

# WHY WHEN & HOW

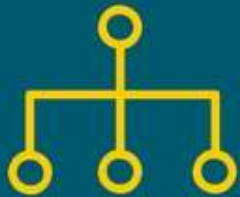
To Develop Project Management Training

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WHY?

# 1. Large strategic initiatives approaching



Multiple PMOs



Standards needed



More people involved

WHY?

## 2. Leadership recognizes need



Workforce development



Everyone on same page

## WHEN?

**As soon as possible!**



HOW?

## Project plan based on ADDIE Model

**A**

**Assess**

**D**

**Design**

**D**

**Develop**

**I**

**Implement**

**E**

**Evaluate**

ASSESS

**Determine whether training is needed, and if so, what type(s).**

**Methods:**

- Conduct needs assessment survey.
- Review existing resources.
- Seek input from potential partner teams.



## RESULTS

### Survey findings

**85%**

*of respondents whose jobs are 50%+ project management have had no formal project management training*

**78%**

*of respondents preferred formal classroom training, supplemented with online tools and reference materials*

### Training review

**1**

*8-hour classroom training offered quarterly, covering basic terminology and simple templates*

**~10**

*eLearning courses offered through learning management system, designed for PMP certification prep*

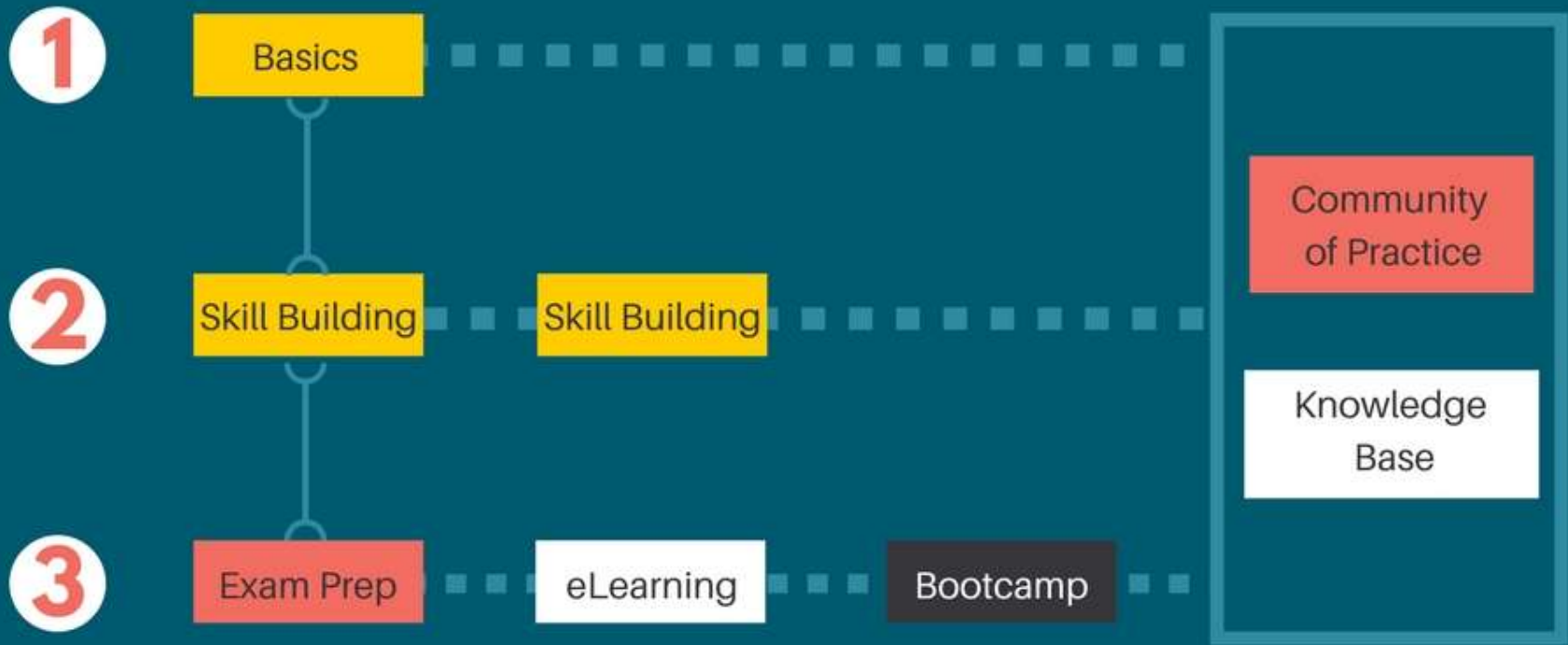
## Craft curriculum to address needs found during assessment.

### Design decisions:

- Address beginning, intermediate, and advanced skill levels, but focus on basics first.
- Create in-person training and support materials (rather than eLearning).
- Leverage existing supplemental resources.



# RESULTS



 Formal, classroom training

 Online resource

 Informal, in-person learning

 Outsource (or recommend)

A person is shown from the chest up, focused on drawing on a tablet. They are holding a stylus in their right hand and are in the process of creating a circular shape. The background is blurred, showing what appears to be a desk with other drawing tools like a pencil and a pen. The overall lighting is soft and blue-toned.

DEVELOP

## Create curriculum components according to design plan.

### Plan:

- Develop fundamentals class first, then add skill-specific classes.
- Leverage existing Community of Practice and eLearning supported by partner teams.
- Create online knowledge base.

## RESULTS

### New classes developed

#### PM101

- *3-hour in-person class offered monthly*
- *Introduction to methodologies, concepts, tools*
- *Tools: WBS, RACI, Timeline & critical path*

#### PM201

- *1.5-hour in-person class offered monthly*
- *Capturing and controlling scope*
- *Tools: Scope management plan, requirements, change control*

#### PM202

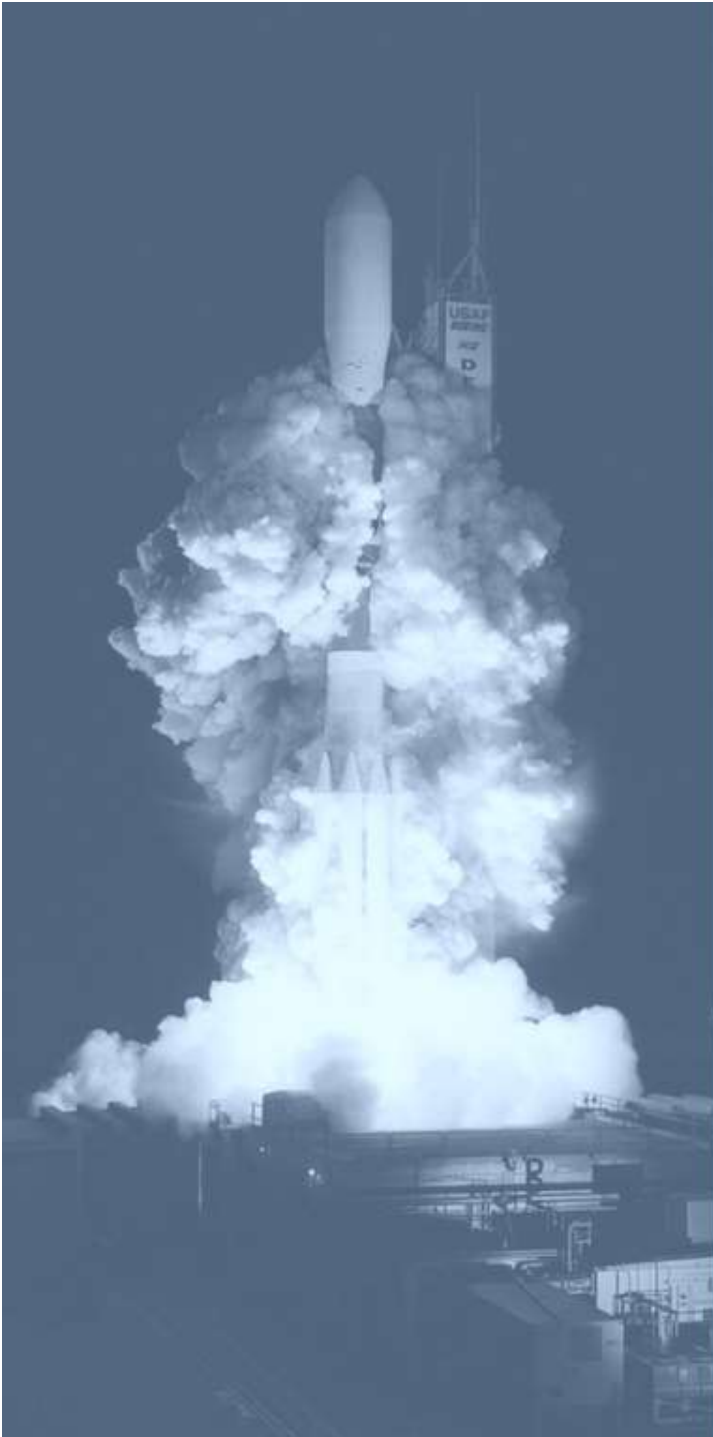
- *1.5-hour in-person class offered monthly*
- *Identifying and managing stakeholders*
- *Tools: stakeholder management plan, analysis grids*

*IMPLEMENT*

## Launch curriculum according to plan.

### Plan:

- Pilot PM101 with small group and collect feedback.
- Edit as needed and obtain approvals.
- Go-live!
- Advertise in various channels.



## RESULTS

### Learner satisfaction scores

 **4.86**

*I intend to apply the knowledge and skills I learned from this course to my job.*

 **4.67**

*This course aligns with the business priorities and goals identified for me by my department.*

 **4.5**

*The competencies I gained during this course will help me succeed in the performance of my job.*



EVALUATE

## Solicit ongoing learner feedback, make improvements as needed.

### Methods:

- Send survey after each session of each course.
- Incorporate attendee feedback, including course topic wishlist.
- Maintain course change logs and update design plan.

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## LESSONS LEARNED

- The desire for PPM training was higher and **more widespread** than anticipated.
- Following **ADDIE method** helps to build right solution.
- At the very least, do a **needs assessment** before beginning to develop anything.
- Leverage **existing resources** whenever feasible.
- Start **small and slow**, and if it's the right solution, it will grow.



# THANK YOU!

QUESTIONS?

