

Teacher's guide

This digital eLearning module about Project Management is part of the collaboration between PMIEF and JA Europe.

This instructional document is aimed for teachers and/or volunteers that offer this eLearning to their students. The eLearning module is made for ages 15-18 years old. However, there are no obstacles to using the material in other years. During five sections, students get to know more about project management skills and how to apply these during their own entrepreneurial skills:

Chapter 1: Introduction to Project Management

Chapter 2: Initiating the Project

Chapter 3: Planning the Project

Chapter 4: Executing, Monitoring and Controlling

Chapter 5: Closing the Project

Students gain knowledge about the different phases of project management, how to bring a project from start to finish, the different templates and tools you can use during the run-time of the project and how to collaborate in a democratic and fair way during the project.

The student can work with the digital module individually or together with others in the class. The module is intended to be used as an introduction to Project Management, so that the students get an overview of what Project Management is about and have new tools in their toolbox for future reference.

Timing combinations:

Chapter 1, 2 and 3 are longer than 4 and 5. The following schedule would work best:

Chapter	Lesson day	Time needed
1	Day 1	15 min.
1	Day 2	15 min.
2	Day 3	15 min.
3	Day 4	15 min.
4+5	Day 5	15 min.

Chapter 1: Introduction to Project Management

In the chapter "Introduction to Project Management" students get a closer look at what project management is about and how to learn more about the different phases in a project.

Tips before you start:

Introduce the exercise by reasoning with the students about what projects they have been a part of. Write them on the board. Everything from organizing a birthday party, a school project or other subjects that pop-up. By doing this, you start helping the students to think about their Project Management abilities that they themselves have not previously seen as important in school and professional contexts.

Keep in mind that subjects such as Project Management are quite broad and for some completely unknown.

Meet the team

The complete eLearning module is made through the storyline of the student entrepreneurs Emma, Gabby, Sal and Leon. They are starting a company together that helps elderly people with their groceries. Each chapter starts with their story to give context to the Project Management tools they're using and the phases they're in.

Activity 1: What is a project?

The section begins with a multiple choice question.

At school and in our free time, we use different Project Management tools, often without thinking about it. Several of these can be important to highlight in the students, many may not even know that they have used these tools.

Being good at organizing can sometimes show up in your private life but may not be visible in the classroom. Being good at organizing may show up before a party but never reaches the teacher's eyes.

The purpose of the multiple choice question is to highlight this realisation and show that everyone has experienced Project Management in some form, and that these skills sometimes show up in situations the students have not previously thought of. This is an individual task. If there are several students, they can do it a few at a time and then discuss in the classroom.

Activity 2: Key Roles in Project Management

Emma explains the different roles within a team. Your students will have to read the sentences and connect the right name with the correct sentence. There's enough clues in the text for them to figure it out fast!

<< End of Day 1 >>

Activity 3: Project Management Processes

In this activity Leon explains the different project management processes they will go through. Step by step you'll go through the five consecutive processes.

Your students need to read well, because they'll need the answers to figure out the activity below. To solve the puzzle, rearrange the pictures by dragging them in the right order.

Extra activity to engage the students; ask the question 'What process would you find the most difficult and why?'. Have a short discussion with the class and see the different answers from the students and point out it's positive to have different preferences in your team. This way you'll have a motivated team member in every Project Management Process.

Activity 4: The Triple Constraints

Sal will explain that you need to take scope, budget and time into consideration during every project. If one element changes, it will influence the other.

Let your students read the different 'changes' and let them discuss what kind of constraint this is.

<< End of Day 2 >>

Chapter 2: Initiating the Project

In the chapter "Initiating the project", we get to know the group of students better. They'll be guiding us through the different phases of the initiation process.

The Initiating Process

Leon explains the three goals of Project Management. He then goes on to explain some basic questions to define the project better.

Define the project: Basic Questions

You're starting off with some basic questions around 'Why?', 'Who?', 'What?', 'When?', 'Where?', 'How?'. This will help them understand more about the business that the example students are starting.

Activity 5: Defining the Project

In the activity they need to read each sentence carefully and think about if they can connect it to the one-worded question above. If you need to help them, ask the following question: 'If you read the sentence out loud, it's an answer to a specific question. Which of the above mentioned questions would you pick?'

Activity 6: Defining Stakeholders

The students then go on to learn more about identifying the stakeholders. There is an activity in which some spaces are left blank. It's up to your students to understand what role fits who. The names in Gabby's story above are mentioning all the answers. Your students will need to drag the right name in the right column. The email addresses are most easy to do, once you have all the names, just match it to the names.

Creating a Project Charter

Leon explains to the students what a Project Charter is and what you'll use it for. There is no activity connected to this explanation. There is a possibility to start a conversation around the use of this Project Charter.

Ask your students: Why is it important to create a Project Charter?

Some answers could be:

- To create clarity within the project why you're doing the project
- To make sure what big points of progress are
- To understand what assumptions there are in this project (what bias!)
- What constraints there could be before starting and if everyone is on board when does constraints arise.

<< End of Day 3 >>

Chapter 3: Planning the Project

The purpose of the chapter is to understand more about planning within Project Management and breaking it down into the following actions:

- Break down the work into activities
- Determine the order of priority of activities
- Estimate the time needed per activity
- Assign roles and responsibilities

Planning when and how to monitor and control the project

Your students will learn more about different tools to assist this Planning process. Emma explains what the Planning Process is all about.

Building a Project Schedule

Gabby breaks down all the steps to create a fitting schedule for the team. Especially the differences between a dependent and independent activity.

Activity 7: Work Breakdown Structure

They'll be filling in the gaps in the Work Breakdown Structure template to understand how the team from Grocerido have filled it in. Drag the right images into the right 'drop-zone'. Use the text to understand what the build-up of the process looks like.

Assigning Roles & Responsibilities

They follow up this exercise by looking at the Responsibility Assignment Matrix to understand that each member of the start-up has their own responsibilities.

Planning when, what and how you will communicate

Emma explains that all the team members and stakeholders will need to be updated during the run of the project. When you scroll down, you'll be able to see what agreements they have made about this.

Ask the students what other agreements they could make within the group to keep the team members and the stakeholders pleased.

Activity 8: Planning for Risk

We'll be finishing off with a Risk Assessment Matrix of the product. Here the students need to understand what 'constraint' is being put at risk if the proposed incident occurs. Let them discuss what every subject could be. Is it 'resources', 'timing', 'scope' or 'quality'? Or could it be a combination?

These activities can be done individually by the student or together with others. Are you short on time? Feel free to divide the class in groups and let each student finish a different activity. Discuss with the students and let them ask questions to each other to understand what they have learned about the Planning process.

<< End of Day 4 >>

Chapter 4: Executing, Monitoring and Controlling

Time to start executing! The students have been working up to this to get moving fast now. The project plan will serve as their guide in this chapter.

Planning when and how to monitor and control the process

Gabby explains to the students what the different puzzle pieces inside the project plan are; budget, risks, scope, milestones, documentation and communication. It will all come together now.

Activity 9: Using Project Management Tools

Gabby explains their number one project management tool; Trello. It helps them stay on track with all the activities that they need to complete in this phase.

Help the students set up an account if they haven't already. They can do this by making a profile at [Trello.com](https://trello.com). They'll then go on by making their first project board. They will add the different columns; status report, to do, doing, on hold, done, next week, backlog.

They can even pick their preferred background image to make it look better!

Activity 10: Create a Status Report

Every week the team from Grocerido makes a Status Report that all stakeholders can take a look at. This way everyone involved knows exactly where the project is going to go.

Help the students set up their own Status Report. They can mostly type over the different segments from the image. They can make the image bigger by clicking on it.

Ask the students: What could be changed to this Status Report to make the project go less positive?

Chapter 5: Closing the Project

Time to close off the project! The team has worked hard to work towards the launch events they were dreaming off and succeeded.

“WE DID IT!”

The team tells the students that they are now ready for the Closing Process. This is a phase that often gets overlooked during projects. It's important to stand still at the achievements and/or lessons you have learned!

The Closing Process

Emma explains all the different elements within the Closing Process.

For example; a closing presentation needs to be created for all the stakeholders, collect and store all project-related documentation and put this inside a project portfolio to showcase, signing-off on the project to verify its completion and creating a 'lessons learned' document with the completion of a self- and peer assessment session.

Self- and Peer Assessment

Leon explains how their peer assessment session went. He showcases an example of how you could conduct such a session. Quite simple, by grabbing a post-it and explaining your current strongest impression of that person. You also add what this person could do differently next time.

Ask the students: do you like doing peer assessment sessions and/or giving feedback? Why or why not?

Activity 11: Find the words

As a final activity within this eLearning, the students can test their knowledge of the key terms within Project Management. Find all the words and you have completed all the chapters!

<< End of Day 5 >>

Additional activity: Meet a Project Manager

Young Entrepreneurship has for over 30 years worked together with schools to make young people believe in their own entrepreneurial abilities. We are convinced that contact with working life and business is important for orienting oneself in society.

Making a study visit to a project manager is a great way to learn more. The study visit together with the teaching aid should give young people the opportunity to open their eyes to the achievements behind what many take for granted, for example what it takes to be a Project Manager.

Your role as an educator is to be responsible for the class and take care of the teaching before and after the study visit. The role of the Project Manager is to welcome the students "behind the scenes" and give the Project Manager a face.

The purpose of the study visit is for the young people to meet a Project Manager in working life. The goal is for them to leave the meeting with an understanding of what it means to be a Project Manager. And, that they realize that they themselves have the qualities and opportunities to become one.