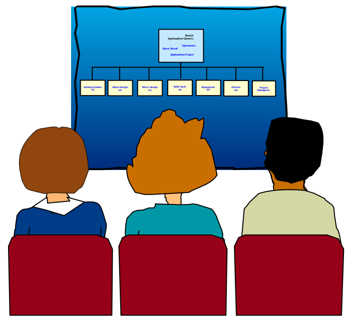
Creating Hierarchical Decomposition Structures

Module 4



4-1

<u>Instructor notes</u>

This module refers to pages 29-33 in the Learning Log.

Objective of This Workshop

Using the documents provided in this module and previous modules, teams gain practical experience building a WBS.

Module 4 Timing

This module lasts for 1 hour 20 minutes, 09:00 - 10:20, on day 2.

The agenda is:

Start	**End**	**Length**	**Subject**
Day 2			
09:00	09:15	15	PBS/WBS/OBS Discussion
09:15	10:00	45	Start of PBS/WBS Exercise
10:00	10:20	20	Exercise Debrief
10:20	10:35	15	Break

Summary of Documents

The Case Study Book contains the following documents:

•Case Study 4-1 Perry Fields-Deliverables for Gymnastics Results. The memo adds requirements for hardware configuration, training, testing, and project closeout.

•Project Manager Feedback Form

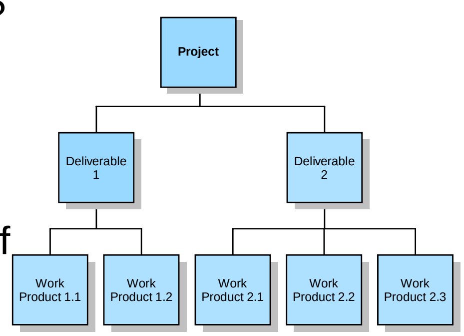
Handout 4-1 Possible Solution

Documents from Previous Modules That Teams Should Use

Teams should review the Project Charter and the SOW in Module 2 and all documents in Module 3.

Discussion

- What does decomposition mean?
- Why do we do it?
- What is the function of the PBS, WBS, and OBS?



LL 29-33

4-2

Facilitate a discussion covering topics such as:

•Answer questions that participants have about the pre-class work
•Why does a PM do decomposition
•Personal experiences
•What happens when you do this as a PM
•What happens when you do not do this as a PM
•What is the difference between a PBS and a WBS?
•Why do we need a PBS. WBS and an OBS?

Creating Hierarchical Decomposition Structures

Purpose: Gain practical experience building a WBS

Process:
1. Read the Case Study 4-1 and review any previous documents
2. Identify all major product deliverables for your project.
3. Create a combined PBS / WBS for your project deliverables.
4. Review the PBS / WBS as a team to ensure its completeness.

Participation: Teams led by the Project Manager

Product: Completed PBS/WBS
Be prepared to present your PBS/WBS to the class.

4-3

Set-up Activity

Explain the activity. There are more suggestions on the next slide.

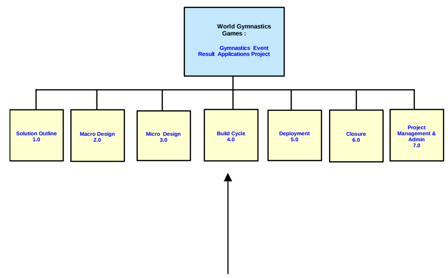
Activity Suggestions

Start with two blank easel pages taped together

Use table as working area so everyone can participate

Conventions:

- WBS Name in every box
- WBS Number in every box
- Use "noun" and "verb" test to help with proper context
- Draw lines
- PM presents team process and high-level structure



Post on wall

4-4

Further Instructions to Teams

•Tell teams that this workshop requires them to do a lot of work in one hour, so they must work efficiently, make quick decisions, and not spend a lot of time debating issues.

•Remind teams to review their organizational ground rules to help with the process, and avoid getting themselves bogged down in discussions.

•Caution teams about making their WBS too detailed. It should be complete but manageable. As one instructor said, "The WBS is your friend. Don't make it unwieldy."

•Tell students to assume their roles, approaching the WBS from the perspective of their roles.

•Remind students that there is a new project manager for this module.

•Teams will build their WBS using Post-it notes. Teams should write the WBS number and the name of the work element on the Post-it notes.

•Tell teams to leave spaces in the four corners of the notes for information that they will add later.

•Tell teams not to estimate either the duration or the cost of any activity.

•Give students 1 hour to complete the case study.

Points to Be Aware of in Documents

The Perry Fields note contains two dates:

•The fixed date of the test event for national gymnastics event in Sao Paulo, Brazil: October 22-25

•The date for the completion of the system integration test: October 8

During Team Presentations

•Ask the teams to present their solutions.

•For the briefing, have students give a high-level response and ask them for specifics. Use the solution as a reference.

•If a team includes too much detail on its PBS/WBS, for example, an activity such as "Design Commentator Information System Code (CIS)," ask, What makes this control module different from the others? What are its unique requirements?

•Make sure teams include project management activities, the test events, the Gymnastics events, and the closeout activities.

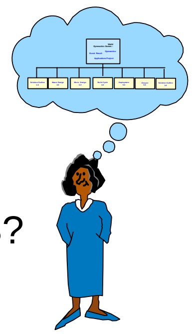
•Ask the teams if they have identified any additional stakeholders.

After the Presentation

Distribute the *Handout 4-1 Tasks* included with this guide to the teams. Be sure they understand that the solution is only one possible solution, and we will use that solution moving forward.

Debrief

- On your projects, do you find a WBS helpful?
- Who usually creates the WBS?
- What happens when you do not spend enough time creating a complete WBS?
- Should you update your WBS when a change is accepted on the project?



4-5

Debrief the Activity

Explore what happened

•What happened when you started …..?

•What were you thinking that prompted you to do this?

Explore what the participants learned

•What worked well?

•What are the “Even Better Ifs”?

•What could have contributed to that? (cause and effect)

•What key things did you learn from this exercise?

•What advice would you give someone about to start this exercise?

Explore how the participants can apply the learning

•How does this relate to the real world?

•How might your learning today impact what you do Monday morning?

•How might this change the way you ….?

•What would make dealing with this situation more difficult/easier?

•How might you respond/apply this when/if …?

Pass out Handout 4-1 Possible solution

. This shows tasks that should be included in their WBS’s.

Scope is realistic and managed

Healthy Signs

- Evidence of healthy negotiation
- Lengthy issues log
- Written agreements
- Scope documents are compiled and readily available

Unhealthy Signs

- “Issue” is a bad word
- Not clear what documents define scope
- Confusion over scope document versions and updates

1. Scope management plan is implemented.

2. Organizational, system, and geographic boundaries are appropriately defined.

3. Scope exclusions/assumptions are clear.

4. Proposed/agreed changes to terms are appropriately reflected in costs, schedules, and responsibilities.

4-6

During project planning, it is important to identify what is in scope of the project. And then make sure the client and other stakeholders understand what is in scope and what is out of scope.

We can use the PBS and WBS to communicate scope to our client and the project team.

All team members need to be aware of – and need to use – the scope management process established for the project. This helps ensures that they identify and document all change requests. It also helps team members manage the expectations of the stakeholders they deal with directly.

Once change requests are identified and documented, they must be assessed in light of the project's objectives, budget, and timeframe. They must also be assessed on their impact to other aspects of the project. This involves constant review of the client contract, any third party contracts, and IBM's financial expectations as well as review of the project plan.

Seven Keys Assessment

Purpose: Practice reviewing the health of the project using the Seven Keys

Process: See the diagram.
- Record status
- Think about issues & actions

Participation: Teams led by Project Manager

Product: Status, issues, and actions for Scope, Stakeholders, Business Benefits, and Team

Time allowed 5 Minutes

Seven Keys Assessment Worksheet

- Red - Urgent - Corrective action required immediately.
- Yellow - Warning - corrective action required in the near term.
- Green - Stay the Course - no corrective action required.

Project Name: Interviewee: Date: Interviewer:

Key and Criteria	Noted Issues	Heads Up Display	Proposed Actions
Stakeholders are Committed	➢	Red Yellow Green	➢
Business Benefits are Being Realized	➢	Red Yellow Green	➢
Work and Schedule are Predictable	➢	Red Yellow Green	➢
Scope is Realistic and Managed	➢	Red Yellow Green	➢
Team is High Performing	➢	Red Yellow Green	➢
Risks are Being Mitigated	➢	Red Yellow Green	➢
Delivery Organization Benefits are Being Realized	➢	Red Yellow Green	➢

4-7

There should already be a flip chart for each team capturing the health of the project from the previous module. Get the teams to update the flip for Module 3 based on their current knowledge of the Case Study project.

Get the teams to think about:

- The status (Green, Amber, Red)
- The issues behind any Yellow or Red keys
- What actions they could propose to resolve the issues

Ask one team to present back and then invite other groups to contribute if they have any major differences. Make a note of which team has presented back since another team should present back in the next module.

Pay particular attention to the Scope, Stakeholders, Business Benefits and Team keys since these are the main ones being addressed in this module.

PM Feedback

After the case study exercise:

- The PM describes what went well
- The team describes what went well
- The PM describes what could have been better
- The team describes what could have been better
- Hand the feedback forms to the PM

- After providing the PM feedback. Document your lessons learned on page 34 of the Learning Log.
  - This should include any changes that you plan to make in your daily work as a result of this exercise.

4-8

After teams have presented their results, give them a few minutes to provide feedback to the participant playing the PM for the activity.