

PROJECT MANAGEMENT PLAN

for the

US Army Corps of Engineers PMBP Curriculum/Culture Initiative

21 September 2001



Final Draft Pending Approval

PROJECT MANAGEMENT PLAN ACCEPTANCE FORM

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LIST OF ACRONYMS

AIS	Automated Information System(s)
BP	Business Process
CBP	Corporate Business Process
CD	Compact Disk or Curriculum Development
CEFMS	Corps of Engineers Financial Management System
CIP	Communications & Implementation Plan
ER	Engineer Regulation
GSA	General Services Administration
HQ	Headquarters
IPR	In-Progress Review
P2	Corporate Project Management Automated Information System
P3e	Primavera™ Project Planner for the Enterprise
PDSC	USACE Professional Development Support Center
PDT	Project Delivery Team
PE	Professional Engineer
PgMgr	Program Manager
PgMP	Program Management Plan
PM	Project Manager
PMBP	Project Management Business Process
PMP	Project Management Plan
PMT	Program Management Team
RAM	Responsibility Assignment Matrix
SAIC	Science Applications International Corporation
SACCR	Schedule and Cost Change Report
SGD	Small Group Discussions
SME	Subject Matter Expert
TBD	To be determined
TMI	Tec-Masters Incorporated
USACE	U.S. Army Corps of Engineers
VTC	Video Teleconference
WBS	Work Breakdown Structure

PROJECT MANAGEMENT PLAN

FOR PMBP CURRICULUM/CULTURE INITIATIVE

U.S. ARMY CORPS OF ENGINEERS

1.0 BACKGROUND

As we have evolved from an industrial age to an age of knowledge with information technology, our organization must become more agile, focused, efficient and effective. We are in a world of high demands and dwindling resources. Business practices and organizational structures that were effective in the “Industrial Age” are no longer effective business tools in the Age of Information/High-Technology. The U.S. Army Corps of Engineers (USACE) has recognized trends and the benefits of using cross-functional teams to build on our strengths, and capitalize on available resources. We are currently in the process of transforming ourselves into a client-focused, team-based, learning organization that truly operate corporately. When fully implemented, PMBP will bring 41 Districts, 8 Labs, 2 Centers, and 8 Regions together to work as one Corps.

The Project Management Business Process (PMBP) has been established as the means for the USACE to become the most effective, agile, and productive public design and construction organization. To achieve this end, the PMBP Initiative Program serves as the corporate mechanism for the planning, design, implementation, and sustainment of the USACE business process outlined in ER 5-1-11, dated 17 August 2001.

1.1 Goal

The PMBP Initiative Program goal a set of modern, standardized business processes based on industry best business practices and an enabling state-of-the-art corporate automated information system (AIS), a long-term curriculum/culture program to create a learning/capable workforce, and a program initiative to maintain/sustain the PMBP Initiative.

1.2 Objectives

All work by the USACE will be accomplished through PMBP by project delivery teams (PDT). Customers are part of PDTs. Every employee operates as a team, with corporate behavior, with strategic awareness, and always mindful of quality and assuring public value in products and services delivered. USACE is a learning organization

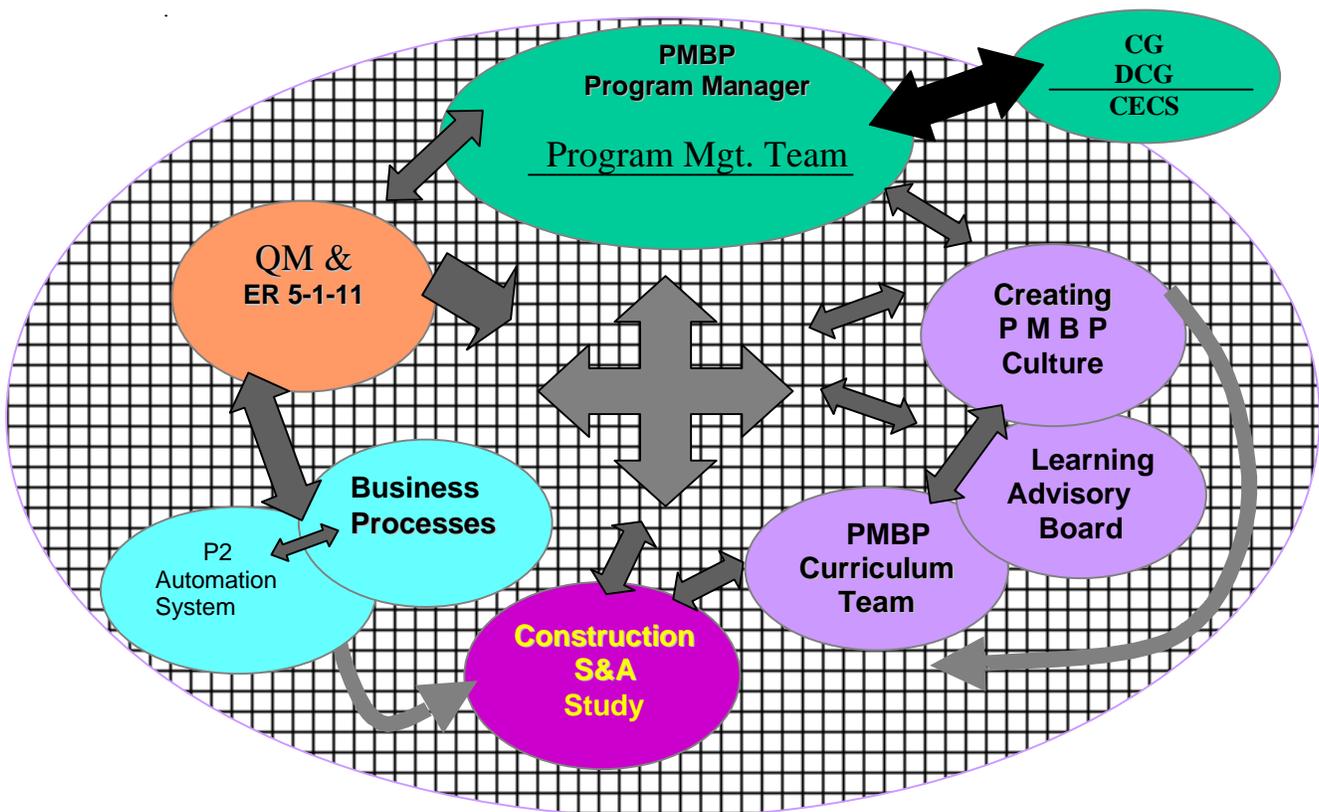
1.3 Strategy

The PMBP Initiative Program will accomplish the goal and objectives through a corporate approach to product and services delivery. The PMBP Initiative Program will maximize use of high technology, industry standards, modern learning tools and approaches. USACE employees will be empowered to contribute to, and to be a part of, the USACE’s commitment to providing efficient, effective, and focused services to our customers.

1.4 Program Model

The PMBP Initiative Program goals, objectives, and strategies are profound and necessary for USACE to become the best it can be, and sustained as a learning organization, agile in meeting demands, public service oriented while being customer focused. The complexity of implementing PMBP as corporate business processes across all functions and programs necessitated establishment of an integrating element of teams with specific products, acting in a synergistic fashion, and integrated in product development. The development of the Corps regulation, tools, and training in support of the corporate business process has proceeded through initiatives of headquarters and field elements. These teams are independently managed with respective scopes, integration, and product approvals. However, to assure corporate integration in these initiatives, a Headquarters Program Management Team (PMT) provides oversight, ways, and network for each initiative team to operate for development, implementation, and sustainment of integrated products to achieve PMBP in USACE. The network and relationships are depicted in the model in [Figure 1](#).

FIGURE 1. PMBP INITIATIVE PROGRAM MODEL



1.5 PmMP Initiative Teams

The PMBP Initiative Program is established by the Commander, USACE by Charter dated 22 August 2001. The PMBP Initiative Program is led by a Program Manager (PM) and influenced in direction and by oversight of a PgMT. The basic initiatives are the Quality Management/Engineer Regulation (ER) 5-1-11 Initiative, the Business Process (BP) Initiative, the P2 [Automation

Information System (AIS)] Initiative, the Curriculum/Culture Initiative, and the Construction - Supervision and Administration (S&A) Study Initiative as seen in Figure 1 above.

2.0 PROJECT PURPOSE

The purpose of the Project Management Business Process (PMBP) Curriculum/Culture Initiative is to develop a curriculum that continues to nurture project management as the business process within the USACE and to guide an individual or organization in the progressive development of those skills associated with the PMBP.

This project develops a competency-based curriculum to assist USACE in its continuous development as a client-focused, team-based, learning organization through effective implementation of the project management business process. Key to PMBP success is creating a workplace environment that enables effective teamwork. Creating this environment involves continuously examining how we do our work, applying what we learn, and making appropriate changes in our culture, as well as our business processes. Changes in culture require us to reflect upon and make appropriate changes in our beliefs, role relationships, behaviors, and attitudes. The PMBP curriculum provides a means for developing the team culture that is the heart of the PMBP. Some, or all, of this entire curriculum applies to every member of our workforce.

The PMBP curriculum provides a structured approach for developing a workforce that can achieve the Corps's strategic vision as well as assure the success of our strategic clients, sponsors, and partners. A Project Delivery Team (PDT), comprised of a Project Manager (PM) and team members, is modeling the PMBP in the course of designing, delivering, and implementing this curriculum, with focus on the clients, sponsors, and partners. This team is utilizing this Project Management Plan (PMP) to guide them in producing project deliverables.

The PMBP curriculum is a vital part of a systems approach to PMBP implementation. It integrates the culture, structure and processes inherent to the success of the PMBP. It incorporates and links to other critical initiatives including:

- Strategic Vision
- PMBP culture
- ER 5-1-11
- BP and P2

2.1 Critical Assumptions

The PMBP curriculum development will be executed with the following assumptions, critical to the success of the project. These items are assumed to be true at the time of this writing.

- The PMBP Curriculum Initiative will serve to bring about a cultural change. It is not just a training program. It impacts each person in the Corps.
- Training is a one-time, dependent event. Learning is a continual, independent process. The intent of the Corps is to nurture a learning organization.

- All levels of leadership throughout the Corps shall support and implement this curriculum, as well as perform the role of mentor to the PDT.
- The role of the supervisor is changing significantly away from provider of products and toward developer and provider of resources to the PDT.
- This curriculum will form an integral part of the development of Individual Development Plans and will facilitate their development by team members and their supervisors.
- Learning is the mutual responsibility of the organization and the employee.
- Sufficient funds will be available to complete this work, in accordance with the schedule resulting from the integration of this initiative with the other PMBP initiatives.
- This curriculum will integrate with and link to other PMBP initiatives, including PMBP culture, ER 5-1-11, and BP and P2.
- Resource support will be available, when needed, throughout the curriculum initiative.
- Team members will continue to be made available by their organizations of origin to support the project.
- The curriculum will incorporate requirements of the Americans with Disabilities Act for multimedia learning according to Section 508c.

2.2 Constraints

These are items that constrain the PDT's options.

- Lack of available resources has constrained progress of the effort in many ways. For example, the team was only able to recruit members who could afford to participate.
- The USACE Business Process Engineering Regulation, which establishes the PMBP doctrine, was not approved until August 17, 2001. This delay in having the doctrine has had an impact on preparation of course content.
- Sufficient funds have not been available to complete this work in accordance with the originally estimated timeframe for developing the curriculum courses.
- Integration of the curriculum with the BP and P2 will impact curriculum scheduling and cost to some, as yet, undefined degree. The schedule for delivery of some courses (namely course 6) will be dependent on development and delivery of BP and P2.
- Course products must conform to all requirements of current laws and regulations (e.g., Section 508(c) of the Americans with Disabilities Act).

3.0 TEAM IDENTIFICATION

Team members for this effort were drawn from across the spectrum of USACE echelons and geography to ensure a broad representation of views, processes, and needs. A current roster of PDT members can be accessed by clicking [here](#). The long-term team members will be identified in late FY02. They will be charged with maintenance of the curriculum.

4.0 SCOPE OF WORK

4.1 Overview

The PMBP Curriculum Initiative involves the design, development, and delivery of learning events in support of the PMBP, as well as the quick and economical implementation of this curriculum throughout the work force. Multimedia learning events will be developed in accordance with the requirements of Section 508(c) of the Americans with Disabilities Act. In developing the curriculum, the team will work with the other PMBP initiative teams to develop an integrated, holistic and linked implementation of the PMBP as a total program. The stakeholders for this project are all Corps employees and our customers. Authority for accomplishing this work is through the Corps's training and development missions. The objective is to enable USACE employees to be successful in delivering quality projects and services consistent with the PMBP doctrine. The curriculum is designed to drive the culture change necessary to ensure success of the PMBP team environment.

4.2 Curriculum

The curriculum will utilize a number of learning and support methods. Methods include self-paced learning via CD-ROM and the Internet, small group discussions, mentoring and coaching, classroom training, or a combination of these methods. The four specific learning events delivered by this initiative are described in the following graphic and text. Implementation plans for each learning event are presented later in this plan.



- Self-Study Self-Study consists of a series of modules available on CD-ROM and Internet that deal with fundamental information (e.g., pertinent background, concepts, definitions, and references to related regulations and policies), specific issues or events. The materials will be designed as stand-alone pieces that will provide the employee with information about the PMBP on an as-needed basis.
- Small Group Discussion Small Group Discussions serve as the backbone of the PMBP Curriculum implementation by reinforcing key learning points of the self-study during team dialogues. Small Group Discussion Guides will be developed for use as a tool for facilitators in guiding these discussions. Facilitators will receive training on basic facilitation skills. An orientation program for facilitators will provide specifics on supporting the PMBP.

- **Mentoring and Coaching** Mentoring and Coaching by managers, supervisors, more experienced team members, or others serve as a continual and critical form of support throughout implementation of the PMBP Curriculum. Mentoring and Coaching provide teams and individual members with insights about expectations, success criteria, and immediate expert assistance with a problem or situation. Mentors from senior leadership in Headquarters and in each District and Division throughout the Corps will complete a formal mentoring training program including online mentoring training and a workshop that includes an orientation program providing specifics on supporting the PMBP. Online coaching resources will also be made available.
- **Formal Training Program** Formal Training will be identified from a variety of sources to support and enhance the Self-Study curriculum components, in accordance with IDPs. Recommended formal training will be identified during the development of individual self-study components.
- A roadmap displaying the planned Self-Study and parallel Small Group Discussion Guide components of the curriculum is included in this plan as [Figure 4](#), Curriculum Map.

4.3 Communications and Implementation Plan

A Communications and Implementation Plan (CIP) will be developed for the deployment of the curriculum, the corporate business processes and P2 as an integrated whole. The PM will work with the other PMBP initiative PMs and Program Manager (PgM), other team members and SMEs to develop the joint plan. The plan will include:

- A **fielding plan** for use as a deployment guide for each Corps organization. This will serve as a deployment resource guide. This guide will address the integrated implementation of all the PMBP initiatives (PMBP Implementation Program).
- **Communications plan** for use at each Corps organization that explains the PMBP Implementation program curriculum and its purpose.
- **Marketing plan**. Strategic communication to create engagement in the PMBP Implementation Program throughout the Corps
- Completion schedule for the CIP will be determined as part of the ongoing effort to integrate all PMBP initiatives.

4.4 Facilitator's and Mentor's Workshop

A workshop to train facilitators and mentors to prepare them for leading small group discussions will be held in November 2001. Follow-on VTC support will be provided to Districts/Labs/Centers requiring additional assistance. A facilitator's guide will also be developed as a guide for small group discussions. The guide will include evaluation forms for use in continuous improvement of the discussion sessions.

4.5 Scope Management and Review

The protocol for scope management and project reviews will include the following:

- **Scope Review** A scope review team of the PMBP initiative project managers and program manager with three members each from the BP and P2 team and from the curriculum team will be established for the initiative integration effort. This team will review course design documents

and ensure consistency of course content with the objectives of each PMBP initiative as an integrated whole prior to the course development phase. This has not been done to date, but is proposed for future course work developed as part of the integration of the PMBP initiatives.

- Scope verification At the end of the development phase for each curriculum course, the lead SME will perform a quality assurance review to ensure what has been developed is consistent with the scope. In addition, PDSC will hire an independent contractor to review the design documents to ensure consistency both within and among the courses (this has been accomplished for courses 1, 2 and 3).
- Minutes of each team meeting will be kept and published by PDSC. When team meetings are missed, the team member absent will take it upon herself/himself to become informed prior to the next meeting. Those who miss meetings will accept and honor the findings, decisions of the group made at the meeting.
- The core team members will be provided the opportunity to review course content through posting of course design documents/scripts made available on a web site. Any comments made must be done consistent with the respective course schedule and provided to the lead SME. The course SME lead has final say for the particular course content.

5.0 WORK BREAKDOWN STRUCTURE

The PMBP Curriculum Work Breakdown Structure (WBS) has been detailed to the fifth level.

- Level 1 is the PMBP Curriculum project
- Level 2 is the phase level of the project. This project will be conducted in two phases. The first phase includes all aspects of the curriculum intended to start the culture change process and provide initial training on BP and P2. The second phase includes training on all support processes that the BP and P2 team will prepare. The scope, extent, and requirements for this effort are not currently known. The cost and schedules for these items will be added when the scope is available.
- Level 3 specifies the individual courses.
- Level 4 describes the performance phases required for each module.
- Level 5 describes the individual deliverables for each performance phase.

The overall WBS for the integration of all PMBP initiatives is shown in Program Management Plan (PgMP). The WBS for the curriculum initiative is shown as [Figure 2](#).

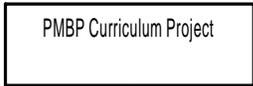
6.0 ROLES AND RESPONSIBILITIES

The PMBP PDT is responsible for designing, developing, and delivering the curriculum components. A detailed discussion of roles and responsibilities can be accessed by clicking [here](#). The Responsibility Assignment Matrix (RAM) identifies the planned activities in each major phase of the PMBP Curriculum Initiative, the participants and their roles, and in which phase of the project these participants will have responsibilities. The RAM for the Curriculum Initiative is shown as [Figure 3](#).

**Figure 2
Curriculum WBS**

**WBS
Level**

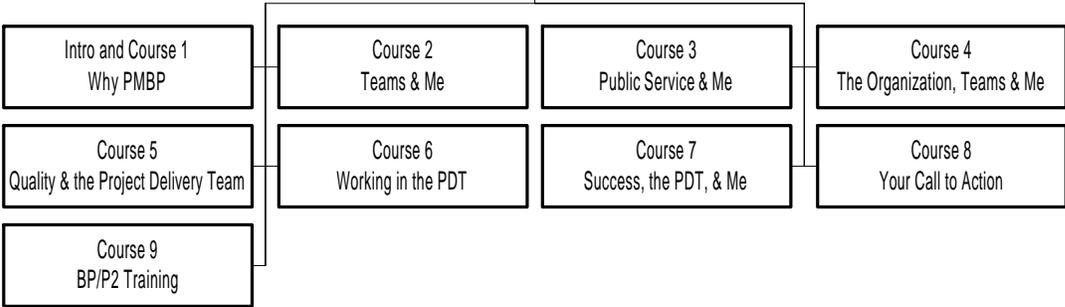
1



2



3



4



5



Figure 3
PMBP Responsibility Assignment Matrix
Project Delivery Team Members
PMBP Curriculum Project

The PDT, as described below, will remain intact and function throughout the PMBP Curriculum Project.

Role and Name	Responsibility		
	Create and Maintain Project Management Plan	Curriculum Design	Curriculum Development and Delivery
Project Manager			
Karen S. Northup	X	X	X
Curriculum Development Manager			
John Bramblett	X	X	X
PDSC Course Managers			
Donna Gravette			X
Judy Armstrong			X
Lead SMEs			
Karen Northup	X	X	X
Bill Augustine	X	X	X
Gerald Barnes	X	X	X
Bill Brasse	X	X	X
Jim Mills – BP and P2	X	X	X
Representative			
Fernando Coriano	X	X	X
Margaret Tindal-Fisher	X	X	X
Jim Sherman	X	X	X
Rob Mullins	X	X	X
John Saia	X	X	X
John Tsingos	X	X	X
CD Development – Contractor - TMI			
Don Ray, Program Manager			X
Jim King, Multi-Media Producer			X
Web Development – Contractor - TRW			
Barb Parks, Training Coordinator			X
PMP Maintenance			
Cherie Chance, SAIC	X		

PMBP Curriculum Initiative PDT Roles and Responsibilities

The PDT is composed of members bringing diverse experience to represent the Corps population. As a team, members serve to perform the following functions:

- Design the PMBP curriculum
- Design, review, and approve all curriculum components
- Review Beta Test comments and participate in the revision process
- Maintain integrity and cross-functional representation of content
- Participate in the mentoring of selected Facilitators for curriculum implementation
- Ensure curriculum content meets current PMBP requirements
- Aid in a successful implementation of the PMBP curriculum
- Serve as a bridge among initiative teams.

Team members fulfill the following roles and specific responsibilities during the design, development, and delivery of the PMBP Curriculum components.

Project Manager

The PM assumes the responsibilities required to provide excellent service to the project's clients, sponsors, and partners, as well as to ensure the commitments of the PMP. The PM:

- Serves as the primary point of contact to the project's clients, sponsors, and partners
- Assists in early identification and resolution of problems
- Identifies where additional talent and effort may be required to meet the commitments of the PMP
- Evaluates work and assesses performance
- Provides clients, sponsors, and partners with project updates
- Approves changes within project resource requirements defined in the PMP
- Empowers team members and ensures an atmosphere of leadership
- Coordinate with relevant organizational groups
- Provides feedback to the PDT about related organizational activities
- Delivers briefings and presentations about the PMBP curriculum and related topics upon request.
- Assuring appropriate contract support is available, when needed.

Curriculum Development Manager

The Curriculum Development Manager is assigned with the responsibility of coordinating the design, development, and delivery tasks of curriculum deliverables. The Curriculum Development Manager is responsible for:

- Facilitating the curriculum design
- Recommending appropriate delivery methods for curriculum content
- Coordinating the development of all curriculum components
- Maintaining the overall delivery schedule for curriculum components
- Perform the tasks of Program Analyst
- Enlisting, coordinating, and managing contract personnel
- Coordinating PDT meetings

PDSC Course Manager

The PDSC Course Manager has the overall responsibility for the development of a specific learning event and providing direction to the Contractor Training Coordinators. Responsibilities include:

- Communicating schedule timelines, identifying schedule issues, and establishing resolution
- Monitoring follow-up actions if schedules are not met
- Reporting status to PDT members
- Coordinating communications among PDT Members
- Serving as liaison between the Course team members and the contractor
- Providing course development advise and guidance to course team members
- Participating in review of product deliverables
- Attending Project Delivery Team meetings
- Compiling and delivering briefings about the progress and results of the project using program evaluation information

Training Coordinator/Multi-Media Producer

The Training Coordinator or Multi-Media Producer is the Contractor representative responsible for coordination of the design, development, and production of training courses. The Training Coordinator or Multi-Media Producer may also serve as the **content developer** or may assign another individual to perform this task. Responsibilities include:

- Working with SMEs to define the purpose and description of the training, the target audience, the objectives to be achieved by the end of the training, and key topic areas to be addressed in the training
- Working with SMEs to design learning events and identify appropriate delivery methods

- Developing learning events from USACE-provided source material that achieve learning objectives and meet sound instructional design standards
- Incorporating revisions from learning event reviews
- Coordinating in-house activities related to product development
- Providing weekly status reports to the Curriculum Development Manager
- Communicating scheduling issues to the Course Manager
- Meeting project timelines
- Attending PDT meetings

Subject Matter Experts (SME)

Designated at the initiation of the training development process, are responsible for ensuring that a quality product is developed and delivered for use by the USACE personnel within the timeframe specified in the Project Management Plan. There are two types of SME: **SME Team Leader** and **SME Team Member**.

A **SME Team Leader** is mandatory. The SME Team Leader performs four essential roles: 1) acting as the primary point of contact for the PDSC Course Manager and Contractor Training Coordinator during the design and development process, 2) ensuring that accurate content is available to be used to develop quality training, 3) meeting project timelines, and 4) accepting training material on behalf of USACE. **SME Team Member(s)**, working with the SME Team Leader, are additional sources of expertise involved in the generation of content and/or review of training products. The SME Team Leader determines and designates the number of SME Team Members required to provide expertise.

Responsibilities of the SME Team Leader

The SME Team Leader is the primary point of contact with the PDSC Course Manager, Training Coordinator, and Multi-Media Producer. The SME Team Leader is responsible for the following:

- Ensuring content integrity throughout the development and review process
- Assuming coordination of the training development process with the PDSC Course Manager
- Ensuring project timelines are met
- Working directly with the Training Coordinator and/or content developer to define the purpose and description of the training, the target audience, the objectives to be achieved by the end of the training, and key topic areas to be addressed in the training
- Signing acceptance forms for approved Module Design Document and training module content
- Providing the Training Coordinator with sufficient content, specific reference material, or marked source material to achieve the objectives and support the key topic areas
- Receiving, reviewing, and consolidating any training material input from SME Team Members and sending it to the Training Coordinator
- Distributing material from the Training Coordinator to the SME Team Members

- Coordinating any teleconferences on module subject matter review (one to three are recommended) between appropriate parties, internally and externally
- Consolidating all content and module review comments from the SME Team Members
- Ensuring that the review schedules are met

Responsibilities of the SME Team Member

SME Team Members support the SME Team Leaders and serve to represent the various MSCs in the development of curriculum content. Their responsibilities include:

- Providing input to contractors
- Attending curriculum development meetings
- Identifying resources as requested to support curriculum development
- Review and accept course content
- Review and accept CD and Web products
- Participate in Beta Testing
- Acting as advocates for the PMBP cultural change
- Assisting other SMEs in accomplishing task
- Communicating task status to the Lead SME
- Taking ownership of their part of the project and the project itself
- Coordinating work efforts and products
- Ensuring that review schedules are met

Level of effort

The graph on the following page describes the percentage of work time per week an SME can anticipate contributing throughout the course development process.

Customer and Clients

The customer and clients are those senior leaders who authorize and endorse the project and evaluate its worthiness, prior to general fielding of the curriculum. They serve as the proponents for the project.

The **customer** for the curriculum is the Director of Human Resources at Headquarters, USACE. Her responsibilities are:

- Overall design and delivery of the PMBP curriculum
- Serving as project advocate
- Justifying and securing sufficient funding to accomplish the objectives of the project
- Final evaluation of the worthiness of the products accomplished as a result of the project

The **clients** include the Chiefs of the Programs Management Divisions in the Directorates of Civil Works and Military Programs and their designated representatives. Responsibilities include:

- Communicating the overall purpose and goals of the PMBP, its intended use, and the scope of the project
- Coordinating with senior leaders about issues related to project success
- Product endorsements
- Direction and communication through the appropriate chain-of-command to field elements regarding implementation of the PMBP curriculum

7.0 SCHEDULES, MILESTONES, RESOURCE REQUIREMENTS

7.1 Schedule

A top-level overview of the PMBP curriculum schedule and detailed schedules for each individual course can be found by clicking [here \(goes to the monthly report\)](#).

- Summary Schedule. This Gantt chart is a graphical summary for the entire project. There are three performance phases listed for each course. This chart details the overall start and finish dates for each top-level phase of the project and overall for the program.
- Two-Month Look-a-head Schedule. This Gantt chart is a detailed graphical representation of all the activities, listed by course that are expected to occur within the next two months. The expected start and finish date is listed for each line item.
- An overall schedule showing the integration of all PMBP initiatives as a total program can be found in the PgMP.

7.2 Milestones

Key milestones, described below for each course and related efforts (Facilitator & Mentoring Workshop, Implementation and Communication Plan, and Curriculum Maintenance Plan) can be found by clicking [here \(goes to the monthly report\)](#). These reflect integration with the other PMBP initiatives where appropriate.

- Design Document, detailing the purpose, objectives, outline of all module components, and media used within a course.
- Draft script for CD audio and video pieces and draft Word content for Web pieces.
- Video for CD and Web module content.
- Final CD and Web modules.
- The Project Manager will participate in monthly IPRs among the other initiative PMs, the PgM, the PMT and the Chief of Engineers to review work status and discuss and resolve issues.

- The PM will work through the PMT and the PgM for HQs staffing and approval for each course prior to course finalization and delivery **(the approval process is a critical issue requiring resolution)**.

7.3 Internal Communication

In addition to monthly IPRs and bimonthly PM meetings, the PM will keep the Program Manager and initiative PMs informed on a continuous basis, including email communication with the team and other PMs. The PM will inform the Program Manager immediately of any issues jeopardizing execution of the development and implementation of the curriculum according to agreed upon schedules as integrated with other PMBP initiatives.

Communication within the curriculum team will include bimonthly core team meetings to review progress, review products and discuss and resolve issues. The PgM and PM will keep in touch between meetings by including each other, as well as the other initiative PMs, on email messages sent relative to the curriculum project. The curriculum team includes a member of the BP and P2 team.

7.4 Resource Requirements

Resource requirements and expenditure data are provided in linked reports, which are updated and posted monthly as PDF files and can be found by clicking [here \(goes to the monthly report\)](#). Note that resource requirements do not capture the true effort to date involved because so much labor has been donated by the originating offices of the team members involved. Projected costs for labor, travel and per diem for team members for FY02 and FY03 (click [here](#)).

8.0 PERFORMANCE MEASUREMENT

Metrics for performance measurement will be established at two levels.

- Planned completion dates for the primary milestones associated with individual course planning and development have been established by the PDT and are reflected at Level 5 of the WBS, as shown in Figure 2. Actual or revised completion dates will be reviewed monthly by the PDT to assess program progress. Resources used to date and planned for the duration of the program will also be reviewed monthly.
- Earned Value Summary. This tabular report summarizes by course the budget, the costs to date, the percent complete, and the earned value. This report also lists by course the associated cost and schedule variances. An earned value graphic is also presented for the entire project (click [here and go to the monthly report](#)).
- The Curriculum Development (CD) Manager at the PDSC will identify the schedule exceptions monthly for the Project Manager, with a recovery plan that identifies needed assistance from the Project Delivery Team. The CD Manager will also maintain detailed schedules at Level 5 of the WBS. Every effort will be made to keep on schedule. Where deviations are foreseen, the CD Manager will contact the PM for approval prior to giving direction to the contractor.

9.0 ACQUISITION PLAN

The PDT will acquire development support from contractors presently providing training development support to USACE through PDSC. Tec-Masters, Inc., will generate CD and video content. TRW, Inc., will provide Web-based content. Contractors will also provide additional support for the Communications Plan. Consultant services will be procured as necessary to provide unique and specialized content for the PMBP Curriculum. SAIC will maintain the PMP on the web and provide monthly earned value updates based on input from team members and from contractors. Acquisition of additional contract support will be obtained, if needed.

10.0 RISK MANAGEMENT

Risk will be minimized through the use of the schedules, metrics, and assignment of specific responsibilities to the PDT. Monthly status review sessions will identify issues and problems that cause risk for the program and identify alternative resolutions.

Potential areas of risk include delays associated with the PMT review and HQs approval process, priority conflicts resulting in non-availability of SMEs or extended review times resulting in schedule delays, limit in capability of existing contractors, and delays resulting from inability of SMEs and content developers to create necessary curriculum content. Monthly reviews and PMBP program IPRs will assess problems of this nature and establish workarounds to include:

- Identification of SMEs to serve as backup.
- Shifting of scheduled events to accommodate non-available SMEs.
- Reallocation of resources to problem areas.
- Use of consultants for specialized topic areas.
- Acquisition of additional contract support to accomplish course production.

Limits to the team's ability to perform include:

- Funding
- Availability of corporate business processes and impact, particularly to development of Course 6
- PMT approval process

The estimated schedule, reflected in Level 5 of Figure 2, the WBS, has no contingency built in. Contingencies to manage financial risk have been incorporated into the cost estimates for each course.

11.0 CHANGE MANAGEMENT PROCESS

The PM, in coordination with other members of the PDT, can initiate and approve program and schedule changes that do not affect other PMBP initiatives or the overall completion schedule for the curriculum project. Changes that affect the overall curriculum project schedule/scope and/or affect the schedule of other PMBP initiatives will be coordinated through the PM for approval. On-going analysis throughout the life of the project will evaluate impacts to quality, cost, scheduling, and scope. The process for managing change resulting from one of these factors is as follows. Changes

will be documented by the lead SME for any particular course in the form of a Schedule and Cost Change Reports (SACCR) that will be submitted to the PM for approval. A record of all changes will be maintained in Appendix 1 to the PMP.

1. A change proposal is presented to the PM.
2. The PM gathers sufficient information to analyze the proposal and potential solutions.
3. Analysis is distributed to the appropriate decision maker(s), if other than the PM.
4. A decision is made.
5. The decision and its impacts and/or actions are communicated to appropriate parties.
6. Change is documented in this document, held by Curriculum Development Manager.

12.0 OPERATION AND MAINTENANCE PLAN

A plan will be developed to address strategies for maintaining and updating curriculum content and the anticipated life cycle of the curriculum. Following the established processes of the Professional Development Support Center (PDSC), evaluation data will be gathered from field validation feedback on the first two curriculum components and on-going user feedback provided on a course-by-course basis. The PDT will use this feedback as: (1) A resource for applying lessons learned to subsequent development endeavors within the project, and (2) Input for a curriculum deliverable on lessons learned upon completion of the curriculum implementation

Prior to the completion of curriculum implementation, the PDT will incorporate into the plan strategies for long-term maintenance and a determination of curriculum life cycle.

13.0 PROJECT QUALITY CONTROL AND OBJECTIVES

13.1 Client Expectations and Project Objectives

It is anticipated that successful implementation of the PMBP curriculum initiative will produce the following outcomes:

- The curriculum will enhance each individual's learning and work experience in ways that lead to individual and organizational success.
- The Corps changes the way it does business.
- HR systems will reinforce the doctrine of the PMBP through services such as awards and formal recognition, which reward the behaviors of an effective team environment.
- The Corps experiences increasing positive recognition from our clients, sponsors and partners.

- Improvements to project delivery are observed and include increased repeat customers and evidence of our ability to respond to continuously raised expectations.
- Team behaviors are exhibited in everything we do.
- Middle management and senior leadership role model team behaviors and become involved in the PMBP business process.
- Team members observe positive differences in getting their work done and report greater job satisfaction.
- Each individual will have a clear and concise understanding of what PMBP is, how it applies to them as an individual, and how they use that process daily in the performance of their assigned duties in contributing to client success.
- Each individual will have an understanding of how the corporate business processes relate to them, how the processes are to be used, and where they can access process information.
- Appropriate personnel understand the purpose and use of P2 and are making effective use of this tool.
- Customers, partners, and user groups indicate their satisfaction with the cost, timeliness, and quality of products and/or services provided through the project.

13.2 Quality Management Plan

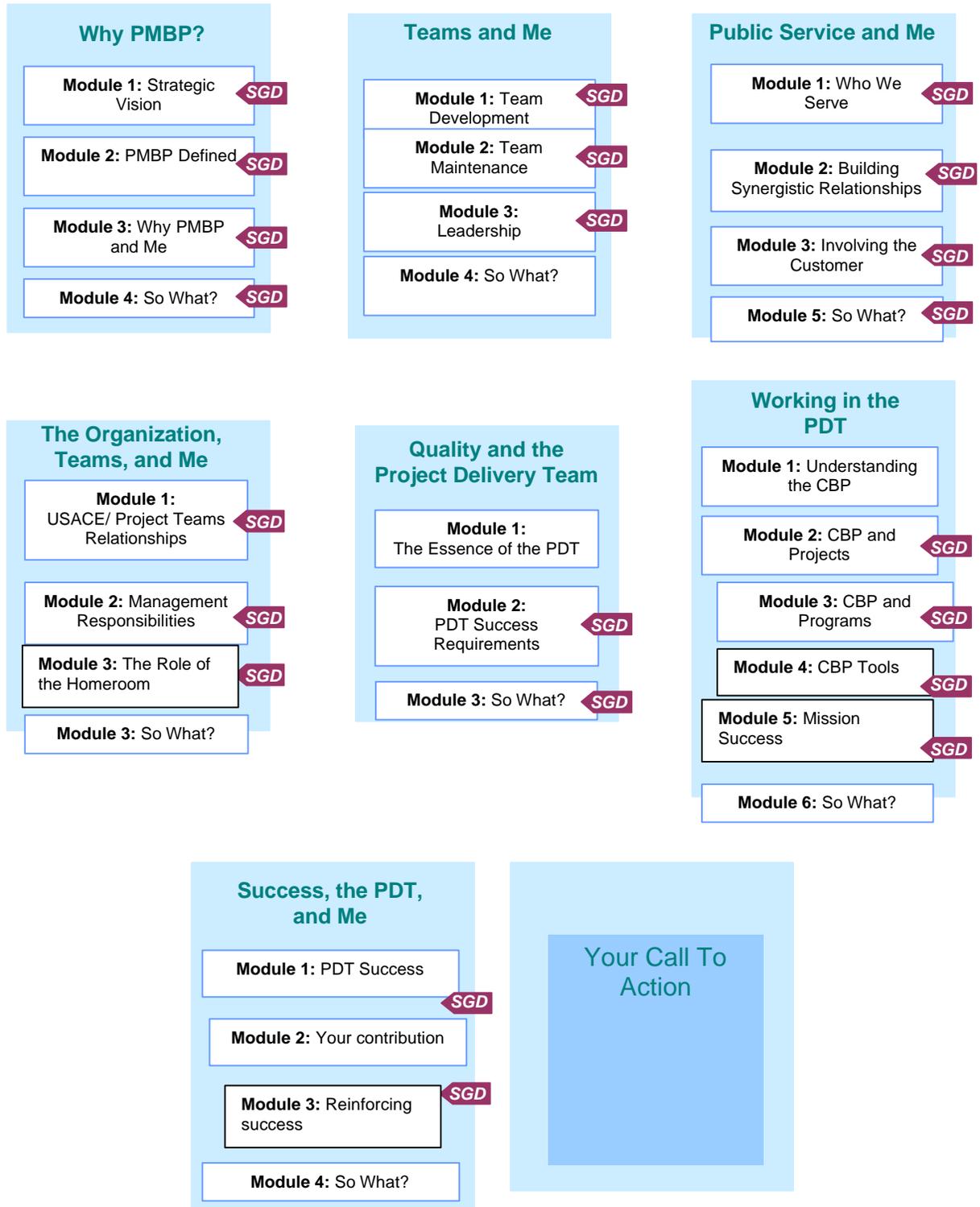
Quality management for the project will include the following:

- Lead SME review
- Core team and independent contractor review
- Crosswalk review of design documents by a team of the PgM, PMs and representatives of the curriculum, ER, and BP and P2 teams.
- PMT coordination and review.

14.0 CLOSE-OUT PLANS

The work of the core team will terminate with delivery of the final courses to the field. Annually, members will assemble to conduct a review of the course materials, the course evaluations, and lessons learned, and will make any necessary revisions. Course teams will terminate when the individual course is completed and delivered. The individual course PM/Lead SME shall prepare an After Action Report to detail issues, concerns, and recommendations for future efforts. Additional support to the field will be provided by core team members on a continuing, ad hoc basis to aid follow-through on deployment.

Figure 4 – Curriculum Map for Self-Study and Small Group Discussion Guide  Components



Note: *SGD indicates where corresponding Small Group Discussion Guides will be developed.*

RESOURCE REQUIREMENTS

PMBP Curriculum Team and Course Development Costs (excluding BP and P2):

TEAM LABOR COSTS FOR REIMBURSABLE MEMBERS (core members and SMEs):

FY 02: \$405, 000

FY 03: \$75,000

TEAM LABOR ESTIMATE FOR OMA AND GE FUNDED MEMBERS:

FY 02: \$250,000

FY 03: \$60,000

TOTAL LABOR COSTS FY 02 AND FY 03 (See assumptions below):

FY 02: \$655,000

FY 03: \$135, 000

TRAVEL AND PER DIEM for all team members:

FY 02: \$120,000

FY03: \$25,000

Assumptions:

Does not include PDSC team member costs

Does not include team member involvement as members of the PMT

Includes PM meetings for integration and some increased team involvement in course 6 (although not fully scoped yet).

Estimates will likely increase after the integration effort is fully scoped.

Estimates do not include maintenance or team support during deployment.

PM effort based on 60% time

Includes 5 team members involved in 2 day facilitator and mentor workshop

Contingency of 5 % added to reflect unknowns

NOTE: The cost for BP and P2 Training is not currently available. It will be added in the next update.

APPENDIX 1

RECORD OF SCHEDULE & COST CHANGE REQUESTS

Request No. Date Subject
