilities
Alafia Branker-Baptiste	**Instructional designer** – oversees and manages lesson plans, ensuring that instruction is innovative and designed effectively. Liaises with facilitators to ensure the objectives are being met. Also in charge of carrying out needs assessments
Celia Neufville	**Evaluator & Communication Specialist** – monitors and evaluates the success of the project. The evaluator is also responsible for foreseeing the functionality of processes and reporting any issues to the Project Manager as well as bridging internal communication to the Project team and vice versa
Shernell Gill	**Financial Manager** – ensures documents are prepared in project planning such as purchase orders and that expenditure is kept within the budget
Malissa Bovell	**Organiser** – oversees timetable schedules, room allocations and ensures that there are no clashes

Sasha Griffith	**Project Manager** – responsible for identifying and resolving project risks and approving and giving the final sign off on deliverables

Work Breakdown Structure



WBS Dictionary

WBS Code Identifier	Description of work	Assumptions and Constraints	Responsible Team Member
1. Initiate	This task seeks to initiate the project by identifying stakeholders, presenting business case and other project documents and getting approval by stakeholders	- Time constraints – stakeholders have a limited time to agree on scope of work - It is assumed that mentors and students will accept their roles and responsibilities	Project Manager
1.1 Compile a list of subjects that have a high failure rate	This task reviews and gathers all subjects with a high failure rate	- It is assumed that students who were entered previously and failed a particular subject(s), would be interested in resitting the subject	Project Manager
1.1.1 Prepare a list of students who would benefit from the project	This task documents all students who are in returning 5th year, who have failed subjects and who would benefit from the project	- It is assumed that the selected students will be interested in being a part of the project as it aims at giving them a structured second chance of success	Project Manager
1.1.2 Plan a meeting with stakeholders	This task prepares a meeting by outlining goals and objectives, using strategies that would get buy-in	- It is assumed that not all key stakeholders will be able to attend planned meeting	Project Team
1.1.3 Agree on project's scope	This task allows project stakeholders to discuss and agree on the project's scope which outlines its terms and conditions	- This task is constrained by time as stakeholders have to agree before getting the project	Project Team
1.1.4 Get approval from stakeholders to initiate project	This task seeks to receive acceptance from the key stakeholders	- The project will get instant approval - The task is constrained by time to get approval in a timely manner so that it can be started at projected start date	Project Manager

2 Analyse learners	This task firstly discerns learners' perceived needs then it looks to conduct a needs assessment so that gaps, strengths and weaknesses can be identified	- Learners may be hesitant to be examined by or share their felt needs - This task is constrained by time	Instructional Designer – Mrs. A. Branker- Baptiste
2.1 Interview participants to find out their felt needs	This task involves having a discussion with learners individually or as a group to unearth their feelings	- The instructional designer will not have any construed perceptions about students when completing the interview	Instructional Designer – Mrs. A. Branker- Baptiste
2.1.1 Analyse data	This task deals with analysing content by finding, highlighting and clumping common themes of participants' responses together	- It is assumed that there will be shared views and themes expressed from the interview - This task is constrained by time	Instructional Designer – Mrs. A. Branker- Baptiste
2.1.2 Record students' perceived needs	This task involves interpreting results and making a judgement on learners' perceived needs	- This task is limited by time	Instructional Designer – Mrs. A. Branker- Baptiste
2.1.3 Conduct a formal needs assessment	This task formally carries out organisational scans, environmental scans, identifying optimal and actual student performance, listing gaps and why they may be occurring with an aim to project possible solutions	- The instructional designer will limit any biases when conducting the formal needs assessment - This task is constrained by time and the budget	Instructional Designer – Mrs. A. Branker- Baptiste
3 Manage project schedule and finances	This task involves the checking, reviewing and making decisions on scheduling and financing	- Time constrains - Budget constrain	Financial Manager – Ms. S. Gill and Organiser – Ms. M. Bovell
3.1 List possible available times and rooms	This task involves preparing a list of possible room allocations and times that can be given to mentors and students	- This task is constrained by resources such as room availability	Organiser – Ms. M. Bovell

3.1.1 Circulate available rooms and times schedule to mentors and learners	This task involves communicating by sending mentors and learners a suggested room and time schedule	- It is assumed that there will be no changes to the school's timetable - This task is constrained by resources and time	Organiser – Ms. M. Bovell
3.2. Receive and review purchase orders	This task refers to receiving the purchase orders and examining them closely to certify that they are within budget	- Time constraint - It is assumed that prices of products will remain the same as when budgeted	Financial Manager – Ms. S. Gill
3.2.1 Decide on final purchase list	This task refers to preparing a final list for purchase	- It is assumed that the Financial Manager would make good decisions on eliminating items that were not within budget - Budget constraint	Financial Manager – Ms. S. Gill
3.2.2 Approve for purchasing	This task signing off on paperwork and monies in order to purchase items requested	- It is assumed that costs will remain within the budget estimates - Budget constraint - Time constraint	Project Manager – Ms. S. Griffith
4.Instruct	This task involves creating environments so that learners could adequately acquire knowledge by using cognitive strategies, collating resources and facilitating ways to think and problem-solve	- Resource constraint - Time constraint - It is assumed that educators would be trained and have apt ways and strategies to help transfer knowledge	Mentors, Instructional designer – Ms. A. Branker-Baptiste
4.1 Use learning theory strategies	This task involves using strategies from learning theories so that opportunities will be open for learners to acquire information, think and problem-solve optimally	- Time constraint - This task assumes that mentors will have a knowledge of learning theories and will be open to using different strategies	Mentors, Instructional designer – Ms. A. Branker-Baptiste

4.1.1 Explain concepts and information	This task involves presenting key concepts, principles and information to learners	- Time constraint - It is assumed that topics will be related to topics covered in the C.X.C syllabus - It is assumed that C.X.C's topic/ themes will not change and if they do, ample notice would be given beforehand	Mentors, Instructional designer – Ms. A. Branker-Baptiste
4.1.2 Collate resources	This task deals with gathering additional resources and materials for later reference that would reinforce learning	- Resource constraint - Budget constraint - Time constraint	Mentors, Instructional designer – Ms. A. Branker-Baptiste
4.1.3 Assign projects and assess students' performances	This task involves suggesting projects to be undertaken and allowing students to select based on their interests, perceived difficulty and other motives as well as scoring students' performance on projects to determine whether they have grasped concepts at an acceptable level	- Time constraint – projects must not exceed the project's close date	Mentors, Instructional designer – Ms. A. Branker-Baptiste
4.1.4 Use intervention methods for students whose grades are below pass rate	This task involves taking measures to ensure that students grasp and apply concepts and gain competencies in the content area at an acceptable standard by using different strategies and methods	- It is assumed that these alternative methods would personalise learning and thus cater to learners' individual needs - It is assumed that with the individualised and additional assistance and scaffolding, students will grasp concepts - This task is constrained by time	Mentors, Instructional designer – Ms. A. Branker-Baptiste

4.1.5 Facilitate a minimum of 30 sessions of instruction	This task involves guiding instruction and ensuring learners acquire new knowledge for at least 30 sessions	- Time constraint	Mentors, Instructional designer – Ms. A. Branker-Baptiste
5.Assess and Evaluate	This task involves measuring students' learning and evaluate the project's performance	- Time constraint - Budget constraint	Mentors, Evaluator and Communicator Specialist – Ms. C. Neufville
5.1 Evaluate project's performance	This task deals with measuring the project's success as it relates to increasing student results from formative assessments	- It is assumed that the project will be on target with reaching its goal	Evaluator and Communicator Specialist – Ms. C. Neufville
5.1.1 Elicit project reviews from stakeholders	This task involves getting through reviews, stakeholders, learners and mentors opinions and stories about the performance of the project	- It is assumed that reviewers would not review to appease but rather, their reviews would be factual and truthful	Evaluator and Communicator Specialist – Ms. C. Neufville
5.1.2 Compare internal testing results to C.X.C results	This tasks involves measuring whether projections of students' grades were aligned to how they were performing during the project	- It is assumed that independent variables should be considered in this measurement and that testing questions would have differed	Evaluator and Communicator Specialist – Ms. C. Neufville
5.1.3 Present evaluation report to key stakeholders	This task involves reporting on the success of meeting the project's goal and recording lessons learned	- It is assumed that the report will be written in good standing and that confidential information would not be shared without consent -It is assumed that biases will be limited and the evaluator will present the report following the Standards requirements	Evaluator and Communicator Specialist – Ms. C. Neufville

Schedule Milestones

Milestones	Start date	End date	Responsible team member
Project Charter Development	June 6th, 2022	June 12th, 2022	Sasha Griffith
Plan a meeting with prospective stakeholders	September 13, 2022	September 15th, 2022	Project Team
Get approval from stakeholders to initiate project	September 16th, 2022	September 22nd , 2022	Project Manager
Conduct a formal needs assessment	September 30th, 2022	October 3rd, 2022	Alafia Branker-Baptiste
Circulate available rooms and times schedule	September 30th, 2022	October 3rd, 2022	Malissa Bovell
Approve final purchase order	October 7th, 2022	October 12th, 2022	Shernell Gill
Instruct	September 17th, 2022	June 30th, 2023	Mentors and Alafia Branker-Baptiste
Assign projects and assess students' performances	November 9th, 2022	December 6th , 2022	Mentors and Alafia Branker-Baptiste
Use intervention methods for students' whose grades are below pass rate	December 7th, 2022	January 18th, 2023	Mentors and Alafia Baptiste
Evaluation report	August 16th, 2023	August 17h, 2023	Celia Neufville

Assumption Log

ASSUMPTION LOG						
Project: Mentorship					Date: 12/05/2022	
ID	**Category**	**Assumption**	**Responsibility**	**Due Date**	**Satatus**	**Actions**
1	Initiate	The project will be readily accepted by participants, mentors and key stakeholders who will assume their roles and responsibilities	C. Neufville	20/09/2022	Open	C. Neufville will launch meeting to share business case, objectives etc and to get buy-in and approval
2	Analyse learners	Learners will be willing to share their felt needs and that a formal needs assessment can be completed in two weeks	A. Branker-Baptiste	29/09/2022	Open	A. Branker-Baptiste has prepared an instrument in advance and will be awaiting protocol to be approved by the team to proceed. She will also use appropriate interview strategies such as focus group to get students comfortable with sharing their views
3	Manage Schedules and Finances	There will be sufficient rooms to	M. Bovell	09/20/2022	Open	M. Bovell has requested timetable and room plans from the school and will

		match the number of needed mentors				conduct a site visit to the school on Sep 09, 2022 to go over piloting, suggested room allocations etc. with the Deputy Principal
		Expenditure will be within budget as most items will be already at teachers' disposal	S. Gill	30/10/2022	Open	S. Gill will review purchase orders, will factor in delivery costs etc. and will make decisions of relevant purchases based on justification
4	Instruct	Teachers will instruct meaningfully using appropriate strategies that will allow students to solve problems and think critically in accordance with Education Regulations 1982 Cap. 41, Section 23	A. Branker-Baptiste	28/04/2022	Open	A. Branker-Baptiste will ask teachers to submit lesson plans in advance periodically to ensure conformity
5	Assess and Evaluate	Participants will be assessed differently in summative tests	C. Neufville and A. Branker-Baptiste	28/04/2022	Open	A. Branker-Baptiste and C. Neufville will guide assessments to ensure they are aligned to CSEC standards

Scope Validation

Accepted Deliverables

In order to come to a consensus on the process of determining whether deliverables are of high quality standard and meet the requirements, a meeting was conducted and it was agreed that school site visits to mentors and participants' sessions will be conducted along with participants' reviews. Mentors being evaluated on a site-visit will undergo a set of criteria in a check-list. Site visits will be carried out with a project team member and a key stakeholder. Once accepted, the Project Manager and the Principal of Mariville School will sign off to approve. Deliverables include:

1. a formal needs assessment
2. a minimum of 30 sessions of innovative instruction and
3. evaluation reports on students' performances

Control Scope

Work Performance Information

The project manager will be closely monitoring time, schedules and the status of all projects and sub-projects. In addition, the project's quality outlined in the scope's baseline will be scrutinised against what is actually being delivered. Throughout this process, delays and issues will be documented. The Project Manager will also be closely monitoring and putting plans in place to stick to the assigned schedule and to mitigate any risks.

Time Management Plan

Project Schedule Model Development

Mentorship Project's schedule will be developed from the approved work packages in the Work Breakdown Structure (WBS) as was prescribed in the Scope Management Plan. The project will use the Critical Path Method but will cross-reference or verify for logic using a Precedence Diagramming Method. These will be used to determine the project's schedule and will be used along with scheduling and communication tools such as Gantt chart software. A dependency analysis will also be employed to determine the order of tasks. The project team acknowledges the ad hoc changes to the school environment as it relates to physical school closures in recent times due to the COVID-19 pandemic. To respond to this, it accepts an Iterative scheduling with a backlog that uses Kanban chart software as a contingency for the project.

Release length

Release lengths will be calculated using the Program Evaluation Review Technique (PERT).

Units of Measure and Level of Accuracy

The project's schedule will be measured in days. This unit of measure will be used consistently throughout the project's schedule. To measure the level of accuracy of duration estimation, the project will use a three-point estimate as it considers risks and provides ranges. The ranges include Most likely (tM) whereby this represents a realistic expectation of accuracy; Optimistic (tO) which denotes a positive expectation of accuracy; and Pessimistic (tP) which signifies a negative expectation of accuracy.

Project Schedule Model Maintenance

Project team members are asked to report on or give updates on their work progress in a timely manner midway before the release date of their work following certain criteria from the Standards documentation as necessary. Prior to reporting, team members will be trained on how to use the Gantt software but it is important to note that the Gantt application should be used simultaneously to the sending of reports via emails. Reports should be detailed and should take into account problems, opportunities or revisions that can be made in the specific activity. If there are urgent issues, the Project Manager should be emailed following the communication requirements. If there are no urgent issues, the project team member changes the status of the project using the Gantt chart software. The Project Manager will review the software to keep track of and monitor progress as well as verify for accuracy.

Control thresholds

The schedule performance will be monitored and controlled through a variety of review methods which include Performance Reviews, Critical Path Method and lead and lag time approach.

Rules of performance measurement

To keep track of the project's scope, budget and schedule, Mentorship Project will use an Earned Value analysis. This technique will help understand budget and schedule variances as well as to map projected success against actual work performance.

Rules

The project will use a 25/75 rule as it is recognised that most resources will already be at mentors' disposals. In addition, the emphasis on finishing the work will be an impetus to keep key stakeholders and project team members focused on their activities as well as on the end-goal.

Earned Value Management Technique: After the first five months, 25% of the budget, which will give preference to the most required item(s) should be used and 75% of the work should be completed.

After 8 months, 50% of the budget should be used and 90% of the work should be completed.

Planned Value for a five month duration = 75% x Budget = $375.00

PV for an eight month duration = 90% x Budget = $450.00

Earned Value = % complete x Budget

Schedule variance = Earned Value – Planned value

Schedule Baseline

Sequencing Activities

The Activity List that follows describes the lowest levels of the Work Breakdown Structure, also referred to as work packages. The work packages outline activities that will be performed within the project. It also includes attributes of each work package which consists of descriptions, assumptions and constraints for the person(s) in charge to consider and lastly the list assigns a unique identifier to each activity.

The Activity List shows that there are four sub-tasks to be completed in the **Initiate Phase** which are: Prepare a list of students who are in need of the project; Plan a meeting with prospective mentors; Agree on project's scope; and Get approval from stakeholders to initiate the project.

The **Analyse Learners Phase** includes three activities which are: Analyse data; Record students' perceived needs; and Conduct a formal needs assessment.

In the **Manage Project Schedule and Finances Phase**, there are three activities which comprise: Circulate available rooms and times schedule to mentors and learners; Decide on final purchase list; and Approve for purchasing.

In the project's fourth phase, the **Instruct Phase**, there are five activities to be completed which include: Explain concepts and information; Collate resources; Assign projects and assess students' performance; Use intervention methods for students whose grades are below pass rate; and Facilitate a minimum of 30 sessions of instruction.

In the project's ultimate phase, the **Assess and Evaluate Phase**, there are three activities to be completed which are: Elicit project reviews from stakeholders, learners and mentors; Compare internal testing results to CXC results; and Present an evaluation report to key stakeholders.

Activity List			
Project:	Mentorship	**Project Manager:**	Sasha Griffith
Date Prepared:	July 3rd, 2022		
WBS Code Identifier	**Unique Identifier**	**Activity Attributes**	**Assigned to**
1.1.1 Prepare a list of students who are in need of the project	A	This activity is a sub-task of the Initiation Phase and is one of the lowest tasks in that phase. The assigned individual(s) documents all students who are in returning 5th, who have failed subjects and who would benefit from the project. It is assumed that the selected students will be interested in being a part of the project as it aims at giving them a structured second chance at success	Project Manager
1.1.2 Plan a meeting with prospective mentors	B	This activity is a sub-task of the Initiation Phase and is one of the lowest tasks in that section. It deals with planning a reunion with potential mentors, students and key stakeholders in order to inform them about the project It is assumed that there will be a wide range of questions, suggestions, doubts, concerns etc.	Project Team
1.1.3 Agree on project's scope	C	This activity is a part of the Initiation Phase and is one of the lowest tasks in that Phase. It involves making any agreed changes to the project documents proposed by the stakeholders. It is	Project Team

		assumed that modifications will have to be made. This activity is constrained by time	
1.1.4 Get approval from stakeholders to initiate the project	D	This activity is one of the lowest levels in the Initiation Phase. It involves receiving acceptance from the key stakeholders. It is assumed that the project will get instant approval. However, this activity is constrained by time to get approval so that the project could initiate in a timely manner	Project Manager
2.1.1 Analyse data	E	This activity is a sub-task of Analyse Learners Phase and involves analysing content or students' responses by finding, highlighting and clumping common themes of participants' responses together. It is assumed that there will be shared views and themes expressed from the interview This task is constrained by time	Instructional Designer – Mrs. A. Branker- Baptiste
2.1.2 Record students' perceived needs	F	This activity is one of the lowest levels of the Analyse Learners Phase and involves interpreting results and making a judgement on learners' perceived needs. It is constrained by time	Instructional Designer – Mrs. A. Branker- Baptiste
2.1.3 Conduct a formal needs assessment	G	This activity is one of the lowest activities in the Analyse Learners Phase. It includes formally carrying out organisational scans, environmental scans, identifying optimal and actual student performance, listing gaps and why they may be occurring with an aim to project possible	Instructional Designer – Mrs. A. Branker- Baptiste

		solutions. It is assumed that the instructional designer will limit any biases when conducting the formal needs assessment. This task is constrained by time and the budget	
3.1.1 Circulate available rooms and times schedule	H	This activity is a sub-task of Manage Project Schedule and Finances. This task involves communicating by sending mentors and learners a suggested room and time schedule. It is assumed that there will be no changes to the school's timetable. This activity is constrained by the school's resources and time	Organiser – Ms. M. Bovell
3.2.1 Decide on final purchase list	I	This activity is one of the lowest activities in the Manage Project Schedule and Finances Phase. It includes preparing a final list for purchase. It is assumed that the Financial Manager would make good decisions on eliminating items that were not within budget. There is a budget constraint on this activity	Financial Manager – Ms. S. Gill
3.2.2 Approve for purchasing	J	This activity is one of the lowest activities in the Manage Project Schedule and Finances Phase. It involves signing off on paperwork and monies in order to purchase items requested It is assumed that costs remain within the budget estimates. There is a budget and time constraint on this activity	Project Manager – Ms. S. Griffith

4.1.1 Explain concepts and information	K	This activity is a sub-task of the Instruct Phase. It involves presenting key concepts, principles and information to learners. There is a time constraint on this activity. It is assumed that topics will be related to topics covered in the C.X.C syllabus and that C.X.C's topic/ themes will not change and if they do, ample notice would be given beforehand	Mentors, Instructional designer – Ms. A. Branker-Baptiste
4.1.2 Collate resources	L	This activity is a sub-task of the Instruct Phase. It deals with gathering additional resources and materials for later reference that would reinforce learning. It is constrained by resources, budget and time	Mentors, Instructional designer – Ms. A. Branker-Baptiste
4.1.3 Assign projects and assess students' performance	M	This activity is one of the lowest activities in the Instruct Phase. It involves suggesting projects to be undertaken and allowing students to select based on their interests, perceived difficulty and other motives as well as scoring students' performance on projects to determine whether they have grasped concepts at an acceptable level. This task is constrained by time as projects should not exceed the project's close date There is a time constraint on this activity as projects must not exceed the project's close date	Mentors, Instructional designer – Ms. A. Branker-Baptiste

4.1.4 Use intervention methods for students' whose grades are below pass rate	N	This activity is one of the lowest activities in the Instruct Phase. It involves taking measures to ensure that students grasp and apply concepts and gain competencies in the content area at an acceptable standard by using different strategies and methods. It is assumed that these alternative methods would personalise learning and thus cater to learners' individual needs and that with the individualised and additional assistance and scaffolding, students will grasp concepts. This task is constrained by time	Mentors, Instructional designer – Ms. A. Branker-Baptiste
4.1.5 Facilitate a minimum of 30 sessions of instruction	O	This activity is one of the lowest activities in the Instruct Phase. It involves guiding instruction and ensuring learners acquire new knowledge for at least 30 sessions. It is constrained by time	Mentors, Instructional designer – Ms. A. Branker-Baptiste
5.1.1 Elicit project reviews from stakeholders	P	This activity is one of the lowest levels in the Assess and Evaluate Phase. It involves getting through reviews, stakeholders, learners and mentors opinions and stories about the performance of the project. It is assumed that reviewers would not review to appease but rather, their reviews would be factual and truthful	Mentors, Evaluator and Communicator Specialist – Ms. C. Neufville
5.1.2 Compare internal testing results to CXC results	Q	This activity is one of the lowest levels in the Assess and Evaluate Phase. It involves measuring whether projections of students' grades were aligned to how they were performing during the	Mentors, Evaluator and Communicator Specialist – Ms. C. Neufville

		project. It is assumed that independent variables should be considered in this measurement and that testing questions would have differed	
5.1.3 Present an evaluation report to key stakeholders	R	This task involves reporting on the success of meeting the project's goal and recording lessons learned. It is assumed that the report will be written in good standing and that confidential information would not be shared without consent, that biases will be limited and the evaluator will present the report following the Standards requirements	Evaluator and Communicator Specialist – Ms. C. Neufville

Activity Sequencing

Precedence Diagramming Method

The diagram below is an input to the Project Network Diagram that follows. The diagram lists the relations and dependencies between predecessor and successor tasks, categorises relationships, distinguishes dependencies and provides estimates for how long each activity is expected to last. Durations were calculated using the PERT formula and will be further explained in the Estimating Activity Durations section. In analysing the diagram, it is noticed that the most common relationship is the Finish-to-Start relationship. This means that successor tasks will start when predecessor tasks have finished. This therefore implies that all activities with the exception of the first tasks is dependent on its predecessor to finish before it can start.

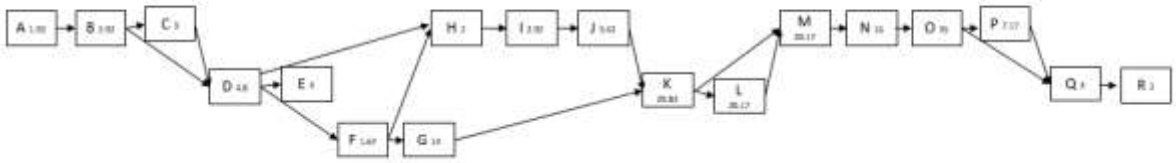
Unique Identifier	Predecessor	Successor	Relationships & Dependencies	Duration
A	--	B	--	1.92
B	A	C,D	Finish-to-finish	2.92
C	B	D	Finish-to-start. Internal dependency	3
D	B,C	E,F,G	Finish-to-start. Internal dependency	4.8
E	D	F	Finish-to-start	3

F	D,E	G,H	Finish-to-start	1.67
G	F	K	Finish-to-start	14
H	D,G	I	Finish-to-start	2
I	H	J	Finish-to-start	2.92
J	I	K	Finish-to-start	3.42
K	G, J	L,M	Finish-to-start. Discretionary dependency	29.83
L	K	M	Finish-to-start. Discretionary dependency	20.17
M	K,L	N	Finish-to-start. Mandatory dependency	20.17
N	M	O	Finish-to-start. Discretionary dependency	16
O	N	P,Q	Finish-to-start. Mandatory dependency	35
P	O	Q	Finish-to-start Discretionary and	7.17

			mandatory dependency	
Q	O,P	R	Finish-to-start. External and internal dependency	3
R	Q	--	Finish-to-start. Mandatory and discretionary dependency	2

Network Diagram

The diagram that follows is a visual representation of the network diagram of connected work packages for Mentorship Project. It fashions an Activity-on-Arrow (AoA) technique and displays the logical relationships between predecessor and successor tasks. It shows that the project will commence with Activity A: Prepare a list of students who are in need of the project and will end with Activity R: Present an evaluation report to stakeholders. Due to the fact that all activities have a Finish-Start relationship, this signifies that successor activities will start only when a preceding activity has finished. Take for instance, Activity A: Prepare a list of students who are in need of the project, this task has an estimated time of 1.92 days. Therefore Activity B: Plan a meeting with prospective mentors should be scheduled to start at least two days after the completion of Activity A.


A
B
C
D
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O
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Q
R

Activity Duration Estimating

Resource Requirements

The chart below depicts the resources required to complete each activity within each phase. It outlines descriptions and starts where materials can be sourced.

Implications for Estimating Capabilities

It is noted from the chart, the numerous resources including human resources including knowledge and competencies from Project team members, software and so on that are needed to execute tasks. Moreover, it is noted that most resources can be sourced on-site or are already at teachers' disposal. The premise of noting these resources is that if the project needs to be crashed or is below the scheduled time, more resources can be added to lessen the duration time. Take for instance, Activity 2.1.1, traditional methods to analyse learners may be pen and paper, highlighters and so on; however, to crash this activity, resources such as a laptop with special software and note-keeping software can be employed to speed up the process of analysing responses and content.

Resource Requirements						
ID	**Type of Resource**	**Resource Details/ Spec**	**Quantity**	**Location**	**Source**	**Comments**
Initiate Phase						
1.1	Photocopying paper, laptop/ device	- Letter size: 8.5'' x 11'' - Must contain at least 16 GB of ram, Microsoft Office included	1 ream of paper 1 laptop	On-site	Local stationeries/ import, on-site	On-site computer systems can be used to complete this task -Estimate required for photocopying paper
1.1.2	Lectern, microphone	- 1190mm, mahogany - Wireless/ SM58 Dynamic vocal microphone	1 each	On-site	On-site	No new equipment or material required for this task
1.1.3	Laptop/ device, photocopying paper	Letter size: 8.5'' x 11''	1 ream of paper	On-site	Local stationeries/ import, on-site	No new equipment or material required for this task
Analyse Data						
2.1.1	Human resource, laptop, photocopying paper	- Instructional designer's time. - Letter size: 8.5'' x 11''.	1 ream of paper	On-site	Local stationery/ import	Human resource time valued at $250 per hour: voluntary. No new equipment or material required for this task

2.1.2	Laptop/ device	- Laptop/ device must include Microsoft Office and other applications useful for note keeping or generating content	1	On-site	Local stationery/ import	No new equipment needed for this task
2.1.3	Photocopying paper, video/ audio recording devices, laptop	- Letter size: 8.5 x 11'' - Device should be MP3 or MP4 compatible and able to store16 GB of ram	1 ream 1 each	On-site	Local stores/ online	Personal equipment may be preferred for the execution of this task
Manage Project Schedule and Finances						
3.1.1	Laptop/ device	- Laptop/ device must include Microsoft Office and other applications useful for note keeping or generating content, wireless connection functions	1	On-site	On-site	No new equipment needed
3.2.1	Calculator	- scientific	1	On-site	Local stores/ online	Estimate required

3.2.2	Laptop/ device	Laptop/ device must include Microsoft Office and other applications useful for note keeping or generating content, wireless connection functions	1	On-site	On-site	No new equipment needed
Instruct						
4.1.1	-Instructional charts -Handouts: photocopying paper - Human resources	-English language for summary, letter/ argument writing ;Spanish language for key vocabulary, conversational phrases, travelling, shopping etc.; Science for air pollution	- 6 - 1 ream		On-site Teacher, local stores/ online websites	- Instructional charts may be in teacher disposal or can be teacher-designed - 1 ream of paper estimate required - Teachers' time valued at $150.00
4.1.2	-Handouts: photocopying paper - Human resources -laptop device	- Letter size: 8.5'' x 11''	- 7 -1 ream -1	On-site	On-site Teacher, local stores/ online websites	No new resources or equipment needed
4.1.3						No new resources or equipment needed

4.1.4						No new resources or equipment needed
4.1.5	-Markers - Calculators -Laptop/ device - Graph books -Text books -Case studies/ newspaper headlines	-Dry erasable -Scientific	10 markers 6 graph books			Estimate required for markers, additional calculators. All other resources have been cited already
Assess and Evaluate						
5.1.1	-Laptop/ device	Laptop/ device must include Microsoft Office and other applications useful for note keeping or generating content, wireless connection functions	1	Online	Online	No new equipment required
5.1.2	-Laptop device	Laptop/ device must include Microsoft Office and other applications useful for note keeping or generating content, wireless connection functions	1	Online	Online	No new equipment needed
5.1.3	-Laptop device	Laptop/ device must include Microsoft Office and other applications useful for note keeping or		Online	Online/ face to face	No new equipment needed

		generating content, wireless connection functions				

Activity Duration Estimates

The PERT calculation was used to estimate activities A to R. These calculations along with their ranges will follow. The PERT formula is (O + 4(M) + P) /4. This method has been selected as it gives a 99% probability of precision as well as for its formulation from the statistical beta distribution.

Activity	Optimistic	Most Likely	Pessimistic	Result	Range
A	1	2	2.5	1.92 days	This activity should take no more than 1 (tO) to 2 (t M) days
B	2	3	3.5	2.92 days	This activity should take no more than 2 (tO) to 3 (t M) days
C	2	3	4	3 days	This activity should take no more than 2 (tO) to 3 (t M) days
D	3	4	5	4.8 days	This activity should take no more than 3 (tO) to 4 (t M) days

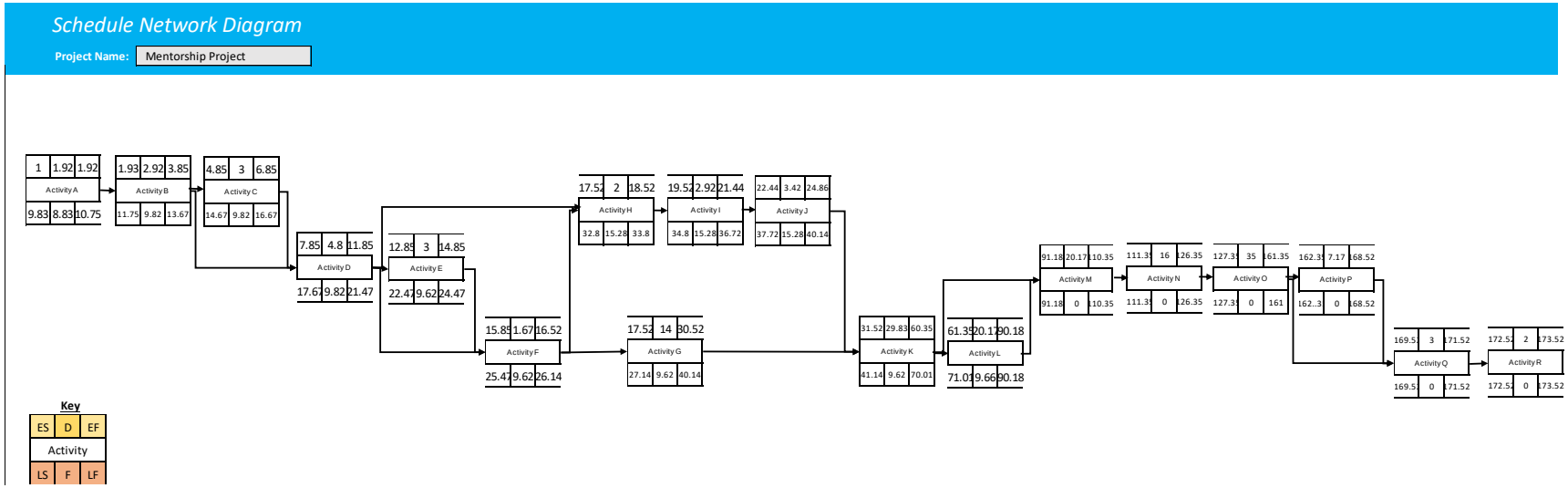
E	2	3	4	3 days	This activity should take no more than 2 (tO) to 3 (t M) days
F	1	1.5	3	1.67 days	This activity should take no more than 1 (tO) to 1.5 (t M) days
G	7	14	21	14 days	This activity should take no more than 7 (tO) to 14 (t M) days
H	1	2	3	2 days	This activity should take no more than 1 (tO) to 2 (t M) days
I	2	3	3.5	2.92 days	This activity should take no more than 2 (tO) to 3 (t M) days
J	2.5	3.5	4	3.42 days	This activity should take no more than 2.5 (tO) to 3.5 (t M) days
K	25	30	34	29.83 days	This activity should take no more than 25 (tO) to 30 (t M) days
L	16	20	25	20.17 days	This activity should take no more than 16 (tO) to 25 (t M) days

M	18	20	25	20.17 days	This activity should take no more than 18 (tO) to 20 (t M) days
N	12	16	20	16 days	This activity should take no more than 12 (tO) to 16 (t M) days
O	30	35	40	35 days	This activity should take no more than 30 (tO) to 35 (t M) days
P	5	7	10	7.17 days	This activity should take no more than 5 (tO) to 7 (t M) days
Q	2	3	4	3 days	This activity should take no more than 2 (tO) to 3 (t M) days
R	1	2	3	2 days	This activity should take no more than 1 (tO) to 2 (t M) days

Schedule Development

Schedule Network Diagram

The Schedule Network Diagram estimates that the project, starting on day one, will have a duration of 173.52 days. This duration is expected regardless of whether there is an early finish or late finish.



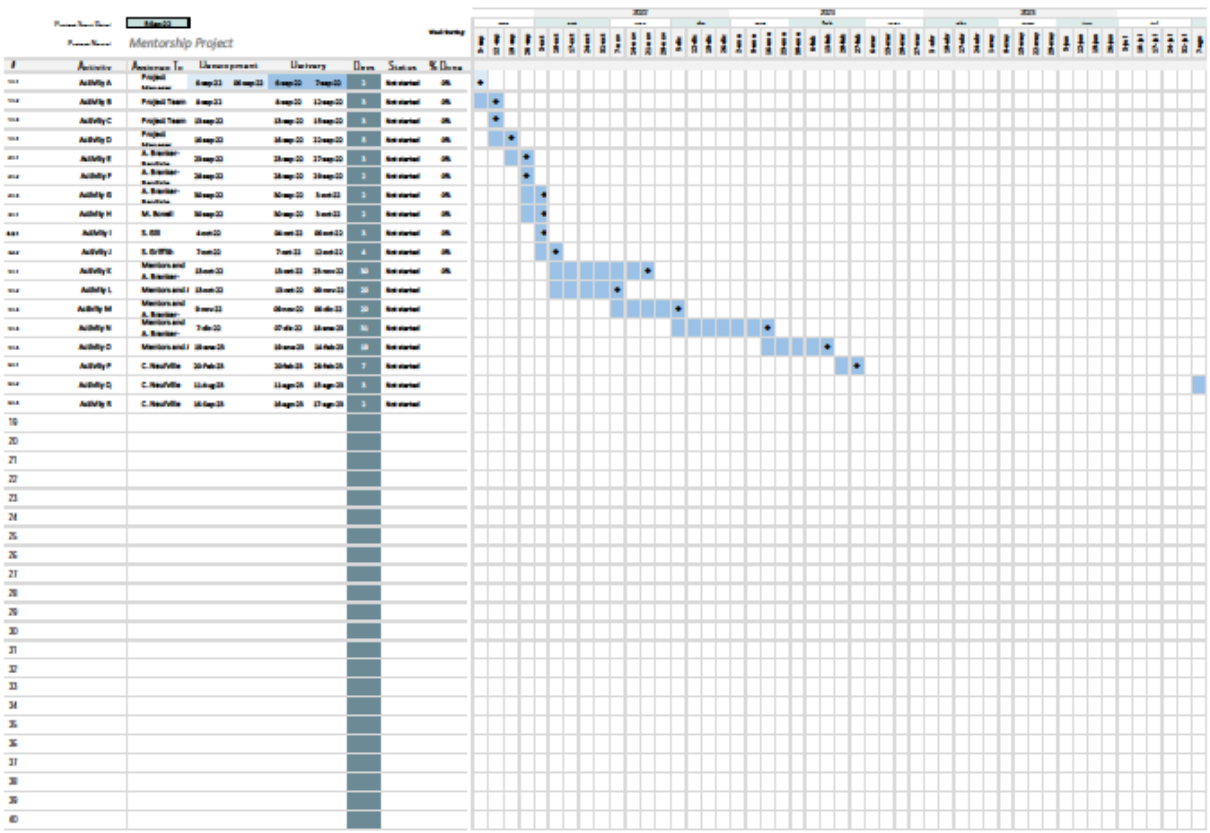
Critical Path

The path L→M→N→O→P→Q→R should be heavily monitored by the assigned personnel(s) as it has been noticed to have no float. This signifies that these activities cannot be delayed. If a delay occurs in these activities, it is likely that an increase in the project's duration will follow. As such, the path A→B→C→D→E→F→G→K→L→M→N→O→P→Q→R has been designated as

the Critical Path since apart from the L to R activities where there is zero float, A to K's activities has the nearest float to zero compared to other paths.

Gantt Chart

The Gantt Chart below is a visual depiction of activity durations. It uses realistic dates that considers weekends, national holidays, the school's events of activities and has input data to show realistically when activities should be completed. It considers as well as the Finish-Start relationships between tasks. This Gantt chart specifies the project team member that the task has been assigned and provides space to update the status of the project and how much percentage has been worked on according to the status.



Controlling the Schedule

In order to control the schedule from contingencies that would normally threaten the project's scope schedule, Mentorship Project will employ a number of techniques that will be explained below.

1. Data Analysis – Earned Value Analysis software can measure the schedule's variances along with monitor the triple constraint of time, cost and scope simultaneously
2. Adjusting Leads and Lags – by describing the amount of float in the Network Schedule, the Project Manager has the ability to adjust activities accordingly. For instance, if Activity A is falling below time, time may be taken from Activity K or an activity that has an estimated longer duration in order to bring the activity that was crunched for time, back in alignment with the project's scope.
3. Schedule Compression – using methods of fast-tracking or crashing an activity. This is explained in more detail in the Time Contingency Reserves section that follows.

Time Contingency Reserves

To manage unforeseeable delays and uncertainties that may emerge throughout the realisation of the project, this Management Plan includes reserves along with new estimated times for the contingency. Some of the typical methods expressed in the chart are Fast-tracking which means allowing several tasks to start at the same time as others and Crash which means that more resources, whether it be human, capital etc. will be added to the project to speed up its estimated duration time.

Activity	Identified Risk	Contingency	Method	Normal Time	Crash/ Fast-track Time
B	Some stakeholders are unable to attend meeting	Communicate via email project documents so that stakeholders can peruse at their leisure	Fast Track Activities C and D	Total time for activities C and D = 7.8 days	Fast track time = 4.4 days
D	Teacher hesitancy to volunteer of their time	Have a list of teacher reserves	Crash	4 days	Crash time = 2 days
H	Changes to the timetable	Room reserves	Crash	2 days	Crash time = 1 day
J	Unavailability or inflation of costs of orders	Create alternatives such as teacher designed resources	Fast track: Activities I and J would be eliminated	Total time for Activities I and J = 6.32 days	Fast track time = 3.16 days

O	Teacher or student absenteeism	Teacher reserves or post notes on a LMS system	Crash	35 days	By adding more resources, new crash time = 17 days

Lastly, persons assigned to activities will be asked to update Work Performance Information. This information can be done physically or online. By updating documents, showing evidence and communicating, it provides a measure of a task-oriented mindset whereby the Project Team will concentrate on completing tasks efficiently and effectively.

Cost Management Plan

Units of measure

Details of Item/ Resource/ Material	Units of Measure
White letter size 8 ½'' x 11'' paper	ream
Educational Charts	sheet
Dry erasable markers	package
Graph books	single
Calculators	single

Level of precision

Cost estimates will be rounded to its nearest dollar if cents are greater than 50. If cents are less than 50, they can be removed from the estimated cost.

Level of accuracy

Mentorship Project plans on using a Three-Point Estimating Technique, more specifically, Beta distribution for its high level of probability, ranges and considerations toward uncertainties and risks. This method will also be used simultaneously with a Tracking Signal to ensure all biases have been eliminated.

Reporting formats

The Cost Management Plan will entail heavy reporting. The Financial Manager is expected to use software that will be provided such as the Earned Value Analysis, Budget v Actual Cost with the accompaniment of Gantt chart software to update on the project's cost performance.

Cost Management Baseline

Resource Planning

Resource Requirements

The table below depicts the resources required to realise the project's activities. A summary of all resource requirements are as follows: two reams of letter size photocopying paper, six scientific calculators, one laptop or device, instructional charts and dry erasable markers. It should be noted that other resources such as labour, tools and equipment have not been incurred as additional costs since labour will be voluntary and the other mentioned tools and equipment can be sourced from the school's site and or through teachers' professional use. In addition, the table shows that there are no external services needed to carry out the project's activities nor special financial requirements to be considered.

Strategies for Contingencies

To manage contingencies, Mentorship Project will, depending on the activity and the type of risk, employ Fast track and Crash strategies so that the project's schedule can remain within scope. This will have implications for the Cost Management Plan, especially in the case of crashing an activity since more resources may lead to an increase in cost.

Resource Requirements						
ID	**Type of Resource**	**Resource Details/ Spec**	**Quantity**	**Location**	**Source**	**Comments**
Initiate Phase						
1.1	Photocopying paper, laptop/ device	- Letter size: 8.5'' x 11'' - Must contain at least 16 GB of ram, Microsoft Office included	1 ream of paper 1 laptop	On-site	Local stationeries/ import, on-site	On-site computer systems can be used to complete this task -Estimate required for photocopying paper
1.1.2	Lectern, microphone	- 1190mm, mahogany - Wireless/ SM58 Dynamic vocal microphone	1 each	On-site	On-site	No new equipment or material required for this task
1.1.3	Laptop/ device, photocopying paper	Letter size: 8.5'' x 11''	1 ream of paper	On-site	Local stationeries/ import, on-site	No new equipment or material required for this task
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2.1.2	Laptop/ device	- Laptop/ device must include Microsoft Office and other applications useful for note keeping or generating content	1	On-site	Local stationery/ import	No new equipment needed for this task
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3.2.2	Laptop/ device	Laptop/ device must include Microsoft Office and other applications useful for note keeping or generating content, wireless connection functions	1	On-site	On-site	No new equipment needed
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4.1.1	-Instructional charts -Handouts: photocopying paper - Human resources	-English language for summary, letter/ argument writing ;Spanish language for key vocabulary, conversational phrases, travelling, shopping etc.; Science for air pollution	- 6 - 1 ream		On-site Teacher, local stores/ online websites	- Instructional charts may be in teacher disposal or can be teacher-designed - 1 ream of paper estimate required - Teachers' time valued at $150.00
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4.1.4						No new resources or equipment needed
4.1.5	-Markers - Calculators -Laptop/ device - Graph books -Text books -Case studies/ newspaper headlines	-Dry erasable -Scientific	10 markers 6 graph books			Estimate required for markers, additional calculators. All other resources have been cited already
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5.1.1	-Laptop/ device	Laptop/ device must include Microsoft Office and other applications useful for note keeping or generating content, wireless connection functions	1	Online	Online	No new equipment required
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5.1.3	-Laptop device	Laptop/ device must include Microsoft Office and other applications useful for note keeping or generating content, wireless connection functions		Online	Online/ face to face	No new equipment needed

Estimate Costs

Particulars

- ***Personnel responsible for Estimating***: Ms. S. Gill – Financial Manager
- ***Personnel responsible for Approving Estimates***: Ms. S. Griffith – Project Manager
- ***Guiding Information for Estimating***: Published information from company's catalogues and online websites will provide the company's selling prices of goods. In addition, trading or economic websites can provide forecasts for exchange rates, inflation rates, actual values and even historical information.
- ***Personnel responsible for Final Estimate Approval***: Ms. S. Griffith – Project Manager
- **Techniques used to Generate Estimates**: Beta Distribution. Mean Absolute Ratio and the Tracking Signal will be used to eliminate any biases that may occur from the Beta Distribution.
- ***Revising Cost Estimates***: Cost Estimates can be revised under the following circumstances:
    - if additional and external personnel has been sourced and will not be working voluntary
    - Inflation in prices or price increase

Process of Revising Estimates

Revising the Cost Estimates must be done through a written request from the Project Manager. The request should also detail a justification along with evidence for the revision to be made.

Estimating Costs

To determine the Cost Estimates of activities that will incur a cost, a Beta Distribution or Beta PERT distribution technique was used with the following formula: cost Estimates = (cost Optimistic + 4cost Most likely + cost Pessimistic) / 6. The chart below considers activities A, K and O as being the activities where spending will occur. In addition, it is noted from the table that if Activity O is crashed, it would increase its cost estimate to $660.00

Activity	Optimistic	Most likely	Pessimistic	Normal Cost Estimate	Crash Cost
A	$8.00	$12.00	$18.00	$12.00	-
K	$26.00	$35.00	$40.00	$34.00	-
O	$310	$330	$350	$330.00	$660.00
Total Estimated Costs				**$376.00**	**$660.00**

Detailed Cost Estimate with Contingency Reserves

Mariville School Mentorship Project For the period 2022 -2023							
Activity	**Activity Description**	**Quantity**	**Item Description**	**Unit Cost**	**Normal Cost**	**Risk Identification**	**Cost Contingency Reserve**
A	This task involves preparing a list of students who are in need of the project's intervention	1	Ream of white 8 ½'' x 11'' photocopying paper	$12.00	$12.00	Inflation of costs on purchase orders	15% x $496.00 = $74.00
K	This task deals with explaining concepts and information	7	Sheets of educational charts	$34.00	$238.00	Teacher reluctance to volunteer their time and services. Contingency: Contingency reserve to cover any external personnel's fees as necessary	40% x $496.00 = $198.00
O	This tasks is about facilitating instruction for a minimum of 30 sessions	-1 ream of paper - 10 markers - 2 graph books - 2 calculators	Stationery: - white letter size 8 ½'' x 11'' - dry erasable markers	- paper: $12.00 - 1 package of 7 markers: $15.00 -graph book - $17.00 - laptop - $170.00	$246.00	-	-

		- 1 single	-1 inch square A4 graph book - scientific calculators - 14.1'' laptop with 64 GB storage				
Estimated Total Normal Cost					**$496.00**	**Estimated Total Cost Contingency**	**$198.00**

Cost Budgeting
Cost Aggregation

Cost Budget:	**$1,354.00**
Crash Costs:	$660.00
Contingency Reserves:	$198.00
Total Normal Costs:	$496.00
Activity Estimates: Activity A: $12.00 | Activity K: $238.00 | Activity O: $246.00	

Cost Baseline

The project is budgeted for **$US 1, 354.00**. This figure designates costs for individual activity costs, collective normal costs, contingency reserves and crash costs.

Control Costs

In spite of the level of sophistication that the proposed techniques can estimate costs, it must be accepted that several factors can compromise the determination of cost estimates. Therefore, to control this, feedback and communication will be central to controlling costs and would be a measure that would be used to adjust budgets for project activities. Two principal techniques will be used to control costs and thrive on feedback to be fully successful. These techniques will be followed by the required Project Team member updating her Work Performance Information, communicating via the e-mail system and using the Gantt chart as necessary to communicate on progress as necessary. The two techniques are explained as follows:

Earned Value Analysis

The project will use a 25/75 rule. This means that after the first five months, 25% of the budget will be released only and 75% of the work should be completed. If there is a variance between the cost and schedule, no more funding will be released until expected budget costs and schedule have made good and are aligned with each other.

Project Budget versus Actual Costs

To monitor and track the budget, data will be inputted into software of budgeted costs so that the planned project budget can be measured against actual costs. If there are variances in costs, the system will visually update to show whether the costs of an item is within or over the budget.

Quality Management Plan

Gilbert (1994) advanced that quality standards can be measured objectively and can validate the team's capacity to meet policy and performance objectives to other stakeholders. One of Mentorship's key deliverables is facilitating instruction for a minimum of 30 sessions. Therefore, quality requirements regarding that key deliverable are as follows:

Quality Standards

- To instruct in conformance with The CSEC syllabus and with Grades I to III proficiency levels as acceptable benchmarks whereby Grade I signifies that learners have an excellent take on knowledge, skills and competencies; Grade II, which demonstrates that learners' have understood knowledge, skills and competencies at a very good level in the content area and Grade III which indicates that learners possess a sufficient understanding of knowledge, concepts, skills and competencies (Caribbean Examination Council, 2022).
- To facilitate instruction in adherence to the national syllabi prescribed by the Ministry of Education, Technological and Vocational Training (Ministry Education System, 2022).

Mentorship's Policy on Quality

The delivery of lessons must be of a high-standard and should prepare students for their journeys toward becoming adult learners. Therefore, mentors should adopt a post-positivist approach to participants' acquisition of knowledge. In other words, mentors should act as guides or facilitators only. Their learning environments should allow students to err and make mistakes, to reflect on their performances so that they become self-aware of where they went wrong and students in turn should be able to express what they would have done differently. The project team stipulates that under the Mentorship Project:

1. Learning should be contextualised
2. There should be opportunities for learners to co-construct their knowledge through social interactions such as group discussions and so on
3. Students should be given opportunities to be autonomous with their learning such as selecting their own problems to solve, projects and tasks to undertake etc.
4. Learning will be self-reflective and that participants will be afforded opportunities to evaluate how their worldviews have shifted
5. Learners will have hands-on and authentic experiences to acquire knowledge
6. Instruction will cater to learners' cognitive information processing
7. Learners will be given opportunities to acquire knowledge, skills and competencies from other sources different to the mentor

Quality Objectives

Mentorship Project seeks to

- Increase participants' problem-solving and critical-thinking skills
- Enhance participants' and key stakeholders satisfaction with the project's performance
- Decrease participants' learning gaps
- Ensure learners become reflective

Quality Tools

Mentorship Project intends on using Check Sheets and a Control Chart to respectively manage and control quality.

Non-Compliancy

Mentors who have agreed to be a part of the project and who are non-compliant will be requested to undergo a needs assessment regarding assessing their gaps in facilitating innovative instruction. The assessment will be carried out with the Instructional Designer team member, Mrs. A. Branker-Baptiste and the mentor's classes will be supervised by the Instructional Designer. On the second occasion after intervention and the mentor fails to meet the necessary requirements, the mentor will undergo a training period with the Instructional Designer. On the third attempt and there are no observed improvements regarding the quality of instruction, a meeting will be initiated with the core project team where the mentor would be asked to respectfully change his status where he would act as an understudy and a substitute would be put in his or her place.

Corrective Actions Procedures

As students learn and in some instances, unlearn and relearn concepts, it is likely that they may not always achieve a score higher than 50% on formative assessments and assignments. In cases like these, mentors and the Instructional Designer are asked to follow the following procedures:

1. If a student fails one assessment, the mentor is asked to have a discussion with the learner in order to underscore the importance of failing being part of the learning process, provide additional strategies and feedback
2. If a student fails more than five assessments, mentors are asked to use additional strategies that would personalise the learning experience. Guidance may be sought from the Instructional Designer to aid in this stage
3. If a student continues to fail after personalised instruction has been provided, this should be brought to the attention of the Instructional Designer who will conduct additional

needs assessments and other tests, with parental consent, to find out the root cause of the problem and make recommendations as necessary

This procedure requires it to be carried out in conjunction with the Time Management Plan so that the necessary steps can be taken in a timely manner.

Quality Metrics and Operational Definitions

Mentorship Project classifies its quality metrics into three categories: Performance, Process and Project metrics.

Performance Metrics

The project requires that

1. The Project Team carries out their duties in an effective and professional manner by finishing tasks by the expected finish date and communicating via the Gantt chart and other required means of communication
2. Mentors will facilitate a minimum of 30 sessions of instruction in accordance with the rules and regulations under the Ministry of Education and C.X.C guidelines using innovative instructional strategies such as problem-based learning 90% of the time and intervention strategies as needed s

Process Metrics

The project requires that deliverables of the project will be realised on time, at least by the expected finish date and within budget

Project Metrics

The Project Team and the necessary stakeholders will use the Project Plan Development to carry out the Management Plans as necessary 90% of the time. Any variations to the plan must be consulted with the Project Manager along with evidence and or an appropriate justification

Manage Quality

The project plans on using structured tools and techniques to ensure and manage quality of the deliverables and the project's process and performance. Firstly, a checklist will be used. If mentors or the Project Team are unable to check 60% of the criteria without valid reasons or justifications, the Project Manager will employ an Ishikawa Diagram to ascertain the cause and effect relationships among the problem or the missing criteria and its impact on pertinent areas of the project such as stakeholder satisfaction, risks, costs and schedule.

Checklist

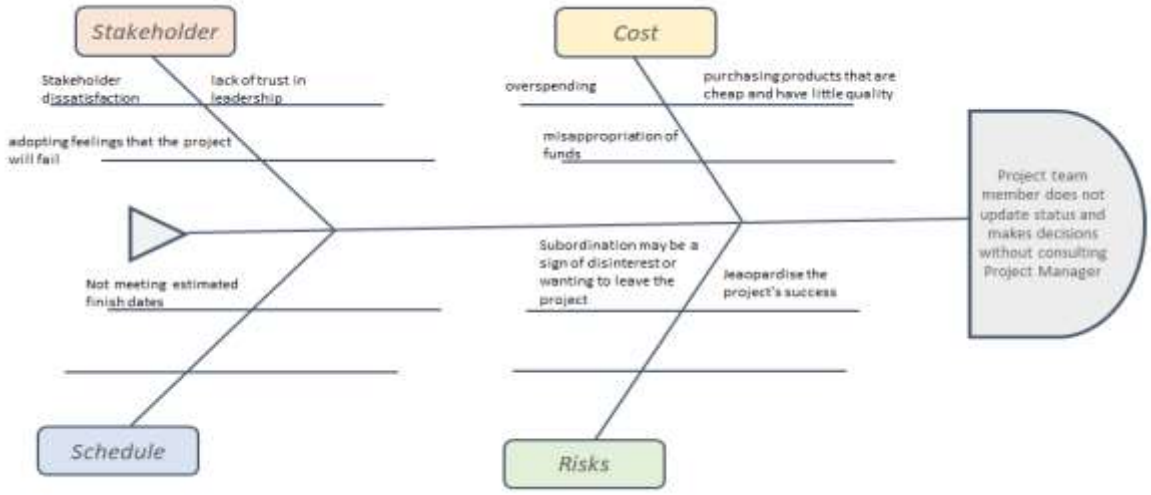
Quality Description	Check	Comments
Mentors		
Communicate objectives of the lesson to students		
Use analogies, graphic and advance organisers		
Present relevant themes and concepts that CXC are likely to test		
Include authentic tasks		

Plan and show evidence of planning by following a lesson plan		
Displays a good knowledge of subject matter		
Integrate technology as necessary		
Use attractive visuals and other resources that are appropriate for the level of ability of students		
Encourage student participation		
Have teacher presence		
Organise the classroom in a meaningful manner		
Have good classroom management		
Have good rapport with participants		
Present information in small chunks at a time		
Allow students to control 90% of the time and only facilitates as necessary		
Inspire peer to peer discussions and other collaborative opportunities		
Provide opportunities for learners to make mistakes and to reflect		

Provide a repository or instructs learners where they can find additional information		
Use a wide range of strategies		
Assess students formatively		
Satisfy stakeholders including the Principal, students and parents 98% of the time		
Follow conditional or what-if situations prescribed in the relevant Management Plans		
Allow learners opportunities to problem-solve		
The Project Team		
Carries out and follows Management Plans 90% of the time		
Carries out their respective project plans within budget and scope		
Ensures that activities are finished by the expected finish dates		
Updates and communicates statuses of activities using the relevant mediums of		

communication such as Gantt chart, email, Earned Value Analysis etc.		
Ensures that any delegated sub-tasks have been carried out to a standard approved by the project's standards		
Sends the Project Manager final approvals to be signed off		
Refrains from making critical decisions without consulting the Project Manager		

The Ishikawa Diagram below is used to show how the Project Manager will find cause and effect relationships of a problem and its impact to other key areas of the project. The example uses a Project Team member who has scored less than satisfactory especially in areas of making critical decisions without consulting the Project Manager and updating the Project Team as it relates to the status of his or her performance. The Ishikawa Diagram is accompanied with a decision making table so that action from the cause and effect diagram can be taken immediately to improve quality.



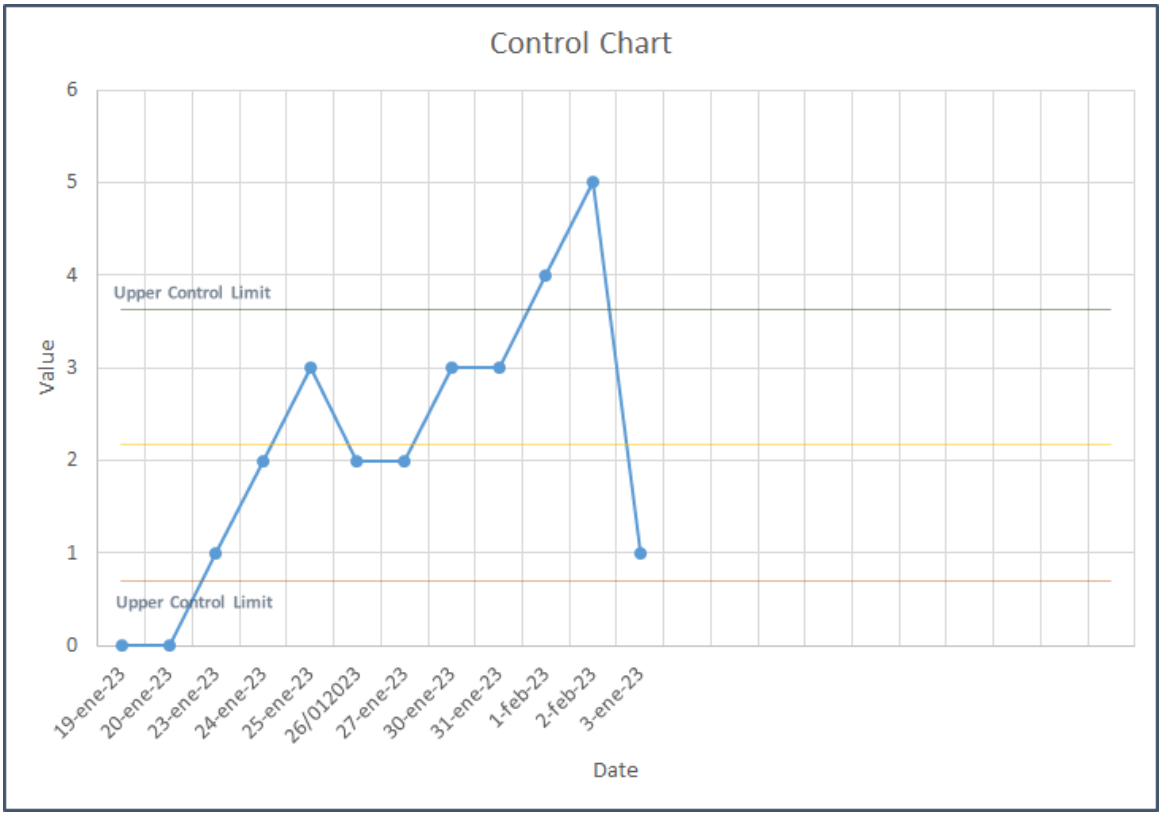
#	Action	Owner	Status
1	the Project manager meets with the Project Team member in question and goes over standard requirement documents	*Project Manager*	Complete
2	Engage Project Team member in decision making process so that he or she feels like part of the team and has ownership and can take accountability for actions	*Project Manager*	In Progress
3	Monitor project team member's processes closely	*Project Manager*	In Progress
4	Approve for auditing	*Project Manager*	Not Started

Quality Control

Two techniques will be used to assist in quality control. Firstly, Communication Specialist and Evaluator, Ms. Celia Neufville will audit the project. Project audits should take place throughout the project's life cycle. Meredith and Mantel (2012) recommended optimal times for project evaluations in the initiation phase whereby the researchers advanced that it is of significant value if the project is evaluated at approximately 25% completion into its planning phase; at the Schedule Budget and Implementation phase as these phases would show whether there has been conformance with Standards and customer satisfaction respectively; and lastly,

the Close Phase as this would be beneficial to future projects and lessons learned could be compiled (Meredith & Mantel, 2012).

Moreover, a second method that the Communication Specialist and Evaluator, governed by the Project Manager could use is a Control Chart. A control chart is a line chart which would allow the Project Team member to keep measurements of processing using standard deviations and visual representation. Once the process for average measurements has deviated, the Evaluator can take any necessary and suitable action she feels fit to get the process on track and improve on the project's process. The chart below is a Control Chart that the Communications Specialist must use. The graph below depicts a Quality Control Chart that could be used.



Risk Management Plan Inputs

Hopkin (2018) underscored the importance of being proactive regarding risk management by using the historical events of the world financial crisis as a prime example. After that period, Hopkin (2018) stated that stakeholders are no longer accepting being placed in vulnerable situations of financial loss and severe disruption of normal work processes. In turn, they expect that a greater level of interest toward risks, mitigating risks or finding viable solutions to respond to risk so that normal work processes can proceed and taking advantage of benefits will occur within organisations and projects.

Risk Identification

Sources of Risks

Source Description	Probability	Range of Possible Outcomes	Expected Timing	Anticipated Frequency
Inaccurate cost estimates due to unreliability of forecasting techniques	45%	-Project may require more funding than what was originally anticipated -Stakeholders may lose trust in the Project Team if the reason for poor estimates is unjustifiable	7th October when purchase orders have been approved	Medium
A Project Team member and or another key stakeholder leaving the project	58%	-Loss of tacit knowledge -Disruption of the work process -Loss of time to find a skilled worker and the possibility of having to train the new personnel	Any time after project's approval	Medium

Scope omissions and misunderstandings	55%	-Individuals may interpret the scope in a way other than was intended; There would be lack of unity of ideas and members will perform tasks differently	After scope has been modified and approved	Medium
Participants' inability to meet project's goal	59%	-Stakeholders would have low perceptions of the Project Team -Stakeholders would be sceptical to invest in future projects	At the Assess and Evaluate Phase	Medium
Poor schedule estimates due to unreliability of estimating time inaccuracies	25%	-Inability to deliver project deliverables on time	At the Initiate Phase	Low

Potential of Risk Events

The following have been considered as risk events for their significant and negative outcome toward the project:

- Theft
- A similar project pitch from an external source
- An epidemic or a pandemic
- Natural disasters such as hurricanes, tropical storms or floods and
- Fires

Risk Symptoms

Some of the potential early triggers that can convert into risks are listed in the table that follows:

Risks	Symptoms
Inaccurate cost estimates due to unreliability of forecasting techniques	-Difficulty expressing or justifying estimates and other pertinent information such as levels of accuracy
Scope omissions and misunderstandings	Failing to perform duties as expected Exhibiting frustration and or constantly disagreeing on project's scope Inability to follow requirements
Project team and other key stakeholders leaving the project	Possessing a nonchalant or indifferent attitude toward project's process Becoming less interested – not sharing ideas or investing as much interest as previous
Poor schedule estimates due to unreliability of estimating time inaccuracies	Failure to start or finish activities on time

Risk Quantification

In order to quantify risks, the Project Manager has incorporated data from Cost Estimates to ascertain the impact of potential risks on costs so that a decision can be made as to whether it

would be more feasible to put measures in place to mitigate the identified risks. To do this, a Decision Tree was employed for its ability to determine the cost of risks and their potential paths using a divergent method. It is important to note that this analysis has been done as a preliminary process through brainstorming with the Project Team as an input to the Risk Management Plan but will be finalised with a Risk Expert for reliability purposes. The diagram below depicts the decision making process as it relates to the risk of losing a Project Team member. The chart shows that there is a 58% chance that this risk could occur; if it is left untreated, the project will need an additional cost of $785.00. On the other hand, if the risk is mitigated, it could result in saving $568.00.

Applying the tree to other identified risks and risk events, a decision was made by the Project Manager and the Project Team through the process of voting to pursue a certain selection of opportunities and threats and ignore and accept others. These can be previewed below:

Threats to Respond to

1. A Project Team member or another key stakeholder opting to leave the project
2. Scope omissions and misunderstandings
3. An epidemic or a pandemic

Risk Response Development

In order to respond to each of the mentioned threats, a risk response strategy has been put in place.

Risk	**Risk Response**
A Project Team member or another key stakeholder opts to leave the project	Mitigation – this risk can be mitigated if it is controlled by analysing employee motivation and other intrinsic and extrinsic factors
Scope omissions and misunderstandings	Mitigation – this risk can be mitigated if it is controlled by analysing employee motivation
An epidemic or pandemic	Avoidance – time allowances and non-working time on a different platform

Risk Management Plan

To manage risks, a systematic process will be used. Firstly, the sources of risks will be identified which would include probability, range of outcome and frequency. As it relates to Mentorship Project, the following risks have been sourced: Inaccurate cost estimates; Project Team member or stakeholder turnover; Scope omissions and misunderstandings; Poor schedule estimates and Participants' inability to meet project's goal. It was realised that potential risk events that could occur that would threaten the project would be fires; natural disasters, an

epidemic or pandemic and so on. In order to be better able to identify risks from the onset, the Project Team has been given some key guidelines of symptoms or triggers which are not exhaustive. These are specific to the risk identified but may include defiant or nonchalant attitude, failing to meet start or finish activities on time and constant disagreeing on the project's scope to name a few. In addition to this procedure, risks were quantified to find out decisions that could be made as it relates to costs. Quantification of risks was done using a decision tree where the different paths were explored and its monetary value to determine whether it would be more beneficial to treat a risk. This process led to the Project Manager determining which threats needed to be responded to through a risk response decision.

For such a detailed process to be realised effectively, whilst the Project Manager will be in charge of managing the Risk Management Plan, it is important to note that it will be a collective effort and shared responsibility among the other Project Team members so that accountability can be established. Initial identification and quantification outputs will be documented but will be updated on a regular basis due to the ad hoc nature or risks and as new information comes to the different types of environment that surround Mentorship which include political, social, cultural, economic and so on. Contingency plans will be developed during meetings and will be finalised with a vote. They will be implemented when and if the likelihood of threats become a reality. Reserves have been specifically allocated in the Cost Management Plan and will help transition this process.

Contingency Plans

Risk 1: A Project Team member or another key stakeholder opts to leave the project. This risk may be mitigated by implementing the following contingency plan:

- Conducting regular meetings for sharing information and knowledge and to give team members recognition
- Placing a Deputy or an assistant in place to work along with Project Team members
- Requesting that work processes be documented
- Including a clause that disallows Project Team members to undertake any work practices in a project of a similar nature and returning all materials especially data storage devices owned by the project

Risk 2: Scope omissions and misunderstandings

This risk may be mitigated by implementing the following contingency plan:

- Having Project Team members initial every clause of the Scope Management Plan to ensure they understand the project's scope
- Conducting regular meetings to discuss policy information, progress reports and reviews
- Enforcing minutes be made at meetings for recording keeping of agreements

Risk 3: An epidemic or pandemic which results in school closures. This risk may be avoided by implementing the following:

- Using a learning management system to facilitate sessions via online web conferences
- Encouraging a synchronous and independent learning

Risk Control

Hopkin (2018) advised of projects and organisations becoming too concerned with controlling risks as it could suppress internal processes and operating of activities. Therefore, bearing this in mind, in order to implement a contingency plan, the Project Team must have

evidence that an identified risk is threatening the project. After discussions, the contingency plan must come into immediate effect only when the Project Manager gives her final sign off. All the necessary areas of the project, such as costs as it relates to reserves and so on must work simultaneously to take the necessary action to respond to the risk accordingly.

Human Resource Management

Dessler (2017) described human resource management as the process of carrying out specific management functions that relate specifically to staffing and personnel management which include but is not limited to, training, appraising and compensating employees among others. Mentorship Project seeks to provide a plan for this aspect of the project so as to avoid human resource mistakes and to improve profits and performance (Dessler, 2017). The proposed Human Resource Plan will speak to organisational planning, staff acquisition and team development. It is important to note the importance of Human Resources as an integral part of the functioning of a project as human performance, if not managed properly, can result in a risk and can impact productivity, morale and work processes to name a few.

Organisational Planning

Roles and Responsibilities

Stakeholder	Roles and Responsibilities
Alafia Branker-Baptiste	**Instructional designer** – oversees and manages lesson plans, ensuring that instruction is innovative and designed effectively. Liaises with facilitators to ensure the objectives are being met. Also in charge of carrying out needs assessments
Celia Neufville	**Evaluator & Communication Specialist** – monitors and evaluates the success of the project. The evaluator is also responsible for foreseeing the functionality of processes and reporting any issues to the Project Manager as well as bridging internal communication to the Project team and vice versa
Shernell Gill	**Financial Manager** – ensures documents are prepared in project planning such as purchase orders and that expenditure is kept within the budget

Malissa Bovell	**Organiser** – oversees timetable schedules, room allocations and ensures that there are no clashes
Sasha Griffith	**Project Manager** – responsible for identifying and resolving project risks and approving and giving the final sign off on deliverables

Staffing Management Plan

To recruit Project Team members, the Project will be launched within a professional environment whereby potential Project Team members can sign up to be a part of the project. After showing interest, members will be interviewed to discuss and determine their benefits, whether they possess the necessary skills, knowledge, competencies and attitudes that are aligned to the Project and Mariville School by extension.

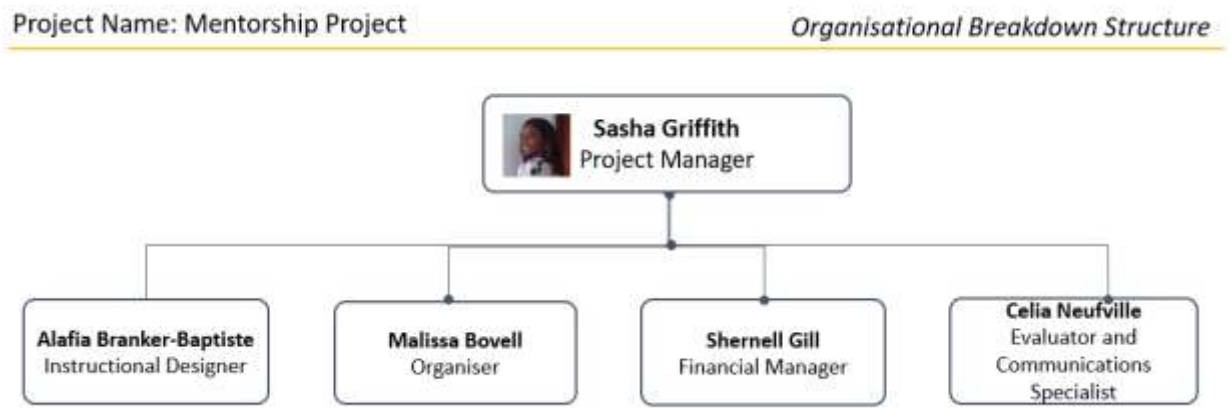
Release Information

Once Project Team members have fulfilled their duties, they are no longer expected to fulfill their time nor commitment to the project even if the project has not yet come to a close. On the other hand, they will leave with a referral letter, considering that their job appraisals showed evidence of good workmanship, productivity, leadership and comradery skills and shared unique and innovative ideas that were useful to making the project a success.

Organisational Chart

The project's organisational chart has a flat chart structure. This structure is deliberate so that decision making, team member empowerment and a faster flow of communication and ideas

could materialise. The chart below is a visual representation of the organisational chart for Mentorship Project.



Staff Acquisition

Project Team Directory

Team Member	**Status**	**Email Address**
Sasha Griffith – Project Manager	Full-time	Sasha.griffith@my.open.uwi.edu
Alafia Branker-Baptiste – Instructional designer	Full-time	Alafia.brankerbaptiste@my.open.uwi.edu
Malissa Bovell - Organiser	Part-time	Malissa.bovell@my.open.uwi.edu
Shernell Gill – Financial Manager	Full-time	Shernell.gill@my.open.uwi.edu

Celia Neufville – Communications Specialist and Evaluator	Full-time	Celia.neufville@my.open.uwi.edu

Team Development Activities

In order to strengthen relationships, promote a collegiality culture and foster synergy within the project, there are a proposed of numerous activities:

Team Building Activities

- Sharing a highlight of the week
- Complimenting a team member's work
- Brainstorming and voting activities where different members take lead
- Sharing a useful resource, tool or instrument
- Recreating a template in teams for improvement purposes and voting

Reward and Recognition Systems

- Project Team Member of the Month Award
- Certificates
- Special luncheons

It is expected that these activities will boost team members' morale, behaviour and improve performance.

Communications Planning

Communication planning is the planned use to communicate so that project and programme goals can be achieved through the successful and effective passing of information and knowledge (Middleton, 1980). In addition to Middleton's (1980) perspective, lies the idea that planning for communication improves relationships among members and ensures transparency. The Communications Plan will be overseen by Communication Specialist and Evaluator, Ms. Celia Neufville and there will be a general downward flow of communication.

Communication Management Plan

Methods Used to Collect Data:

Project Information

Project data will be collected through formal instruments prescribed by the Project Manager. These will include templates, questionnaire protocols, checklists etc. In cases where instruments such as the Needs Assessment questionnaire will be designed from the expertise of the Instructional Designer, the data instrument must be shared with the Project Manager before administration of the tool.

Miscellaneous Information

Miscellaneous data, once relevant to the project's activities may be collected using any other data collecting instruments once they have been approved by the Communication Specialist or the Project Manager.

Storing Methods

The Project Team members are collectively expected to store electronic data collected through an online repository such as a cloud saving website such as Google Docs.

Procedures

Project Team members are required to use Gantt chart software in order to determine their start and finish dates of activities that fall under their duties. They will also communicate via email and use the Google Documents to collect and store templates accordingly. Members are requested to check the other Google Docs so that they can stay abreast on other and key areas of the project that make be aligned with their section. If information entered on a project document is incorrect and needs to be altered, it must be brought to the attention of the Project Manager through an email titled ‘Amendments’.

Distribution Structure

All team members will be involved in communicating or updating statuses and writing reports. Reports should be written formally and using standard English. For professional reports such as the Needs Assessment and the Evaluation Report, it is expected that these will be written in accordance with their respective governing professional and international bodies. Reports should refrain from using technical language and should be written in a way that others including stakeholders can understand.

Updates

At meetings, Project Team members should assist in sharing any problems they have realised in the communication process and any ideas that would improve the process.

Information Distribution

It is important to consider that along with project documents and templates, other project information may need to be created and sometimes spontaneously. All memos, correspondence and other project documents must be sent to the Communication Specialist and the Project Manager beforehand, if possible and a record saved to the online repository.

Performance Reporting

Performance reports, especially those required by the Instructional Designer, Financial Manager and Communications Specialist and Evaluator, must include an executive summary, a conclusion, table of contents along with page numbers. Titles and heading should be used for easy following and readability. Moreover, where possible, the use of charts can be included to summarise data into a presentable and consumable manner. It would also be a necessity to include methodology where relevant and the protocols used to ensure assent, anonymity and so on. Lastly, these reports should include actionable recommendations so that the Project Manager or the stakeholders can take action based on findings.

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Appendix

Table 1 - the Project Manager's self-assessment of the Project Plan development

	Project Scoring Guide Scoring Guide (55% of Total Course Grade)				
	5= Sophisticated demonstration of skills 4= Above average demonstration of skills 3= Average/ Expected demonstration of skills 2= Somewhat naïve or limited demonstration of skills 1= Show no demonstration of skills 0= No submission				
Requirement	Score (Out of 5)	Weight	Points	Maximum points allowed	Comments
Project Charter - 5%					
Project Statement	4.7	0.1	0.94	0.5	A Project Statement is written that clearly informs readers of the problem and its impact on the school's strategy etc.
Details- scope, timelines, risk, stakeholders, etc.	4.8	0.4	0.96	2	The project charter defines the details as necessary
Completeness of the charter	4.2	0.2	0.84	1	There are signatures of all the project team to complete the charter, a scope and all other relevant information

Effectiveness and Craftsmanship	3.9	0.3	0.78	1.5	
Assignment 1 Total			3.52	5	
Scope Management Plan- 10%					
Detailed WBS including numbering and leveling (at least 3 levels)	4.3	0.5	0.86	2.5	Some instances of skill and knowledge of WBS were noted. However, there are a few areas that could have been improved such as the four leveling and beyond
Completeness of WBS towards the project scope	4.6	0.3	0.92	1.5	To close off the WBS, control scope and other sub-topics were well espoused
Supporting information for plan (inputs for scope management, assumptions, etc.)	5	0.6	1	3	Very detailed. There were well-written justifications for use of inputs that showed the Project Manager's understanding of the purpose of the particular input to other key areas such as scheduling, costs etc. Overall, there was good evidence of procedural and conceptual knowledge of the process of developing the

					Scope Management Plan
Effectiveness and Craftsmanship	3.4	0.6	0.68	3	Project could have been more concise, tables could have been better referenced as well
Total for Scope Plan			6.9	10	
FINAL SCORE			10.42	15	

Table 1 depicts the Project Manager's self-assessment of the Project Plan development

Table 2 - the Project Manager's self-assessment of the Project Time Management Plan

	Project Scoring Guide Scoring Guide (55% of Total Course Grade)				
	5= Sophisticated demonstration of skills 4= Above average demonstration of skills 3= Average/ Expected demonstration of skills 2= Somewhat naïve or limited demonstration of skills 1= Show no demonstration of skills 0= No submission				
Requirement	Score (Out of 5)	Weight	Points	Maximum points allowed	Comments
Time Management Plan - 15%					
PDM Diagram (using the WBS leaves)	4.8	0.8	0.96	4	Much improvement was noted in other sections to create the PDM chart such as the WBS. There were logical relationships and good organisation of tasks as well
Gantt Chart using software	2.6	0.6	0.52	3	There is an opportunity of improvement here. The selection of only looking at work packages might not

					have been the right selection for the project type
Supporting information for plan (critical path, lag and lead time, contingencies, etc.)	4.8	0.6	0.96	3	Very detailed and the author shows conceptual and procedural knowledge of concepts in tables shown and more importantly in the explanation
Effectiveness and Craftsmanship	3.7	1	0.74	5	Improvement in the colour scheme has been noted
Total for Time Plan			9.54	15	

Table 2 displays the Project Manager's self-assessment of the Project Time Management Plan