



Course Title: Project Management Skills for Non-Project Managers

Course Length: 1 day, in-person

Time in Class per day (hours): 8 hours of in-person instruction

Delivery Options: Company site or at provider

Class Size: Minimum 10 / Maximum 20

Price Per Student: \$360.00

Location: Wayne County *or* Oakland County *or* Company Site

Course Description:

Although you are not formally employed as a project manager, you may occasionally be called on to lead a small- to medium-sized project for your company. In this course, you will strategically plan a project so that you can achieve the desired results on time and on budget. You will identify its requirements and the resources you have to work with, monitor the project's progress, and mitigate the related obstacles so that you can lead a team in bringing the project to a successful completion. This course will give you the basics on the project management process and the tools needed to manage small- to medium-size projects.

Who Should Attend?

This course is intended for a wide range of managers and staff members who need to successfully manage small- to medium-sized projects.

Course Learning Objectives:

- Plan the project and its parameters, including its scope, requirements, resources, and constraints.
- Implement the project plan, which includes putting the work of the project in motion and delegating tasks, and then monitoring the progress of the project and managing changes as they arise.

Areas Covered:

- Strategy
- Leadership: Influence, Facilitation, Empathy
- Communication: Techniques, Active Listening
- Problem Solving: Technology, Customer, Collaboration
- Project Management for the non-Project Manager



Supplemental Exercises:

Exercise #1, 30 Minutes

Project Scenario:

We are a small manufacturer of consumer goods looking to add revenue and have decided to sell our products on the Internet. We currently sell through brick and mortar retailers. Our project is to create and launch an eCommerce website.

Instructor Directions:

- Divide class into two teams.
- Give students 15 minutes to Brainstorm and document in MS Word the Major deliverables of this project. Direct students to not listen in on the other group's discussions.
- After 15 minutes, the instructor will display both lists on either the board or on screen for comparison.
- Discuss differences.

What's the Point?:

Hopefully there will be a couple decent differences between the two deliverable lists.

- Discuss with students how accurate Scope definition is critical to project success and how dangerous scope assumptions are.
- Discuss how different stakeholders will have differing expectations from the project and that successful Project Managers need to balance those differing expectations.
- Did either team define technical requirements such as a SQL server for storing inventory, orders or a web server to host the site? Did either team discuss bringing in the Marketing team to discuss advertising strategies? Discuss how cross-functional workshops might have helped understand internal deliverables and requirements.

Exercise #2, 30 Minutes

Project Scenario:

We have been given one day to paint our living room.

Instructor Directions:

- Give the students these completely vague directions and ask them all to estimate how long it will take them and one other person to paint a living room. Have each student give an estimate in hours and calculate the average.



- Now provide students with the following details:
 - The room measures 25' X 25'
 - The room is currently filled with 20 priceless antique furniture items that CANNOT get any paint on them.
 - The room has 15' ceilings.
 - The person assisting you has no experience painting and is both sloppy and lazy.
 - It is July, 95 degrees and humid and the AC is broken.
- Instruct all students to create a simple Excel Spreadsheet with two columns. Column one will be activities and column two will be labor hours. Give students 15 minutes to define all of the activities they now think will need to take place and estimate labor hours for each activity.
- Have each student use the Autosum feature in Excel to calculate the number of labor hours.
- Recalculate the class average labor hours estimate.

What's the Point?:

People tend to estimate durations optimistically. Without knowing all of the details, any Project time estimate is just about worthless. Did we consider dependencies? Lags? Can we get this done in a day? If not, what should a PM do about it? Ask students if they have ever seen a Project deadline created without full knowledge of project details and what affect it had.

Exercise #3, 30 Minutes

Project Scenario:

Consider the scenario for Exercise #1

Instructor Directions:

- Ensure all students have a copy of Simplified Risk Register.xls.
- Explain functionality of register.
- Give students 15 minutes to individually identify risks, rate their impact and probability and to plan a risk response for any risks that require one.
- After 15 minutes of individual work, have students give their examples, ratings, responses etc. and discuss differences/similarities.

What's The Point?:

Understanding basics of Risk Management and why PMs do it. Discuss how risk management is a proactive approach towards Project uncertainty as opposed to reactive.



Exercise #4, 30 Minutes

- Give students 10 minutes to create a word document of the 5-10 things that typically go wrong on projects in their organizations.
- Give students additional 10 minutes to document the things that could be done to prevent these occurrences in the future.
- Take 10 minutes to discuss any interesting examples students want to discuss.

What's the Point?:

- Why don't organizations learn from their mistakes?
- Value of Lessons Learned DBs and policies enforcing their use.

Instructor can deliver a brief post-class assessment, if desired.

MAGMA short courses are held on a rolling basis, based on industry demand. Please complete this [short form](#) to express interest for yourself, or your organization.