

Project Management Online Course Features

Course Expectations

To pass the Project Management Online courses and receive your course certificate from Boston University, you must meet the following expectations.

- Students are expected to complete the course in 60 days or less.
- Students are required to pass all quizzes and the final exam (with a minimum grade of 80% for each quiz and the final exam).
- Students are required to satisfactorily complete all assignments.
- Students are required to complete all required reading.
- Students are required to complete the course evaluation.

Required reading assignments are from *A Guide to the Project Management Body of Knowledge, PMBOK® Third Edition*. This book can be purchased through the Project Management Institute (PMI®) at www.pmibookstore.org.

Instructional and Technical Support

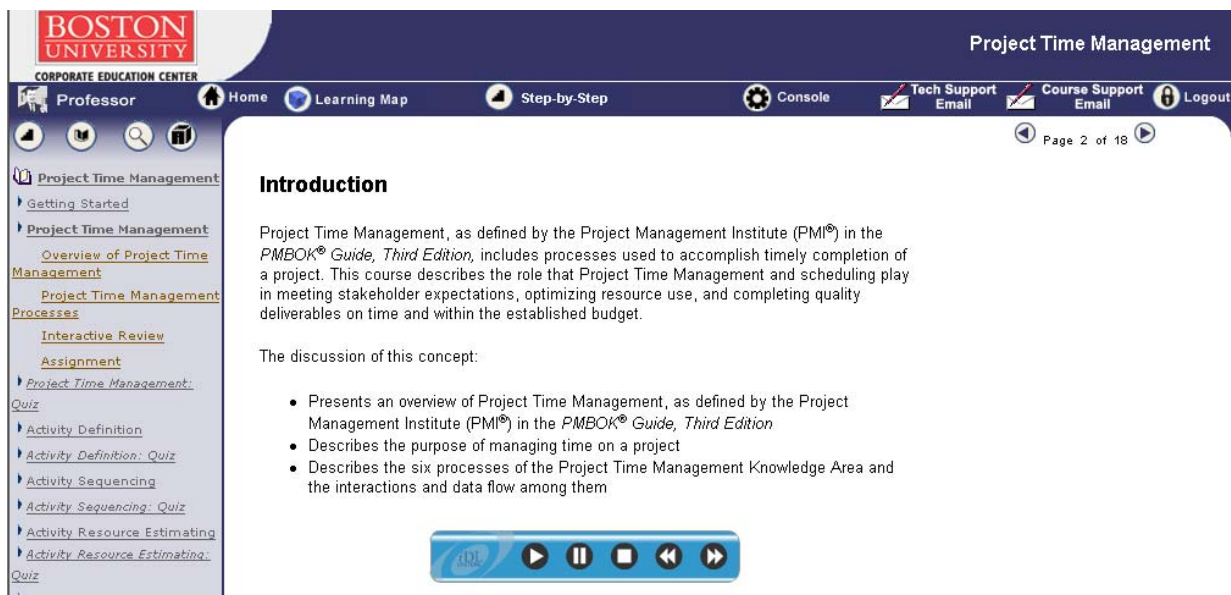


Click on the Course Support Email icon to send any questions or thoughts relating to the content of this online course to the instructor. Whenever possible, you will receive a response within one business day.



Click on the Tech Support Email icon for technical assistance.

Courses are PMBOK®, Third Edition Compliant



The screenshot shows the course interface for "Project Time Management". The top navigation bar includes "Home", "Learning Map", "Step-by-Step", "Console", "Tech Support Email", "Course Support Email", and "Logout". The left sidebar lists course components: "Getting Started", "Project Time Management", "Overview of Project Time Management", "Project Time Management Processes", "Interactive Review", "Assignment", "Project Time Management: Quiz", "Activity Definition", "Activity Definition: Quiz", "Activity Sequencing", "Activity Sequencing: Quiz", "Activity Resource Estimating", "Activity Resource Estimating: Quiz", and "Activity Resource Estimating: Quiz". The main content area is titled "Introduction" and contains the following text:

Project Time Management, as defined by the Project Management Institute (PMI®) in the *PMBOK® Guide, Third Edition*, includes processes used to accomplish timely completion of a project. This course describes the role that Project Time Management and scheduling play in meeting stakeholder expectations, optimizing resource use, and completing quality deliverables on time and within the established budget.

The discussion of this concept:





- Presents an overview of Project Time Management, as defined by the Project Management Institute (PMI®) in the *PMBOK® Guide, Third Edition*
- Describes the purpose of managing time on a project
- Describes the six processes of the Project Time Management Knowledge Area and the interactions and data flow among them

At the bottom of the content area, there is a blue navigation bar with icons for back, play, pause, stop, and forward.

Adaptive Learning Styles

The Project Management Online Courses offer you the choice of four learning styles, giving you the option of using the style that suits you best. Almost everyone has a preferred learning style, and you generally learn best when you use that preferred style. You can change learning style at any point in the course, as you find a particular style better suited to the material - or simply for a change of pace.

Learning Styles

-  The Step-by-Step learning style takes you through the course content that is enhanced by audio segments and interactive modules. An Interactive Review is presented at the end of each concept, in the form of activities.
-  Active Learning lets you learn by doing. Activities are interspersed throughout the material, preceding the content they explore, so that you can test the boundaries of your knowledge before you examine the material in detail.
-  In the Examples learning style, *before* a principle is presented, it is applied to the planning and construction of a community playground. An Interactive Review is presented in the form of activities.
-  In the Case Study learning style, *after* a principle is presented, it is applied to the planning and construction of a community playground. An Interactive Review is presented in the form of activities.

Multimedia Presentations

Each learning style combines the following kinds of course materials:

1. Explanations of concepts and their component sub concepts, often enhanced with audio that explores the topic in greater detail and interactive components
2. Interactive online activities to test learning
3. Practice with feedback: assignments available through the "Professor Corner"
4. Quizzes presented at the end of each concept

Text enhanced with audio

BOSTON UNIVERSITY
CORPORATE EDUCATION CENTER

Project Time Management

Professor Home Learning Map Step-by-Step Console Tech Support Email Course Support Email Logout

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Project Schedule Definition

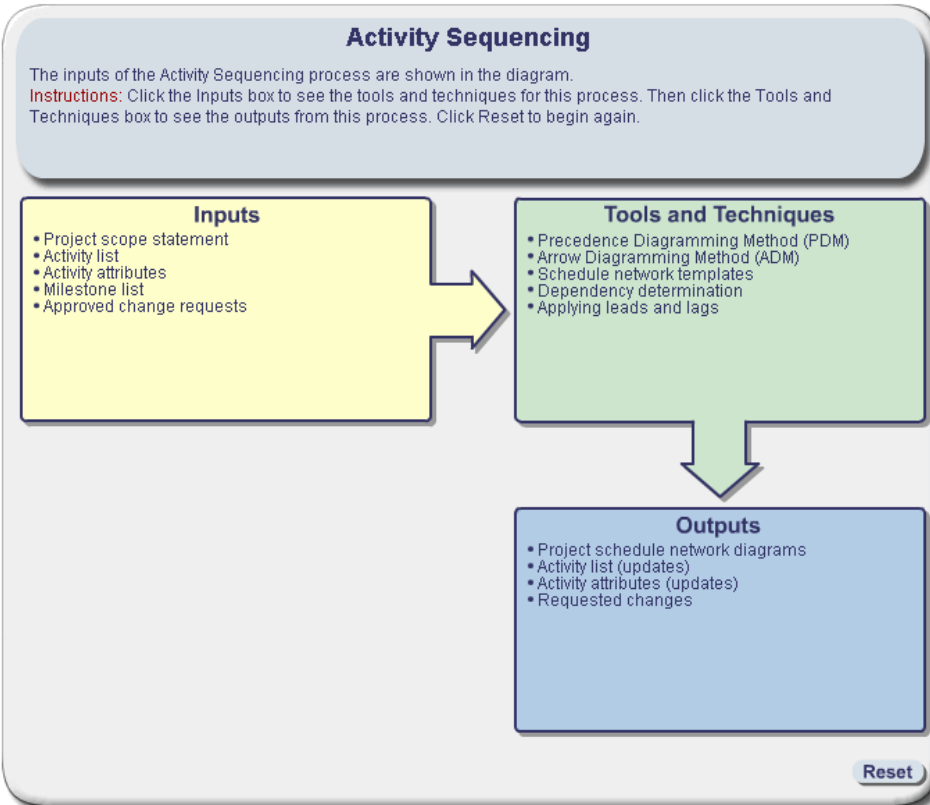
The project schedule is used to help the project manager determine if the project is feasible given the scope of work, resources, time, labor, budget, planned quality, risk, and stakeholder expectations.

Definition: Project Schedule

The planned dates for performing schedule activities and the planned dates for meeting schedule milestones.

PMBOK® Guide, Third Edition, Glossary

Text presented in interactive components



Inputs to the Activity Sequencing Process

Inputs to the Activity Sequencing process include: the project scope statement, the activity list, activity attributes, a list of milestones, and approved change requests.

Instructions: Click each Activity Sequencing input for further information.

Project scope statement

The project scope statement may describe aspects of the product or service that determine the sequence in which activities may occur. For example, if a marketing campaign is intended to announce a new product, then the new product must be ready before any campaign elements that utilize the product can be carried out.

Reset

Interactive activities to your check learning

Question

Crashing the Network

Instructions:

1. Print this page for use in this exercise.
2. This exercise is based on the network diagram used in the previous exercise (Determining the Critical Path). In the previous exercise, the project duration was 21 days. In this exercise, the project schedule must be compressed by 2 days. A faster method for completing activity E has been chosen, which will result in a new duration of 4 days for activity E.
3. Given this new information, determine the critical path.
4. When you are done, click the Answer button to see the solution.

[Answer](#)

Answer

Crashing the Network

Solution: Your answer should match the diagram above. In your forward pass calculations, the only changes compared to the previous exercise are to activities E and F. The early finish date for activity E is 4 days earlier, while the early start and finish dates for activity F are each 2 days earlier.

The late finish dates for activities C and E are now 2 days earlier. Activity D has been unaffected, but the late finish date for activity B has been changed to Day 10.

The float amounts for activities C, D, and E have changed, resulting in a shift in the critical path.

[Reset](#)

Question

Outputs from the Schedule Development Process

Which of the following are outputs from the Schedule Development process?

Instructions: Select FIVE that apply. Click Submit to check your answer.

- A) Project schedule
- B) Activity duration estimates
- C) Cost baseline
- D) Schedule baseline
- E) Work performance information
- F) Project schedule network diagram
- G) Schedule model data
- H) Requested changes
- I) Activity attributes updates

Press Submit when finished to check your answers.

[Submit](#)
[Reset](#)

Answer

Outputs from the Schedule Development Process

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- F) Project schedule network diagram
- G) Schedule model data
- H) Requested changes
- I) Activity attributes updates

Correct!

[Reset](#)

Assignments via the Professor Corner



The Professor icon in the top left corner takes you to the "Professor Corner," where you pick up the materials that the instructor posts:

- Course syllabus
- Reading lists
- Templates for project management documents
- Assignments to download to your computer

It is also where you upload the completed assignments to your instructor and view your Grade Book.

The following pages present an example of a student assignment and reading assignment from the Online Project Time Management course.

MDO 269: Online Project Time Management

Concept 3: Activity Sequencing

Assignment 1: Pie Sale Activity Sequencing

| | |
|-------------------------|---|
| Overview | <p>In the previous assignment you decomposed the Pie Sale work package into its constituent activities. The next step is to arrange these activities in a logical sequence. To complete Activity Sequencing, you must identify dependencies between activities. The most common dependency is a finish-to-start relationship, in which one activity cannot be started until another activity has been completed.</p> |
| Materials Needed | <ul style="list-style-type: none">• Pad of 2" x 2" sticky notes• Flip chart or large writing surface where you can attach the sticky notes |
| Procedure | <ol style="list-style-type: none">1. To perform this assignment, you must use the Microsoft Excel® solution file you received from your instructor after you finished the previous assignment. Open this file: MDO269_C02Assignment1_Activity_List_Part1_Solution.xls and save it as: MDO269_C03Assignment1_Activity_List_Part2_yourname.xls2. In the file that you have opened and renamed, you will see the activity list supplied by your instructor. (The first activity is named Recruit committee chairs, its alphabetical ID is A, and its WBS ID is 4.4.1.) Write this information on a sticky note. Repeat until each activity is on a separate sticky note.3. Arrange the sticky notes on the flip chart so that the activities flow in a logical sequence from left to right. If activities may occur concurrently, stack them on the chart vertically.4. Draw connecting lines to indicate all mandatory dependencies.5. Adjust the positions of the sticky notes to minimize the length of connecting lines, and to avoid crossing lines where possible. You have now created a project schedule network diagram.6. In your open file, note that there are two columns that are shaded yellow: Predecessors and Successors. Using the WBS ID numbers, indicate the predecessors and successors for each activity in the shaded columns. The first activity has been completed for you. Recruit committee chairs has no predecessors. In the Successor column, the WBS ID 4.4.2 indicates one successor, Hold planning meeting. Use WBS ID numbers to indicate predecessors and successors for the remaining activities. If there are multiple entries in a cell, separate them with commas. |

| | |
|--|---|
| | 7. Save and close file MDO269_C03Assignment1_Activity_List_Part2_yourname.xls |
| | 8. Save your sticky notes diagram for possible use in later assignments. |
| Debrief | Activity sequencing establishes the dependencies between the activities in your project. This is a necessary step in preparing a project schedule. The dependencies can be documented as data in a spreadsheet or represented visually in a network diagram. |
| Optional Use of Microsoft Project | If you are an experienced user of Microsoft® Project, you may use this tool to complete this and later assignments. This is not a course in how to use Microsoft Project and you should not expect your instructor to coach you in its use. However, if you submit an MPP file as part of this assignment, you will receive a solution file in MPP format from your instructor. |
| Submitting Your Assignment | <p>Requirement: The following file must be submitted for this assignment: MDO269_C03Assignment1_Activity_List_Part2_yourname.xls</p> <p>Option: To help the instructor evaluate your work, you may also submit a network diagram in graphic form. Your network diagram will be a representation of the sticky notes and connecting lines on your flip chart. To simplify your task, you may use the alphabetical ID numbers to label each activity, omitting the activity name and WBS ID. You may create your network diagram using any one of the following methods, depending on your skill set and the tools available to you:</p> <ul style="list-style-type: none"> • Create a network diagram in Microsoft® PowerPoint®. Save your file in PPT format. Submit the PPT file to your instructor. • Create a network diagram in Excel. Save your file in XLS format. Submit the XLS file to your instructor. • Create a network diagram in Visio®. Save your diagram in JPG (JPEG) format. Submit the JPG file to your instructor. • Create a project file using Microsoft® Project, which will give you a network diagram. Assume the duration of each activity is one day. Save your file in MPP format. Submit the MPP file to your instructor. • As an alternative, you may use one of the tools above, then convert your diagram to PDF format before submitting it to your instructor. • Using a camera, take a picture of your sticky notes diagram and submit your photograph as a JPG (JPEG) file. • Draw your network diagram by hand on a blank piece of paper, scan it into your computer, and submit it as a JPG (JPEG) file. <p>If you are submitting a network diagram file, name the file as follows: MDO269_C03_Assignment1_Network_Diagram_yourname.*** where *** is the file extension for the file type you are using</p> <p>Follow the directions in the Professor Corner for uploading files to your instructor. In general, the size of any file you submit should not exceed 1 MB.</p> |



MDO 269: Online Project Time Management

Concept 3: Activity Sequencing

Reading Assignment

Required

PMBOK® Guide, Third Edition

Reading

Chapter 6: Project Time Management, pages 130 – 135

Quizzes presented at the end of each concept

Activity Sequencing: Quiz

Question 1: This Project Time Management process involves identifying and documenting the relationships among project activities.

- Activity Definition
- Activity Duration Estimating
- Activity Sequencing
- Schedule Development

Question 2: What is a primary input to the Activity Sequencing process?

- Activity list
- Activity attributes
- Milestone list
- Project scope statement

Question 3: Dependencies that are associated with physical limitations of the project are called:

- External
- Mandatory
- Discretionary
- Preferential

Question 4: Project management best practices say the best time to apply lead and lags is:

- Before dependencies have been determined
- Once the activities are underway
- After dependencies have been determined
- During schedule analysis


Quiz feedback

Questions / ConceptsLearning StylesConceptsRemedial Concepts


Activity Sequencing: Quiz

Quiz Score
Score : 4 / 7 (57%)
Your performance is good. Please review the content of this concept with the suggested [Case study](#) learning strategy.
Please use Adaptive Remediation below to help you obtain a minimum score of 80%.

Adaptive Revision
The below icon points to an adaptive revision course that has been dynamically rendered in the **Case study** learning strategy based on your performance.



Question Feedback



Question 1: This Project Time Management process involves identifying and documenting the relationships among project activities.

You chose **Activity Definition** That is incorrect.

Concept related quiz feedback

Questions / Concepts Learning Styles Concepts Remedial Concepts

Activity Sequencing: Quiz

Mastery of the Concepts

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Mastery of Concept

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Inputs to the Activity Sequencing Process

Tools and Techniques for the Activity Sequencing Process

Outputs from the Activity Sequencing Process

Overview of Activity Sequencing

Click to get back to the course.

Concept Performance Map

Learning Style related quiz feedback

Questions / Concepts Learning Styles Concepts Remedial Concepts

Activity Sequencing: Quiz

Your performance is good. Please review the content of this concept with the suggested [Case study](#) learning strategy.

- 1 Step-by-step**
A "building block" approach for presenting concepts in a step-by-step procedural learning strategy.
- 2 Case study**
Based on "events" that trigger the learning experience. Learners begin with an event that introduces a concept and provokes questions.
- 3 Examples**
Learners are first introduced to a concept or a target principle using specific examples that pertain to a broader topic area.
- 4 Data analysis**
Based on stimulating the discernment of trends through the presentation of simulations, graphs, charts, or other data.
- 5 Exercises**
An inquiry method of learning in which students learn by doing, testing the boundaries of their own knowledge.

Intelligent Feedback : Preferred/Dominant Learning Strategy

Click to get back to the course.

Remedial suggestions

Questions / Concepts Learning Styles Concepts Remedial Concepts


Activity Sequencing: Quiz

Your performance was: 4 / 7 (57%). Use the following suggested revision, recommended in Case study Learning Strategy to improve your performance.

Revision of Concepts

* The following table list the concepts for revision. Click on the **concept name** to see the revision content.

| Concepts Revision | |
|--|--------------|
| Concepts | Mastered (%) |
| Overview of Activity Sequencing | 0 |
| Tools and Techniques for the Activity Sequencing Process | 66 |
| Outputs from the Activity Sequencing Process | 50 |

Concepts Remedial Click  to get back to the course.

Case Studies

The Project Management Online Courses use case studies to help you apply project management concepts in the creation of standard deliverables.

If you choose to proceed through the course in either the **Case Study** or **Examples** Learning Style, you will encounter a threaded narrative describing the Maple Street Playground project.

Presented below is a course excerpt in which the concept of leads and lags is applied to the Maple Street Playground project.

Case Study

Applying Leads and Lags

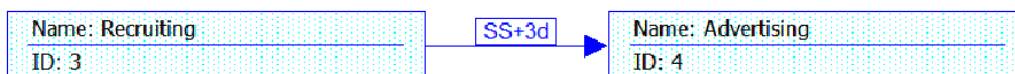
"Do we have to wait for things like recruiting to finish completely before we start anything else?" asked Shawna. "That seems a bit ridiculous. I mean, as soon as I have enough capable people, I'd like to get started on the Advertising and Fundraising activities."

"Well, you could at least make a start. How long after you start the recruiting do you think you could get going on the advertising, say?" asked Mike.

"I'd say no more than three days. All I need are a couple of people who can write and make phone calls. I'll be working with them, anyway."

"Okay, so we can change the dependency between the Recruiting activity and the Advertising activity from a simple finish-to-start into a start-to-start with a delay of three days," observed Mike, as he made some notations on the line joining the two activities on the whiteboard.

PDM Diagram with Lag



When, at the end of each concept, you go to the Professor Corner to do your assignments, you will become familiar with SummerFest, a second case study. The assignments require you to develop a set of project management deliverables for the SummerFest project. As you prepare your assignments, you can easily go back to the Maple Street Playground case study for models of the documents that you are now required to draft yourself. When you submit your assignments, they will be graded by an instructor who is an expert in the field of project management.