

Assignment 2

Running Case 5-7

Team members:

Yidie Hu

Rui Qin

Yueshi Liu

Tutor: Anthony Wong

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Case 5

Task 1a-1c risk register

Prepared by: Yidie Hu & Rui Qin

Risk Register for Hybrid Campus Project
Date: 23/12/21

No.	Rank	Risk	Description	Category	Root Cause	Triggers	Potential Responses	Risk Owner	Probability	Impact	Risk Score	Status
R1	8	lack of employee commitment	Because hybrid campuses rely on current academic and administrative staff to operate, the staff are concerned about increased workload and may be reluctant to take additional tasks. This may lead to a decline in performance in terms of motivation, effectiveness and efficiency.	people risk	Current academic and administrative staff will take additional responsibilities for this project, and increased workload will make the staff less motivated.	The academic and administrative staff complain about the hybrid campus project and show unwillingness towards some tasks. Some staff will even leave the company.	Mitigate	project manager & human resources manager	7	5	35	The project manager will work with the human resources team to conduct a questionnaire for the academic and administrative staff within the next 2 weeks.
R2	2	behind schedule	Because some unexpected technical and/or service issues happen during the development of the studio and/or study centres, solving these issues may take more time than expected, leading to failure of completing the project on time.	process risk	The project team does not have sufficient consideration of possible technical difficulties and/or service problems and underestimate the technical complexity when making the project plan.	Broadband connection and hardware equipment take much longer than expected during studio and/or study centre development.	Mitigate	project manager & technical support	8	8	64	The project schedule has been re-evaluated, and a possible compression plan is ready.

R3	9	team member resignation	The project team members may leave the company after the project commences because of job dissatisfaction or personal reasons, leading to decreased productivity, decreased morale and increased training costs.	people risk	In some cases, the project team members may need to leave for some personal reasons (eg. moving to another city/country). In most cases, the team members may feel dissatisfied with their work or the culture of the company (eg. being underpaid, lack of work-life balance and poor management).	One or more project team members resigns at any stage of the hybrid campus project.	Mitigate / Accept	project manager & human resources manager	5	6	30	A meeting with the human resources manager has been completed, and the HR team will talk with project team members.
R4	6	accreditation failure	Due to the nature of non-physical campuses, hybrid campuses may not meet the accreditation rules in some countries. This leads to the project failure as educational institutions and products have to gain accreditation from the local education authorities.	process risk	In some countries only accredited physical campuses can meet the requirements of accreditation from local educational authorities.	When establishing study centres in different countries, the accreditation for hybrid campuses is refused by the educational authority in one or more countries.	Avoid	project manager	4	10	40	More investigation into possible areas has been requested to conduct.

R5	4	over budget	The project team has never done a hybrid campus project or similar project before. This project involves 10 study centres in different countries, thus complicated to estimate the cost. The cost estimates may be unfeasible, which leads to over budget. This further leads to project failure if the sponsors do not invest more money into it.	financial risk	The project manager and/or project team members lack estimating experience or use insufficient cost estimation methods, thus making unfeasible cost estimates. A prolonged project schedule also requires more money put into the project.	The actual cost exceeds the earned value at any stage of the project.	Mitigate	project manager	6	8	48	Key stakeholders have been informed of this risk and more meetings will be held to discuss it.
R6	5	lack of popularity	It is the first time that OEU has established hybrid campuses, thus lacking reputation and experience. Few enrolments might occur, leading to the failure of the project goal (expanding customer base).	market risk	Market research and campus location research fail to correctly identify the qualification demands and competition in the area.	The study centres do not attract as many new students as expected, thus not achieving the estimated financial benefits.	Mitigate	business and marketing specialist & project manager	5	9	45	OEU's CEO has asked the marketing team to promote the project.
R7	3	high competitiveness	A hybrid campus is not a common mode of teaching in many countries, which means there are few competitors in those areas. The hybrid campuses are likely to become highly competitive, which results in the project's success.	market risk	The demands for OEU's qualifications can be significant in some areas. Also, few educational organisations have hybrid campuses, thus little competition exists.	One or more study centres are very successful in attracting a large number of new students.	Exploit	OEU	7	8	56	The rollout of the first study centre will be evaluated and further actions will be taken after the evaluation.

R8	17	defective videoconferencing system	Because the programmer team are in charge of writing code to develop the videoconferencing system, their inadequate skills may lead to a defective videoconferencing system, which will compromise the quality of teaching and even the reputation of hybrid campuses.	technology risk	The programmers lack the knowledge and skills to build a reliable videoconferencing system.	Visual and/or auditory problems occur during the testing and even rollout stage. The lecturer and students cannot see or hear each other clearly. One or more study centres cannot join the lecture via the videoconferencing system.	Mitigate	technical manager	4	9	36	Meeting has been conducted within the technical team to minimise bugs when developing the system.
R9	1	scope creep	The requirements of the project may not be communicated well between stakeholders and project managers, and miscommunication and/or disagreement can occur during the stage of defining requirements, so the scope expands from what was set originally. This will result in project delays and/or over budget.	project management risk	The project scope was poorly defined and ambiguity existed at the beginning of the project. Miscommunication occurs between stakeholders and changes are not documented properly.	The sponsor (OEU's CEO) requires the project to include additional features (eg. an individual website for each study centre, assessment system) at any point after the project begins.	Mitigate	project manager	8	9	72	Meeting with key stakeholders have been conducted and the project scope has been clarified.
R10	10	software incompatibility	Because IT and Internet infrastructure are different in different countries, software such as videoconferencing system and LMS (learning management system) may be incompatible in some countries, which leads to failure of the hybrid campuses in those countries.	technology risk	The study centres are distributed in different countries, and IT and Internet infrastructure differ across countries.	The videoconferencing system and LMS cannot operate properly (eg. losing connection, video lagging) in some countries.	Mitigate/avoidance	project manager & technical manager	3	9	27	The technical manager has been aware of this risk and he will conduct a meeting with team members this week.

Task 1d rationales

R1. lack of employee commitment

Current academic and administrative staff have started to worry that the hybrid campus project will increase their workload. The probability of lacking employee commitment is relatively high at 7 because the staff have already shown a negative attitude towards this project and most staff are reluctant to take extra tasks. However, some staff may hold a positive attitude as this project can be a good opportunity for them to get promoted. The impact is medium at 5 because although this risk will not directly lead to project failure and most staff will still complete the additional tasks as requested, their working efficiency and quality decrease with the negative attitude.

R2. behind schedule

Considering that broadband connection has made the first study centre behind schedule, it is likely that similar or even more complicated issues happen during the development of the other nine study centres. Therefore, the project is at high risk of being behind schedule or project delay, and the score is 8. The impact score is also 8 because time is one of the triple constraints, and being behind schedule will lead to increased cost and reduced scope, which has a significant negative impact on the project.

R3. team member resignation

The registrar (Glenda Brown), one of the project team members, left OEU after the project starts. The probability of employee resignation is considered to be medium (score at 5) because one team member has left and others may resign, but no complaint or intention to resign has been found. The impact is medium at 6 because current staff may take more tasks and may spend time training new staff, which leads to decreased morale, decreased productivity and increased training costs. However, this risk will not necessarily lead to project failure and the impact also depends on the new employee's competence.

R4. accreditation failure

Accreditation has been refused in one country, so similar issues may occur in other countries. However, the probability is low at 4 because although hybrid campuses are a new mode of teaching, online courses have been popular worldwide. It is likely that hybrid campuses will be accepted in many countries. As for the impact, it is highest at 10 because the university cannot offer degrees to students without accreditation from local educational authorities. The project fails completely if accreditation is not acquired.

R5. over budget

The project manager only has 1-year experience with no experience in similar projects, who may make unfeasible cost estimates. Also considering the high risk of project delay discussed above in R2, the probability of the risk of being over budget is medium at 6. The probability is not too high because other team members are all senior staff and they have participated in the development of some physical campuses and technology upgrades of those campuses, and they are able to give advice on the cost estimates. In addition, the cost has been

controlled well within the budget for the past 3 months and there are no signs of being over budget at this stage. The impact is high at 8 because the cost is one of the triple constraints of the project, which means that the defined scope requirements will not be met and the project will fail if no additional investment is available. Also, one goal of the hybrid campus project is to lower cost, so this risk will make the project fail to meet the business goal.

R6. lack of popularity

The probability score of lacking popularity is 5. The study centres are built in areas with high demands and minimal competition, so they can gain high popularity. However, the students in those areas may not trust the new mode of teaching as this mode is very new and the teaching quality of this mode has not been proven. As for the impact score, it is very high at 9. Lacking popularity means that the project fails to achieve the main business goal of expanding the customer base, and this also has a significant negative impact on the financial return of this project.

R7. high competitiveness

As the sites of study centres have been well researched and only the locations with minimal competition are selected, the project has a high probability of being competitive. However, considering that more competitors may enter the market and establish their hybrid campuses quite soon after the project starts, the probability score is set at 7. The impact is very high at 8 because high competitiveness directly increases the customer base, which is crucial for the project's success.

R8. defective videoconferencing system

The probability of developing a defective videoconferencing system is medium at 4 because the programmer team has been carefully selected with strict coding assessment, but not all the programmers have developed similar systems before and the videoconferencing system is sophisticated. Considering these factors, the probability is set at 4 (the lowest score of the medium range). The impact score is 9 because the whole hybrid campus project relies on the videoconferencing system to operate. If the videoconferencing system is defective, this project will fail the expectations of customers and sponsors.

R9. scope creep

It is highly likely that scope creep occurs during the project and the probability score is 8. This project involves 10 study centres in different countries, so it is difficult to define the detailed features or requirements for every study centre. Also, miscommunication and misunderstanding regarding the project requirements are highly likely to happen during the big project as many stakeholders are involved. These factors all make the project extend beyond the original scope. The impact of this risk is 9 because the scope is one of the triple constraints and scope creep results in increased time and cost, which further leads to project failure. This risk is especially detrimental when more time or more money is not available.

R10. software incompatibility

The IT and network infrastructure are different across different countries and this may affect the performance of the videoconferencing system and LMS as these systems require specific network parameters. However, the risk of software incompatibility is deemed low at 3 because similar issues rarely happen in OEU's previous online course projects, and the programmer team members all have strong knowledge in network and cyber security. The impact of software incompatibility is very high at 9 because if this issue happens, hybrid campuses will not function normally.

Task 2 probability/impact matrix

Probability	Impact		
	Low (1-3)	Medium (4-6)	High (7-10)
High (7-10)		risk 1	risk 2 risk 7 risk 9
Medium (4-6)		risk 3	risk 4 risk 5 risk 6 risk 8
Low (1-3)			risk 10

red cells: critical risks

yellow cells: moderate risks

green cells: minor risks

black text: negative risks

white text: positive risks

probability score: 1-10 (1: lowest, 10: highest)

impact score: 1-10 (1: lowest, 10: highest)

Task 3 response strategies

R1. lack of employee commitment - mitigation

The project manager should inform the OEU management team aware of the team members' concern about possible increased workload, and the CEO can give incentives such as bonus payment or promotion opportunities to the project team. In this way, the team members will be motivated to take more workload. Also, hiring more staff into the project team can maintain a balanced workload for the team members, which can be an option to mitigate the risk of current staff's lack of employee commitment.

R2. behind schedule - mitigation

During the initiating phase of the project, the project manager should be carefully selected and the most experienced project manager should be selected. Ideally, a project manager with more than 5 years of experience is ideal as an experienced project manager can make more feasible schedules for all the activities and handle delays in some activities more appropriately. In addition, the project should be monitored frequently so that any early signs of being behind schedule will be identified and adjustments to the schedule can be made at the early stage.

R3. team member resignation – mitigation/acceptance

The human resources manager should be made aware of this risk and complaints from team members should be paid attention to and carefully handled. OEU should improve its culture and appropriate incentives can be given to promote job satisfaction. Managers should improve their leadership and management styles, and more recognition and reward can be given to the staff. These strategies can be applied to minimise this risk probability, but this risk has to be accepted if the employees have to leave for some personal reasons such as moving to another city or country.

R4. accreditation failure – avoidance

After deciding on some desirable locations for the study centres, research should be done to clear the accreditation requirements in those countries before the development phase starts. To avoid the risk of accreditation failure, the project team members should contact the local authorities to get the detailed requirements and send the project plan to the authority for feedback. The study centres can start to be developed only after the requirements are fully understood and the educational authorities approve the plan.

R5. over budget – mitigation

An experienced project manager (more than 5 years' experience) should be appointed to the project because he or she will estimate the budget more accurately. Scope and time should be carefully managed and the project should be monitored frequently. Communication among all the stakeholders need to improve, and cost overrun, delays and scope creep at any stage should be fully aware and timely measures such as reassigning resources and prioritising tasks will be taken to minimise the probability of being over budget.

R6. lack of popularity – mitigation

Market research should be done thoroughly to analyse the qualification demands and competitors, which ensures that OEU provides unique educational products in the areas. Questionnaires or surveys should be done among students in the possible areas, which gain the opinions from the potential customers. After analysing the market and customers' feedback, only the areas with high demands, minimal competition and high customer acceptance will be chosen to build the study centres. During the initiating stage, customers' needs should be fully considered based on their feedback and features should be designed to meet those needs. These strategies reduce the possibility of the occurrence of lacking popularity.

R7. high competitiveness – exploitation

Research should be done to analyse the competitors in the target areas where study centres will be established. The analysis includes the market trends, educational products provided by other organisations as well as the competitors' strengths and weaknesses. Lowering the project cost can lower the tuition fees for students, which will make the hybrid campuses more attractive and competitive.

R8. defective videoconferencing system – mitigation

When choosing programmers to form the project team, requirements can be at least 5 years of experience in programming and strong background knowledge of videoconferencing technology. Also, a reliable videoconferencing platform or software can be purchased and programmers develop the system on top of the platform/software so that bugs are minimised when developing the system.

R9. scope creep – mitigation

The project manager should facilitate effective communications among stakeholders in the four processes of the project (initiating, planning, executing as well as monitoring and controlling), which enables the scope to meet the stakeholders' requirements and project team members to fully understand the defined scope. The scope and schedule should be clearly documented and a change control plan should be created for reviewing and approving reasonable changes. These measures will mitigate the risk of scope creep.

R10. software incompatibility – mitigation/avoidance

Some network specialists with more than 5 years of experience in IT and cyber security can be hired in different countries, who will work with the programmers when developing the videoconferencing system and LMS for the study centres. The local network specialists understand the network and IT infrastructure in their countries, so they can identify and solve the incompatibility issues. This can be a method of reducing the probability of this risk. In addition, to avoid this risk, research into the IT infrastructure and network in target countries can be conducted so that the programmers can develop a system that is fully compatible in all those countries.

Case 6

Task 1 & Task 2 quality standards and measurement

Number	Quality standard	Description	measurement
1	Study centres should be fully covered with stable high-speed Internet.	Almost all the learning activities rely on Internet, especially videoconferencing systems and LMS. The Internet speed at all locations in the study centre should sustain a speed range of 20 to 25 Mbps at all times. Internet latency should sustain within 50ms at all times. The signal strengths at all locations within the study centres sustain higher than -50dBm at all times.	Speed test applications are installed into the computer system at each study centre and they constantly monitor the Internet speed and signal strength automatically. The technical staff can manually test the speed and signal strength surrounding the study centres.
2	The videoconferencing system is stable and has minimal downtime.	The videoconferencing system is the core technology for the hybrid campuses and it has high availability (HA) to ensure continuous operations without interruptions. The system has “six nines” reliability, which means 31.56 seconds of downtime per year or 2.63 seconds per month.	An electronic system is installed in the videoconferencing system, which measures and logs the downtime automatically. System downtime can also be manually captured by the study centre managers during the lectures.
3	The videoconferencing system delivers lectures to study centres with clear images and sound.	The videoconferencing lectures ensure high resolution of both video and audio to maximise the students’ learning experience. The video resolution sustains within the range from Full HD 1080p and 4K Ultra HD, and the audio sustains 24 bit/192kHz.	Two electronic systems (one for video resolution and one for audio resolution) are installed in the videoconferencing system to measure the resolutions of video and audio automatically.
4	The learning management system (LMS) stores students' information securely.	As the LMS stores the private information of all the students, LMS meets the ISO 27040 standard for data storage security to ensure the security of students’ information. ISO 27040 specifies the requirements for Direct Attached Storage (DAS) guidelines, comprehensive coverage of storage network technologies, identifying critical security issues and system management guidelines including sanitisation, data confidentiality and data reduction (ISMS Online, 2021).	ISO 27040 assessor accredited by ISO will check all the security features of LMS against each criterion for ISO 27040 standards.
5	The web hosting service of LMS is capable of allowing all students to use the system at the same time.	In some cases, all students enrolled in both physical and hybrid campuses may access the LMS at the same time, and this situation is likely to happen during orientation and exam periods. Therefore, the occupancy rate of LMS sustains below 70% to avoid the failure of LMS caused by too many concurrent users.	An application is installed into the web hosting server of the LMS to constantly monitor and record its CPU, memory and disks. The technical staff also manually double-check these aspects of the server.
6	The training equips all academic, administrative and technical support staff with knowledge and practical skills to use the videoconferencing systems and LMS.	The training ensures that all the staff have adequate knowledge in using the videoconferencing system and LMS. All academic, administrative and technical support staff achieve scores over 85 out of 100 in the training assessments.	After the training sessions, all the lecturers, study centre managers and technical support staff will take online theoretical and in-person practical assessments including all the knowledge and skills covered in the training. The assessments will be supervised and evaluated by the LMS specialist and videoconferencing specialist.

Task 4 Statement of Work

Assumptions:

It is assumed that the hybrid campus project has a duration of 3 years and 30 study centres are built worldwide. The project started in March 2020 and by the end of January 2023, 30 study centres will have been completed and the training will be conducted during February 2023. The SOW below is based on a single, one-month contract (February 1st, 2023 to February 28th, 2023) and training-related activities are expected to be conducted during the whole month of February 2023. This training aims at getting study centres fully prepared for the coming March semester.

Statement of Work (SOW)

I. Scope of Work:

The scope includes technical training and education-related training for centre managers, technical training for technical support staff and technical training for students. For centre managers, knowledge areas include technical areas in handling all the equipment (computers, television screens, cameras, etc) and several types of software (especially videoconferencing system and LMS) as well as educational-related training focusing on class management and exam administration. For technical support staff, knowledge areas include the systems, possible technical issues and customer care. For students, knowledge areas include using LMS to access learning materials, assessment information and other features provided in the LMS. Besides conducting the training for each group of trainees, a training manual and a tutorial video should be developed for each group of trainees. In order to ensure that the staff acquire adequate knowledge and skills, assessment tools need to be developed for centre managers and technical support staff and the assessment will be conducted at the end of the training.

II. Location of Work:

1. Training for centre managers:
This training is in-person and will be conducted on-site at 30 study centres worldwide, including main countries in Asia, Australia, South America, North America and Europe. Each study centre needs individual training on the hardware and software used in the study centre. Travel requirements related to this training are specified in section VII (special requirements) below.
2. Training for technical support staff:
This training is to be conducted at OEU's head office in Virginia, USA via videoconferencing technology.
3. Training for students:
This training is to be conducted at OEU's head office in Virginia, USA via videoconferencing technology.

III. Period of Performance:

1. Training for centre managers:
30 training sessions (one training session for one study centre) all run continuously from 13/2/23 to 17/2/23, which start at 9:00 and finish at 17:00 (including a one-hour lunch break from 12:30 to 13:30) every day. As all study centres have the same opening hours (9:00 to 17:00 local time), the training schedule is set based on the local time where the study centre is located. The total hours to be billed are 40 hours (8 hours per day * 5 days).

2. Training for technical support staff:
This training is to be conducted in 3 identical sessions, with each session running continuously from 20/2/23 to 24/2/23 (2.5 hours per day). The sessions will be provided to groups of 10 study centres (technical support staff from 10 study centres will be trained in one session). Each session has a certain start time and finishes time every day. The first session runs from 8:30-11:00, the second runs from 12:00-14:30 and the third runs from 15:00-17:30. A total of 40 hours can be billed for this training (8 hours per day * 5 days). The daily training sessions run for 7.5 hours in total, and a 30-min break per day is included in the total payable working hours.
3. Training for students:
This training is to be conducted during the orientation sessions running from 27/2/23 to 28/2/23 and 3 identical sessions (3 hours each) will be provided to groups of 10 study centres (students from 10 study centres will be trained in one session). The first training session is scheduled to run from 12:00 to 15:00 on 27/2/23, the second runs from 16:00-19:00 on 27/2/23, and the third runs from 13:00-16:00 on 28/2/23.

IV. Deliverables Schedule:

1. Training manual for study centre managers:
As training for study centre managers will start on 13/2/23, the manual is due on 10/2/23.
2. Training for study centre managers:
The training should start on 13/2/23 and finish on 17/2/23.
3. Post-training assessment tool for study centre managers:
As the assessment will be done on the last day of training (17/2/23), the assessment tool is due on 16/2/23.
4. Tutorial video for study centre managers:
As in-person training for study centre managers finishes on 17/2/23, the tutorial video is due on 24/2/23 as this video should include the frequent questions asked during in-person training.
5. Training manual for technical support staff:
As training for technical support staff will start on 20/2/23, the manual is due on 17/2/23.
6. Training for technical support staff:
The training should start on 20/2/23 and finish on 24/2/23.
7. Post-training assessment tool for technical support staff:
As the assessment will be done during the last session of training (24/2/23), the assessment tool is due on 23/2/23.
8. Tutorial video for technical support staff:
As virtual training for technical support staff finishes on 24/2/23, the tutorial video is due on 28/2/23 as this video should include the frequent questions asked during virtual training.
9. Training manual for students:
As training for students will start on 27/2/23, the manual is due on 24/2/23.
10. Training for students:
The training starts on 27/2/23 and finishes on 28/2/23.
11. Tutorial video for students:
The tutorial video is due on 28/2/23, considering that the semester begins on 1/3/22 and some students may not attend the training sessions.

V. Applicable Standards:

1. ISO 9000

The organisation providing the training should follow ISO 9000, the quality management standards. The ISO 9000 family contains the ISO 9001:2015 Quality Management Systems -Requirements, ISO 9000:2015 Quality Management Systems – Fundamentals and Vocabulary, ISO 9004:2018 Quality of an Organisation-Guidance to Achieve Sustained Success and ISO19011:2018 Guidelines for Auditing Management Systems (ASQ, 2022). The standards are applicable because they can be applied to organisations of any size in any industry (ASQ, 2022). The training should be conducted based on the seven quality management principles, including customer focus, leadership, engagement of people, process approach, improvement, evidence-based decision making and relationship management (ASQ, 2022).

2. ISO29990

The training provider should follow ISO 29990:2010 which sets the quality management system standard for providers of training services, and this standard includes scope, terms and definitions, learning services and management of the learning service provider (Quality Control Certification, 2013).

VI. Acceptance Criteria:

1. Training materials:

Training materials including training manuals, video tutorials and assessment tools should contain all the knowledge and skills required by the hybrid campus project. The materials must meet OEU's specific training requirements targeted at centre managers, technical support staff and students. All the materials have to be reviewed and approved by OEU.

2. Training sessions:

Each training session has to start on time as requested by OEU and any change is subject to OEU's requirements. Training sessions need to deliver all the content included in the training manual and additional content if required by OEU.

3. Timeframe:

The training provider must meet the schedule requirements for each deliverable as specified in section IV (deliverables schedule) above. Any delay is not allowed.

4. Training outcomes:

All centre managers and technical support staff have to take the assessment at the end of the training, and 90% of the staff have to pass the assessment (achieving scores above 85 out of 100). A questionnaire regarding the training experience will be emailed to all the students who attend the training, and a minimum of 80% satisfaction rate has to be achieved.

VII. Special Requirements:

1. Personnel certifications and experience:

The trainers in charge of technical training for study centre managers are required to have a bachelor or master's degree in education.

The trainers in charge of technical training for study centre managers, technical support staff and students are required to have a bachelor or master's degree in IT or CS, and they must have at least 5 years of experience in videoconferencing technology and network.

2. Travel:

Trainers from the branch in the continent where study centres are located should travel to each study centre and conduct in-person training for the study centre manager. Travel expenses (trip tickets, accommodation and meals) within an agreed amount will be covered.

VIII. Type of Contract/Payment Schedule:

Cost-plus incentive fee (CPIF):

The training provider will be paid the allowable performance costs plus a predetermined fee and incentive bonus. The payment is based on the following elements:

target cost: \$100,000

target fee: 10% of the actual cost

benefit/cost-sharing ratio for cost overruns: 80% client/ 20% contractor

benefit/cost-sharing ratio for cost underruns: 60% client/ 40% contractor

The payment will be calculated at the end of the one-month contract and the payment will be made on 15th March 2022.

Case 7

Task 1 communications management plan

Communications Management Approach

The project manager will take the responsibility of ensuring effective communications among all the internal and external stakeholders of the project. The project manager will take proactive approaches in the communication processes, who will identify possible issues and prevent them turn into serious problems. The Communications Matrix below will provide the communications requirements regarding communication types, the information needed, and participants (speakers and audience).

As the hybrid campus project involves study centres all over the world and it is unfeasible to have face-to-face communication considering the travel costs and current pandemic situation, the communication needs will emphasise different time zones, cultures, languages and geographic areas. The project manager should be fully aware of the complexity of project communications such as different working hours, language barriers and different cultural norms. When facilitating informal and formal communications, communication methods (interactive communication, push communication and pull communication) and media used (phone call, email, meeting, etc) need to be chosen carefully with all aspects of the team diversity taken into consideration.

Changes are expected as the project progresses, and these changes may involve scope, schedule, budget, human resources and other aspects. The project manager needs to ensure that all the proposed and approved changes to the communications management plan are managed properly according to the status and progress of the project as well as additional requirements from stakeholders. The project manager is responsible for updating the communications management plan and notifying all the stakeholders of the updates once the change is approved, which ensures that all the stakeholders remain fully aware of any change to the communications management plan and conduct effective communications accordingly.

Communications Methods and Technologies

Interactive communication will be most commonly used in the project, including face-to-face meetings, video conferences and phone calls. This is the main method used among the project team members as well as with internal and external stakeholders. The project team mainly use emails in push communication to report issues, arrange meetings and notify any changes. Pull communication is less used in the project, but some supplementary knowledge about the project (eg. how the videoconferencing system works) will be posted onto OEU's website.

As the study centres spread over the world and the travel costs are high, regular meetings with study centre managers will use videoconferencing technology. In addition, considering the current pandemic situation, videoconferencing technology will also be used for all the meetings conducted within the project team and with the stakeholders if a face-to-face meeting is not allowed due to lockdown. All the virtual meetings will use the online meeting feature provided by Microsoft Teams. In addition, the project team members can use Microsoft Teams will be used for informal communications.

SharePoint is used to archive the soft copies of all the updates, reports and meeting minutes involved in the project. It enhances the collaboration and communication within the project teams and between the project team and other stakeholders.

Google Drive is used when team members need to collaborate with each other in creating, sharing and editing documents and PowerPoints, which plays an important role in team presentations for the project. All the project communication and documentation that are stored on SharePoint will also be archived on OEU's internal shared drives in Google Drive.

The project uses Microsoft Project to develop, maintain and communicate schedules within the project team. The project manager relies on this application to schedule the activities and allocate resources to each activity. The PERT Chart in Microsoft Project provides a good format for communicating with stakeholders about the project schedules. The project schedule created on Microsoft Project will be archived on SharePoint.

Communications Matrix

Communication Type	Objective of Communication	Medium	Frequency	Audience	Owner	Deliverable	Format
Kickoff Meeting	Formally inform all stakeholders that the project begins. Introduce the project team. Clarify project background, objectives, requirements and management approach.	Face to Face	Once	-Project Sponsor -Project Team -Stakeholders	Project Manager	-Agenda -Meeting Minutes	Soft copy archived on SharePoint site
Project Team Meetings	Track the weekly status of the project. Discuss current challenges/issues. Clarify requirements for the next week.	-Face to Face -Microsoft Teams (video conferences)	Weekly	Project Team	Project Manager	-Agenda -Meeting Minutes -Project Schedule -Project Status Update	Soft copy archived on SharePoint site
Weekly Status Reports	Report challenges/issues identified in the project. Identify any signs of budget overruns, project delays and scope creep.	Email	Weekly	Project Team	Project Manager	-Issue reports -Progress reports	Soft copy archived on SharePoint site
Technical Design Meeting	Share ideas about technical design solutions for the project. Discuss and develop a design for the technical requirements of the project.	-Face to Face -Microsoft Teams (video conferences)	As Needed (twice a week recommended)	Technical Team	Technical Manager	-Agenda -Meeting Minutes -Design options	Soft copy archived on SharePoint site
Monthly Project Status Meetings	Review current project status. Develop project compression plan if needed.	-Face to Face -Microsoft Teams (video conferences)	Monthly	Project Management Office (PMO)	Project Manager	-Slide Updates -Project Schedule	Soft copy archived on SharePoint site
Project Status Reports	Report the overall status of the project (progress, costs and important issues) to all stakeholders.	Email	Monthly	-Project Sponsor -Project Team -Stakeholders -PMO	Project Manager	-Project Status Report -Project Schedule -Project Costs	Soft copy archived on SharePoint site
Study Centre Development Meetings	The project team members who are responsible for study centre development report the status (eg. progress, issues).	Microsoft Teams (video conferences)	Weekly	Project Team	Project Manager	-Agenda -Meeting Minutes -Project schedule -Project Status Update	Soft copy archived on SharePoint site

Communication Escalation Process

Priority	Definition	Decision Authority	Timeframe for Resolution
Priority 1	Significant impact to the project or OEU. There will be a significant negative impact on the project in terms of time, cost and scope and even on OEU's reputation and/or profit.	Vice President (VP) or Chief Executive Officer (CEO)	Within 4 hours
Priority 2	Medium impact to the project or OEU. There may be a negative impact on the profit and/or schedule of the project.	Project Sponsor	Within 1 business day
Priority 3	Small impact to the project which may lead to minor delays of the project, but the overall profit of the project and OEU will not be affected.	Project Manager	Within 2 business days
Priority 4	Minimal impact to the project, but improvement can be made to complete tasks in a better way.	Project Manager	No specific timeframe (as work continues). Recommendations to follow the change control process.

Task 3 communication approaches

1. Active listening

The first approach to communicating to and about Tania Fourie is active listening to Stephanie Gerald, the other videoconferencing expert and Tania. The project manager can have private informal communication (eg. a lunch chat) with these three team members respectively and ask them to freely express their opinions about their challenges, issues and their teamwork. The project manager should be patient and non-judgemental during the conversations, which is especially important when talking with Tania and Stephanie. As it is highly likely that Tania has known that the other two experts are frustrated with her and she is disappointed with their work, she may show strong negative emotions during the conversation. In this case, the project manager should use verbal or nonverbal feedback to show that she is safe to express her opinions and she is being listened to carefully. When she talks about some important details, the project manager should paraphrase what she has said and clarify the information. The same approach also applies to the conversation with Stephanie and the other videoconferencing expert, and it is especially useful in the communication with Stephanie. Using this approach, the project manager will let the team members know that their feelings and opinions count and that they are valued by the company. This approach also allows the project manager to gather more information about the conflict from different perspectives so that the situation can be analysed more comprehensively and appropriate measures can be taken to manage the conflict.

2. Focusing on the issue rather than the person

The second approach to communicating to and about Tania Fourie is focusing on the issue rather than Tania Fourie. As the conflict has arisen between Tania and the other two videoconferencing specialists especially Stephanie, the project manager needs to ensure that this issue and related project delays are discussed constructively. The project manager can have private conversations with these team members individually and also hold a meeting with them after understanding and analysing the issue. When talking to and/or about Tania, the project manager should be mindful of the attitudes and words and focus on how her work and teamwork can be improved to keep up with the project schedule instead of criticising her perfectionism. The project manager can acknowledge Tania's attention to detail and diligence first, and then talk about the current delays the project is experiencing. The project manager can try to persuade her that it is important to complete tasks first and then modify them if time is allowed by addressing the serious impact the delay can cause to the project (eg. cost overruns and reduced scope) and even the company (eg. huge loss of profit and compromised reputation). Similarly, when talking about the issue with the presence of all the three team members, the project manager should not blame anyone for the project delays. Instead, the project manager should avoid escalating the conflict among the team and make the team focus on the improvements each individual can contribute to. By focusing on the issue, the project manager can avoid the situation where Tania may take criticism personally and feel resistant to work for the project. This approach can also distract Stephanie from the frustration with Tania and make all team members work towards the shared goal of achieving project success.

Task 4 stakeholder management strategy

Name	Power/Interest	Current Engagement	Potential management strategies
Centre managers	Medium/High	Leading	Study centre managers are hired locally where study centres are built, which means that they come from different countries. It is important to be mindful of the time zones when arranging a virtual meeting with them. The project team needs to understand and respect different cultures. Communication styles need to be adjusted to facilitate effective communications and minimise miscommunication. Interpreters can be hired to minimise the negative effect of language differences.
Students	Medium/Medium	Supportive	Students are from the communities surrounding the study centres in different countries. Different cultures and languages need to be considered, and additional features (eg. captions and/or translation) need to be provided to meet the local students' needs in terms of learning experience and learning outcomes. Feedback from a large number of students should be collected and analysed frequently, and the project team needs to carefully balance the needs of different students. The team should endeavour to make the study centres meet the needs of most students in the local communities. Potential students need to be updated with the project progress monthly via social media and/or emails.

Accreditation regulatory authorities	High/Medium	Neutral	OEU has experience gaining accreditation from accreditation regulatory authorities in some countries when establishing physical campuses in North America and Europe. Some authorities follow all the accreditation requirements strictly, but some authorities accept some exemptions in some countries. The project team needs to ensure that all compulsory requirements are met and try to negotiate with the authorities on the new mode of teaching (hybrid campuses). As the application process is long and requires many files in all the countries, face-to-face communication is recommended during the early stage of accreditation to avoid ambiguity about the requirements. In later stages, emails and video conferences can be used. Time zones, cultures and languages need careful consideration in the accreditation processes.
David Ellis-CEO (sponsor)	High/High	Supportive	David has been the CEO of OEU for 10 years and he sponsored many successful projects. As he has a very strong drive to succeed, he has high expectations of the project. He is also very organised and strict with the schedule, so the project team has to keep up with the schedule and timely reports should be submitted. Actions have to be taken in a timely manner to meet his requirements. David has just sponsored another new project and he is busy with it. Thus, the project team should try to communicate with him frequently and endeavour to fully engage him in the processes. The project team should also endeavour to satisfy his requirements.

Issue #	Description	Impact	Date Reported	Reported By	Assigned To	Priority (H/M/L)	Due Date	Status	Comments
1	Accreditation process has been delayed because of Glenda Brown's resignation.	Study centre locations cannot be determined as accreditation issues are not solved.	Nov 29	Aneshree Naik	Nicole Warburton	H	Dec 2	Closed	Accreditation issues are solved, and the accreditation process is on track.
2	Tania's obsession with details leads to difficult teamwork and project delays.	Videoconferencing experts are frustrated and Stephanie is threatening to resign if this issue is not solved.	Dec 1	Stephanie Gerald	Yueshi Liu, PM	H	Dec 14	Open	Yueshi has talked with Stephanie and the other expert to get more information and opinions about this issue. Yueshi has talked with Tania and Tania was willing to improve. The team is still awaiting the change.
3	Many team members do not address obvious challenges in weekly status reports.	Challenges/ problems get forgotten/ignored and more errors may occur due to unsolved challenges.	Dec 14	Yueshi Liu, PM	Yueshi Liu, PM	M	Dec 20	Closed	Emails about this issue have been sent to all team members. Requirements of the weekly status report have been clarified and addressed.
4	Virtual meetings are much less productive than face-to-face communications.	Inadequate information is shared among stakeholders, and misunderstanding and miscommunication occur.	Jan 4	Vanessa Smart	Yueshi Liu, PM	M	Jan 18	Open	Emails have been sent to stakeholders to inform them of this issue and alternative communication methods such as emails and message apps have been prompted. We are awaiting the improvement of communication.

References:

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ISO. (2022). What is the ISO 9000 standards series. Retrieved from <https://asq.org/quality-resources/iso-9000#:~:text=ISO%209000%20is%20defined%20as,to%20organizations%20of%20any%20size>

Quality Control Certification. (2013). What is ISO 29990:2010. Retrieved from <https://gccertification.com/iso-29990-2010.aspx>

Appendix A. Individual Timesheet

Timesheet			
Date submitted: 14/1/22			
Team: 203			
Project team member: Yidie Hu			
Tutor: Anthony Wong			
Date	Task description	Actual hours	Running total
23/12/21	Case 5 task 1a	5	5
3/1/22	Case 5 task 1b. 1c	2	7
3/1/22	Case 5 task 1d	4	11
5/1/22	Case 5 task 2	1	12
6/1/22	Case 5 task 3	4	16
7/1/22	Case 6 task 1	2	18
7/1/22	Case 6 task 2	3	21
9/1/22	Case 6 task 4	5	26
10/1/22	Case 7 task 3	1.5	27.5
12/1/22	Case 7 task 5	0.5	28
14/1/22	fine-tuning	1	29

Timesheet			
Date submitted: 14/1/22			
Team: 203			
Project team member: Yueshi Liu			
Tutor: Anthony Wong			
Date	Task description	Actual hours	Running total
3/1/22	Case 5 Task 3	2	2
6/1/22	Case 6 Task 4	3	5
9/1/22	Case 7 Task 1.1-1.2	4	9
10/1/22	Case 7 Task 1.3	3	12
10/1/22	Case 7 Task 1.4	2	14
11/1/22	Case 7 Task 4	2	16
11/1/22	Case 7 Task 5	2	18
14/1/22	fine-tuning	1	19

Timesheet			
Date submitted: 14/1/22			
Team: 203			
Project team member: Rui Qin			
Tutor: Anthony Wong			
Date	Task description	Actual hours	Running total
23/12/21	Case 5 task 1	3	3
3/1/22	Case 5 task 1	2	5
7/1/22	Case 6 task 1	3	8
7/1/22	Case 6 task 2	3	11
11/1/22	Case 7 task 1	2	13
12/1/22	Case 7 task 3	1	14
13/1/22	Case 7 task 4	4	18
14/1/22	fine-tuning	2	20

Appendix B. Meeting Minutes

MEETING MINUTES

Group 203

No: 1-24/12/2021

Location: Zoom

Attending: Yidie Hu, Rui Qin, Yueshi Liu

Apologies: none

Meeting started: 6.00 pm

Meeting closed: 8.00 pm

Confirmation of minutes: _____

Minutes: Meeting No. 1-28/11/2021 confirmed.

Proceedings:

Yidie Hu is assigned task: Case 5 task 1,2,3; Case 6 task 1,2,4; Case 7 task 3,5

Yueshi Liu is assigned task: Case 5 task 3; Case 6 task 4; Case 7 task 1,4,5

Rui Qin is assigned task: Case 5 task 1; Case 6 task 1,2; Case 7 task 1,3,4

Yidie Hu and Rui Qin completed case 5 task 1a

Concerns:

Disagreement occurs on Risk Register case 5 task 1

Actions:

Yidie Hu will attend the consultation

Next Meeting: Zoom- 7/01/2022 7.00pm

No: 2-7/01/2022

Location: Zoom

Attending: Yidie Hu, Rui Qin, Yueshi Liu

Apologies: none

Meeting started: 7.00 pm

Meeting closed: 8.00 pm

Confirmation of minutes: _____

Minutes: Meeting No. 2-7/01/2022 confirmed.

Proceedings:

Yidie Hu attended consultation, Case 5 Task 1 problem solved

Yidie Hu and Rui Qin completed Case 5 task 1

Yidie Hu completed Case 5 task 2

Yidie Hu and Yueshi Liu completed Case 5 task 3

Yidie Hu and Rui Qin work Case 6 task 1 and 2

Concerns:

Yidie Hu and Rui Qin stuck at Case 6 about the 6 quality standards

Actions:

Yidie Hu and Rui Qin decided to skip this part and finished it at the end

Next Meeting:10/01/2022

No: 3-10/01/2022

Location: Zoom

Attending: Yidie Hu, Rui Qin, Yueshi Liu

Apologies: none

Meeting started: 7.00 pm

Meeting closed: 8.00 pm

Confirmation of minutes: _____

Minutes: Meeting No. 3-10/01/2022 confirmed.

Proceedings:

Yidie Hu and Yueshi Liu work on Case 6 task 4

Yidie Hu and Rui Qin work on Case 7 task 3

Concerns:

Yidie Hu and Yueshi Liu have argument about statement of work

Yidie Hu and Rui Qin stuck on Case 7 task 3

Actions:

Yidie Hu and Rui Qin decide to search for information on the internet and extend the time of completing this task

Yidie Hu will attend the consultation

Next Meeting:13/01/2022

No: 4-14/01/2022

Location: Zoom

Attending: Yidie Hu, Rui Qin, Yueshi Liu

Apologies: none

Meeting started: 7.00 pm

Meeting closed: 8.00 pm

Confirmation of minutes: _____

Minutes: Meeting No. 3-14/01/2022 confirmed.

Proceedings:

Yidie Hu join the consultation and problem solve

Yidie Hu and Yueshi Liu completed Case 6 task 4

Yidie Hu and Rui Qin completed Case 6 tasks 1 and 2

Rui Qin and Yueshi Liu completed Case 7 task 1

Rui Qin and Yueshi Liu completed Case 7 task 3

Yidie Hu and Yueshi Liu completed Case 7 tasks 4 and 5

Yidie Hu and Rui Qin work on the final report fine-tuning

Next Meeting: none