



Project Management Training & Certification

The Hampton Group, Inc. www.4pm.com 303.756.4247

103 Managing Cross-functional Projects

Classroom Delivery

Our in-person classes focus on proven, practical project management techniques and hands-on practice applying them. After a lecture and discussion of techniques, the participants apply what they have learned to project case studies that which include using MS Project software. They receive coaching and feedback on their work.

Learning Objectives

We designed this case-study course for experienced PMs who want to learn advanced techniques for planning, estimating, scheduling and

tracking larger, complex projects with multiple stakeholders.

Requirements

This 3-day course requires participants to complete textbook reading, listen to lectures, view movies of project managers in action, 14 case study assignments, and a final exam.

Credits

The American Council on Education (ACE) has recommended this course for 2.0 graduate school credits, and the Project Management Institute (PMI) has awarded it 60 PDUs.

Course Modules

Strategic assessment & stakeholder management

Your participants engage in a lecture/discussion where they learn the techniques for assessing project situations in terms of the stakeholders' hot button issues and constraints in the business situation. Then they apply what they have learned by watching a movie of a project manager meeting with stakeholders and assessing what the PM did right and wrong.

High-level project planning

They participate in a lecture/discussion where they master advanced techniques for transforming stakeholder wants into a cohesive project plan. They then apply these same techniques to their first project case study, which involves multiple stakeholders and conflicting objectives. Participants assess the project situation and receive instructor feedback on their work. Next, the class will meet these stakeholders (role-played by the instructor) and negotiate the business outcome the project should deliver. They receive feedback on their techniques and on the scope and achievement network they develop based on this meeting.



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Project charter

Your participants engage in a lecture/discussion where they learn about accountability, authority and change control. They then apply those techniques to the project case study and negotiate the scope while resolving the conflicts between the stakeholders. Based on the information they gain, they write a charter with resource requirements, authority and accountability recommendations. They also recommend a change control procedure for the project and receive instructor feedback on their work.

Estimating

Your participants take part in a lecture/discussion where they learn three estimating techniques for duration and budget. They then apply what they have learned to the second project case study and develop "order of magnitude" estimates for the president of the company. They submit their work to the instructor for feedback and coaching.

Building dynamic project schedules with work estimates

Participants engage in a lecture/discussion where they learn to build dynamic project schedules in MS Project software using resource driven scheduling with work estimates and resource capacities. Then they apply these techniques to the second project case study and build a dynamic model of the project schedule, budget and resource allocation. They receive instructor feedback on their work.

Modeling trade-offs between scope, cost and duration

They participate in a lecture/discussion where they learn the techniques for developing and presenting alternative project outcomes to executives. They apply those techniques to the MS Project® schedule and budget they developed in the previous assignment and submit their work to the instructor. As well, they make a short presentation of the quantified tradeoffs.

Risk Management

Participants participate in a lecture/discussion where they learn practical techniques for analyzing project risks and crafting responses to reduce or eliminate their impact on the project. Then they apply these techniques to the second project case study. They identify and quantify the risks the project faces, using a bit of statistics we teach them. They receive instructor feedback on their work risk management plan.

Work estimating and crafting team member assignments

The instructor leads a discussion of techniques for estimating with project team members, using a work package template. Then the participants apply the ideas to an assignment with a team member in their second project case study. They submit their completed work package with requirements to the instructor for feedback and coaching.



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Approval presentation

Participants take part in a lecture/discussion and then use the estimates, trade-offs and risk information from the preceding three assignments in a project presentation. They must cope with a situation where their cost and duration exceed the sponsor's expectation. They present the trade-offs and options using the techniques covered and receive feedback and coaching from the instructor.

Team development & performance problems

They participate in a lecture/discussion where they learn techniques for effectively coping with team member performance problems and variance to the plan. They then apply what they have learned by watching and critiquing a movie of a project manager dealing with a team member who has performance problems.

Tracking, problems and solutions

Participants engage in a lecture/discussion where they learn advanced techniques for identifying and solving project problems, as well as accurately forecasting completion dates and costs. They also learn techniques for making effective status reports. Then they apply what they have learned by watching a movie of a status report and identifying the good and bad elements of the project manager's performance in delivering a status report to an audience of project stakeholders. Last, participants will track actual results and change requests on the third and most complex project case study. They manage this project through two cycles of status reports and change requests. Then, they use earned value and variance techniques. Last, they present a status report and answer questions in a simulated meeting.