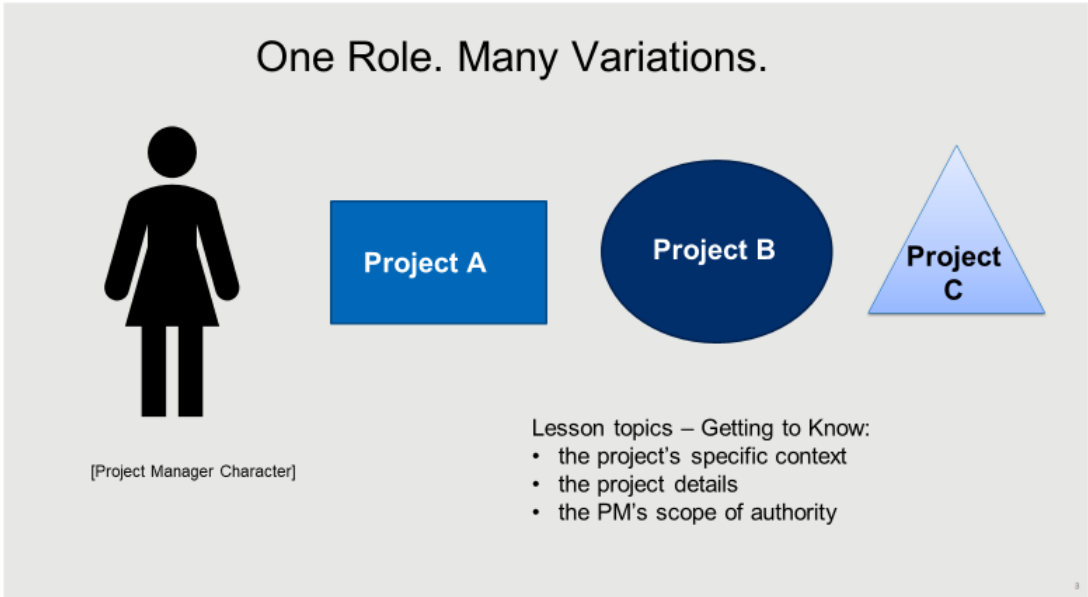


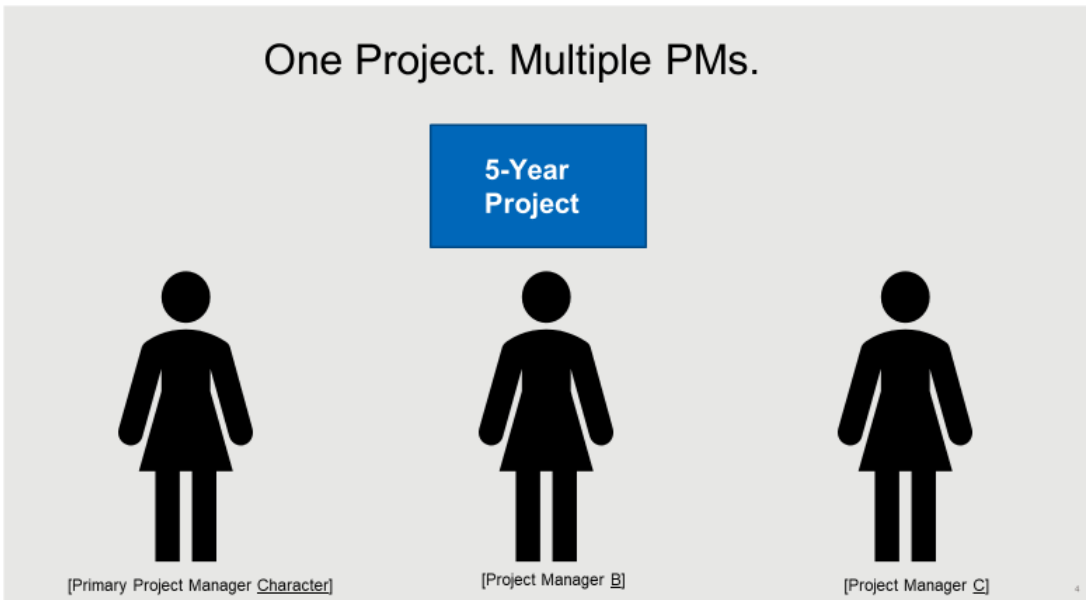
XXXX eCourse: Getting Started as a Project Manager

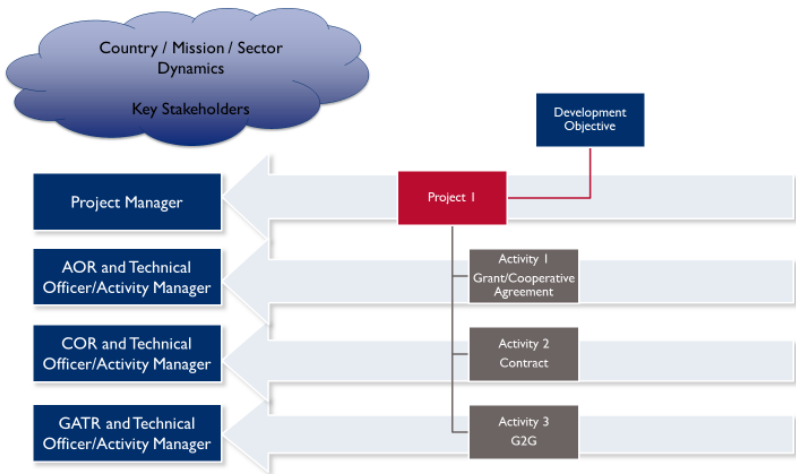
Module 2 Storyboard: *Getting Started*

[Please note: the interactions in this course are limited due to the fact that it must be 508-compliant]

Module	2	Lesson	1
Module Name	Getting Started		
Storyboard #	2-1-01 <i>[never alter this number please; it's a key reference point for giving feedback]</i>		
Screen Name	Introduction		
Narration (Audio)	Upon completing this module, you will be able to answer these questions. [Read the questions] Click Next to continue.		
Notes	<i>Please use the same Format as the Module 1 objectives</i>		
On-Screen Text and Graphics	Module 2 Objectives • What are some ways to learn about a project's overall purpose and scope? • What are some ways to learn about a project's individual mechanisms? • What is a project manager's Scope of Authority? • Why is relationship building critical to being effective as a project manager?		

Module	2	Lesson	1
Module Name	Getting Started		
Storyboard #	2-1-02		
Screen Name	Introduction		
Narration (Audio)	Managing at the project level can vary in intensity. It depends on the scope, complexity and setting. For instance, does the project involve multiple sectors, or does it just focus on one? Does the project cover the whole country or is it just focused in a few areas? In this module, you'll learn about getting started as a PM in your specific context. Click Next to continue.		
Notes	<i>Developer Choice: as always, feel free to arrange the screen in whatever way you think is visually interesting/helpful (while staying 508-compliant). This goes for any of the screens.</i>		
On-Screen Text and Graphics	 One Role. Many Variations.  [Project Manager Character]  Project A  Project B  Project C Lesson topics – Getting to Know: • the project's specific context • the project details • the PM's scope of authority		

Module	2	Lesson	1
Module Name	Getting Started		
Storyboard #	2-1-03 <i>[never alter this number please; it's a key reference point for giving feedback]</i>		
Screen Name	Introduction		
Narration (Audio)	Project managers can join the project at any time. Some start once the project is approved. That person may transition out at some point and a new one takes over. Either way, the ideas in this module will help you get started. Click Next to continue.		
Notes	<i>Developer Choice: as always, feel free to arrange the screen in whatever way you think is visually interesting/helpful (while staying 508-compliant). This goes for any of the screens.</i>		
On-Screen Text and Graphics	 One Project. Multiple PMs. 5-Year Project [Primary Project Manager Character] [Project Manager B] [Project Manager C] 4		

Module	2	Lesson	1
Module Name	Getting Started		
Storyboard #	2-1-04		
Screen Name	The Project As a Whole		
Narration (Audio)	To be effective, the project manager must understand of the project as a whole. What is the project purpose? What project-level outcomes are expected? How does it link to the country strategy? What country, Mission or sector dynamics might support or obstruct the project's progress? The PM must also understand the project's individual pieces. For example, a project could have just a few activities or it could have many. The activities could use a variety of mechanisms, like contracts or grants. It could involve a lot of Mission staff, or just a few. This module will share key questions you can ask to best familiarize with your project. Click next to continue.		
Notes	Please use a different shape than a cloud, so it doesn't look like things will rain down on the project manager. ☺		
On-Screen Text and Graphics	 The PM must familiarize with both: • “Big Picture” • Individual Pieces		

Module	2	Lesson	1
Module Name	Getting Started		
Storyboard #	2-1-05		
Screen Name	Voices from the Field		
Narration (Audio)			
Notes	<i>Quotation Name: Project "Big Picture"</i>		
On-Screen Text and Graphics	Voices from the Field: [person A] audio clip & headshot "Talking to beneficiaries, for me, is always the key thing to understand their needs and the environment that they are living within and what is the best way to help them. I would also encourage people to talk to the government and local organizations to understand their priorities and their plans to address the issues. Talk to implementing partners – I think that is very important as well. Collectively, you're going to get an understanding holistically about the issues. Then you're going to have a chance to understand the theory of change better."		

Module	2	Lesson	1								
Module Name	Getting Started										
Storyboard #	2-1-06										
Screen Name	Scope Questions										
Narration (Audio)	Click on each box to see questions for learning about the project's overall scope and context. You can also find these questions in the document titled <i>Companion Guide</i> under the Resources link. Then, click on the In Practice icon to view an actual example of a document from Office X related to project management.										
Notes	<i>I used the table layout below just to give a sense of what I'm thinking. We can use a different visual approach like the hub and spoke model.</i> <i>Re: the "In Practice", any time the course links to an actual example I'd like to label it with the phrase "In Practice" and call it out in a special, consistent way throughout the course. It could be in a box or with an icon or whatever makes sense.</i> <i>Create In Practice icon</i>										
On-Screen Text and Graphics	[project manager character] Click each box to view a question related to each topic. <table border="1"> <tr> <td>a) Purpose/ Outcomes</td><td>b) Theory of Change</td><td>c) Activities</td><td>d) Stakeholders</td></tr> <tr> <td>e) Context</td><td>f) Expectations</td><td>g) MEL Plan</td><td>h) Documentation</td></tr> </table> a) What are the project purpose and expected outcomes? b) What is the project's Theory of Change? How does it support the country's journey to self-reliance? c) How many activities are involved in the project and when do they start/stop? d) Who are the project's key stakeholders inside and outside the Mission? e) How do country, Mission and sector context affect the project? f) What do your supervisor and Mission leadership expect of you in the PM role? g) What are the project's key indicators, knowledge gaps and learning agenda? h) Are there Mission Orders or other documents that describe your role and scope of authority? "In Practice": Example of a draft document describing the PM role			a) Purpose/ Outcomes	b) Theory of Change	c) Activities	d) Stakeholders	e) Context	f) Expectations	g) MEL Plan	h) Documentation
a) Purpose/ Outcomes	b) Theory of Change	c) Activities	d) Stakeholders								
e) Context	f) Expectations	g) MEL Plan	h) Documentation								

Module	2	Lesson	1
Module Name	Getting Started		
Storyboard #	2-1-07		
Screen Name	Project Specifics		
Narration (Audio)	Once you grasp the project's general scope, you must get to know its details. The PAD is a key resource. View it as your written guide to the project. Be sure to review the Project Management and Implementation section in particular. Click on the In Practice link to see an actual XXX section on page 26. Click on the Key Questions link to view typical questions a PM might ask about project specifics. This is just a starter list.		
Notes	<u>Key Questions</u> link goes to the Companion Guide to the section that contains these questions, see next page for examples of questions. <u>In Practice</u> link goes to the following link which should also be in the Resource Section: XXXX is it possible for the link to open at P.26 of the document? If not, it's okay. this should live in the Resource section.		
On-Screen Text and Graphics	The PAD's Project Management & Implementation section • The Management Approach • The Project Financial Plan • The Implementation Plan <u>In Practice icon</u> (link to sample PM&I section in a PAD) <u>Key Questions icon</u> (link to Companion Guide in the Resource section) • Every project is different • Some questions may applicable to your specific setting; some not		

Module	2	Lesson	1
Module Name	Getting Started		
Storyboard #	2-1-08		
Screen Name	Project Stakeholders		
Narration (Audio)	The people associated with the project are also a key resource. For instance, design team members can share the project's backstory. The activity managers can share current status and tell you about the implementing partners. Meetings with all of these people enable you learn about the project, and just as importantly, start building trust, rapport and productive relationships. Click Next to continue.		
Notes			
On-Screen Text and Graphics	Key Resource: People • Design team members • AOR/COR/Activity managers • Key stakeholders and champions Voices from the Field Tips from a Project Manager 		

Module	2	Lesson	1
Module Name	Getting Started		
Storyboard #	2-1-09		
Screen Name	Voices from the Field		
Narration (Audio)			
Notes	<i>Desiree - this may be WAYYYY too long. I can cut it if necessary.</i> <i>Quotation Name: Familiarizing with a Project</i>		
On-Screen Text and Graphics	[audio clip]		

Module	2	Lesson	1
Module Name	Getting Started		
Storyboard #	2-1-10		
Screen Name	Scope of Authority		
Narration (Audio)	The PM will not directly supervise members of the project team as part of the PM role. A PM may have direct reports in another role - for example, as Office Director. As a <i>project manager</i> though, she or he will have no formal authority over those individual's managing project activities. Think about how your role as a PM will interface with the formal hierarchy. Click on each icon to learn more.		
Notes	<i>Again, this is just a quick mock-up to show the general idea I want to convey. It could look different. Use Project Manager character</i>		
On-Screen Text and Graphics	How does supervision and authority work exactly?  Expectation to: -build relationships & influence -provide guidance & direction -align project members & stakeholders   As a PM, no direct, formal supervisory authority of AOR/CORs/Activity Managers		

Module	2	Lesson	1
Module Name	Getting Started		
Storyboard #	2-1-11		
Screen Name	What's In, What's Out		
Narration (Audio)	It's important to recognize what is in and out of the PM's scope. Click on the boxes to see examples.		
Notes	Insert project manager character on this screen if possible		
On-Screen Text and Graphics	Click each box. ✓ ✗ The checkmark shows an example of a PM responsibility. ✗ ✓ The X shows an action that is NOT within the PM's scope. ✗ ✓ <i>[the following text appears – one per checkmark]</i> • Set expectations for team members related to project-level requirements and current status. • Work with the team to identify and assign project tasks and deadlines. • Partner with AOR/CORs to convene Implementing Partners and other external stakeholders for ongoing collaboration. <i>[the following text appears – one per X mark]</i> • Write annual reviews for project team members. • Approve changes in an Activity contract, agreement or budget. <i>(Only the Mission CO/AO has the authority to take such actions for A&A agreements. Only the Mission Director has the authority to take such actions for G2G agreements.)</i>		

	Provide technical direction to activity implementing partners. (<i>This type of input is provided by AORs/CORs/Activity Managers.</i>)
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Module	2	Lesson	1
Module Name	Getting Started		
Storyboard #	2-1-12		
Screen Name	Relationships		
Narration (Audio)	Given the lack of formal authority, a project manager must be an effective influencer. Building relationships and engaging stakeholders are key parts of the role. Productive relationships are key to the PM's ability to deliver across their 3 focus areas. Click the highlighted area to learn more.		
Notes	<i>This graphic is similar to the one shared in Module 1 but it now has a new area related to cross-cutting skills (influencing, etc.)</i> Note to developer: Highlight the cross-cutting skills (relationship building...) for emphasis. For example, the background around them could be yellow.		
On-Screen Text and Graphics	 <i>[When learner clicks the highlighted area (relationship building...), the following text appears:]</i> Building productive relationships is critical to influencing, convening and coordinating on behalf of the project. Engaging technical and support offices as well as external		

	stakeholders is vital. Competence in these “soft skills” are just as important as technical skills, if not more.
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Module	2	Lesson	1
Module Name	Getting Started		
Storyboard #	2-1-13		
Screen Name	Voices from the Field		
Narration (Audio)			
Notes	<i>Quotation name: Key Project Manager Skills</i>		
On-Screen Text and Graphics	Voices from the Field: audio clip & headshot		

Module	2	Lesson	1
Module Name	Getting Started		
Storyboard #	2-1-14 through 2-1-17		
Screen Name	Knowledge Check		
Narration (Audio)	Please answer the questions. No one will see your answers.		
Notes	1-2 questions per screen, but I summarized all questions on one page here so the reviewers can view the unified set of items		
On-Screen Text and Graphics	- Graphic: Knowledge Check icon - When getting to know a project, it's critical to understand the project's Theory of Change and how it supports the country's journey to self-reliance. True False Once they select an answer, this feedback appears below the question: Correct. This statement is true. Understanding the project's overall scope is critical. Or Incorrect. This statement is true. Understanding the project's overall scope is critical. - Select the two tasks within the PM's scope of authority. - setting expectations for team members about project-level contributions - approving changes to any Activity Agreement terms and conditions - writing annual reviews for core team members - setting project-level deadlines If learner selects A & D, the following feedback appears: Correct – setting expectations and deadlines related to project-level requirements are within the PM's scope. For any other answer: Incorrect – the correct selections are A & D. Setting expectations and deadlines related to project-level requirements are within the PM's scope.		

- 3. Which document is considered a PM's guide to the project?**
- a) The PAD**
 - b) The Journey to Self Reliance in Project Design Discussion Note**
 - c) The Adaptive Management How-To Note**

Once they select an answer, this feedback appears below the question:

Correct. Option A is the right answer. The PAD contains the key information related to the project.

Or

Incorrect. Option A is the right answer. The PAD contains the key information related to the project.

- 4. True or False? Building and managing productive relationships is vital to being an effective PM.**

True

False

Once they select an answer, this feedback appears below the question:

Correct. This statement is true. Strong relationship skills are critical to success in the PM role.

Or

Incorrect. This statement is true. Strong relationship skills are critical to success in the PM role.

Module	2	Lesson	1
Module Name	Getting Started		
Storyboard #	2-1-17		
Screen Name	Module Conclusion		
Narration (Audio)	This module covered the basics of familiarizing yourself with a project. The next module, Engaging Others, focuses on creating a productive project team.		
Notes			
On-Screen Text and Graphics	[Use the Objectives (screen 1) from the beginning of the module]		

Module	2	Lesson	1
Module Name	Getting Started		
Storyboard #	2-1-17		
Screen Name	In Your Own Words		
Narration (Audio)	Before moving ahead, write a response to the following question. No one will see your answers. At the end of the course, you can export your answers to all open text boxes if you'd like.*		
Notes	<i>*we are still exploring if/how to do this</i>		
On-Screen Text and Graphics	Based on what you've learned in this module, describe a challenge you might face as a project manager in your context. <i>[type in text box, hit submit, they see their answer]</i>		