

3/17/2020

PROJECT MANAGEMENT TRAINING FINAL REPORT

PREPARED FOR:
LIARD ABORIGINAL WOMENS SOCIETY

PREPARED BY:
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STORYBRAND COMMUNICATIONS

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Note to Readers:

This document contains interactive elements to enhance the reader experience.

The Table of Contents on this page contains live links that jump to each section.

Live hyperlinks to online videos that showcase the process and outcomes of the LAWS Project Management students' work are embedded in the content. These links can be found on page 15 (two links), page 19 and page 22 of this document. Hyperlinks are differentiated as coloured, underlined text. When clicked, a browser window with the video loaded will open automatically. Simply click the 'play' arrow to enjoy the video.

PROJECT OVERVIEW

PROJECT TITLE

Project Management Training Course

FACILITATORS

Lael Lund and Colleen Craft

DATE PREPARED

16-MARCH-2020

What were the original goals and objectives of the project?

- The purpose of training is to teach and build basic project management skills including time management, organizational work, financial management, problem solving, and enhanced communication skills
- The training is intended to meet the following objectives:
 - (a) develop employment-entry skills for participants interested in seeking temporary employment managing short-term projects;
 - (b) expand the number of employment opportunities;
 - (c) fill skill shortages/gaps in community organizations and contribute to the building a representative workforce;
 - (d) lessen the reliance on resources external to the community.

What was the original criteria for project success?

1. Training will be offered to young unemployed/underemployed women and men and to young women and men employed by Liard First Nation, Daylu Dena Council and the Ross River First Nation.
2. Training will provide practical knowledge and skills on the processes, tools and requirements to successfully manage projects of limited complexity from start to finish.
3. The preferred collaborative method of training is "learning by doing". The training should use actual projects including one or both: LAWS Regalia Project and LFN Hand Games. The option of two training projects will depend on the number of participants. For example, if 12 participants then, the group can be divided into two sections and participants choose the project most aligned with their interests.
4. Offering training to a mixed group of employed and unemployed/underemployed participants will contribute to an integrative skill sharing environment with the possibility of participant-to-participant mentoring.
5. The training should be organized into three 5-day sessions, the first in October 2019, the second in November 2019, and the third in January 2020. The second or third week of the month is preferred in any of these months due to the workloads of trainees and representatives of community organizations.

Was the project completed according to the original expectation?

1. Yes. A total of 18 people participated in the project management training. Participants ranged from those that were unemployed or underemployed and comprised predominantly women and some men employed by Liard First Nation, Daylu Dena Council, Ross River Dena Council, the development corporations of these respective nations along with employees of different First Nation non-profit organizations.
2. Yes. Training provided practical knowledge and skills on the processes, tools and requirements to successfully manage projects of limited complexity from start to finish.
3. Yes. Facilitators provided training in the preferred collaborative method of “learning by doing.” The training plan leveraged opportunities for learners to work on actual projects yet included projects that were different than the training plan. These included: Watson Lake Chamber of Commerce local shopping event “Moonlight Madness” and the planning, coordination and operation of several events as part of Watson Lake’s “2020 Kiki Carnival.” Per recommendations in the training plan, learners were divided into ‘project teams’ of appropriate sizes relative to work required for the live project scenarios presented in class.
4. Yes. Further to the response provided above (see #1), participants that joined the training came from a mix of backgrounds and varying levels of project management experience which contributed in a positive fashion to creation of an integrative skill sharing environment in the context of the course with opportunities in participant-to-participant mentoring and support.
5. Yes. The training was organized into three 5-day sessions. The first took place in November 2019, the second in January 2020, and the third in February 2020.

PROJECT HIGHLIGHTS

What were the major accomplishments?

- The amount that each person who participated grew in their skills, self-confidence and ability to project their ideas and voices into the room – even when presenting to real clients – was astounding.
- Witnessing students that had grown exponentially in their self-awareness, communication and presentation skills and overall confidence.

What methods worked well?

- Morning and post-lunch break check-ins helped to ground and establish empathy for one another
- The use of live project scenarios, including opportunities to work with real project owners (clients)
- Linking new concepts to practical applications and providing examples vs. using PowerPoint slides
- Providing the students with printed templates of different sections of a project plan
- Maintaining connections to students' employers to support their ongoing attendance

What was found to be particularly useful to accomplish the project?

- Access to training material from an accredited project management introductory course
- Understanding each student's previous project management experience, current or other relevant employment experience and their educational background

Additional Comments

- Both live projects that were presented to students as opportunities for skill development and practice were implemented with great success!
- Through these live projects, students gained the opportunity to learn about: the community development and non-profit sector; how volunteer-run organizations organize and deliver projects; networking and building community support for a project.

PROJECT CHALLENGES

What elements of the project went wrong?

- Challenges in establishing a consistent start time – students of one employer were required to check-in at work prior to the project management sessions each morning and the arrival of several people after the rest of the group had checked-in and in some cases completed exercises was disruptive and left the incoming students in disarray and out of sync with the rest of the group.
- During the second session, the weather was extraordinarily cold and some employers allowed their employees to stay home (and not attend classes), thus participant level dropped significantly during week two. Mitigations to the training plan were made and each student received more practice and one on one time in their skill practice as a result. That said, there were a number of activities and exercises that had to be amended due to such low participation.

What specific processes need improvement?

- Communication and partnering with the employers of the students to achieve buy-in to a common vision for the training and for ensuring that students received the benefit of the full training program.

How can these processes be improved in the future?

- More coordination with employers would have helped to alleviate some of the challenges that we faced regarding class interruption due to employer policies and requirements during the training session weeks.

List any technical challenges.

- None. The course was hosted at Yukon College Watson Lake Campus and the location was very well-equipped in meeting the technical needs for hosting this course, including access to: A/V equipment, technical support, printing/scanning, meeting space, computers, break space/lunch facilities and Internet connectivity.

PLANNING PHASE

LESSON LEARNED	ACHIEVED?	COMMENTS
Project Plans and Scheduling were well-documented, with adequate structure and detail.	No	An outline was provided; facilitators developed curriculum from outline.
Project Schedule contained all elements of the project.	Yes	Detail was limited.
Stakeholders had adequate input in the planning process.	Yes	A needs assessment consultation was completed
Requirements were gathered and clearly documented.	Yes	
Criteria were clear for all phases of the project.	Yes	
Additional Comments		
<ul style="list-style-type: none">The provided training plans were used as guidelines only. Facilitators developed their own curriculum and course materials/handouts including soft skill development exercises and assessments.		

EXECUTION

LESSON LEARNED	ACHIEVED?	COMMENTS
Project reached its original goals.	Yes	
Unexpected changes that occurred were of manageable frequency and immensity.	Yes	Facilitators adapted on a day to day basis to meet changing conditions.
Project baselines (i.e., time, scope, cost) were thoughtfully managed.	Yes	
Fundamental project management processes (i.e., risk and issue management) were efficient.	Yes	Ongoing. Facilitators met privately at the end of each day to discuss risks/ challenges and planning.
Project progress was tracked and reported in an accurate, organized manner.	Yes	Short updates on completed and upcoming training were provided for LAWS' newsletter.

HUMAN FACTORS

LESSON LEARNED	ACHIEVED?	COMMENTS
Project Manager reported to the appropriate parties.	Yes	Written summaries were provided following each session & informal updates were provided during the course of training.
Project Management was effective.	Yes	The project was delivered on time, on budget and delivered on stated objectives.
Project Team was organized and adequately staffed.	Yes	A lead and co-facilitator were contracted to deliver the training.
Project Manager and team received proper training.	No	Contractors were qualified with had pre-existing certifications and experience in project management.
There was efficient communication among project team members.	Yes	The lead and co-facilitator met regularly at the end of each training day and collaborated leading up to each session to plan the curriculum and activities.
Functional areas collaborated effectively.	Yes	LAWS, Facilitators, Yukon College, Project Owners (clients)
Conflicting goals did not cause interdepartmental problems.	Yes	No conflicts.

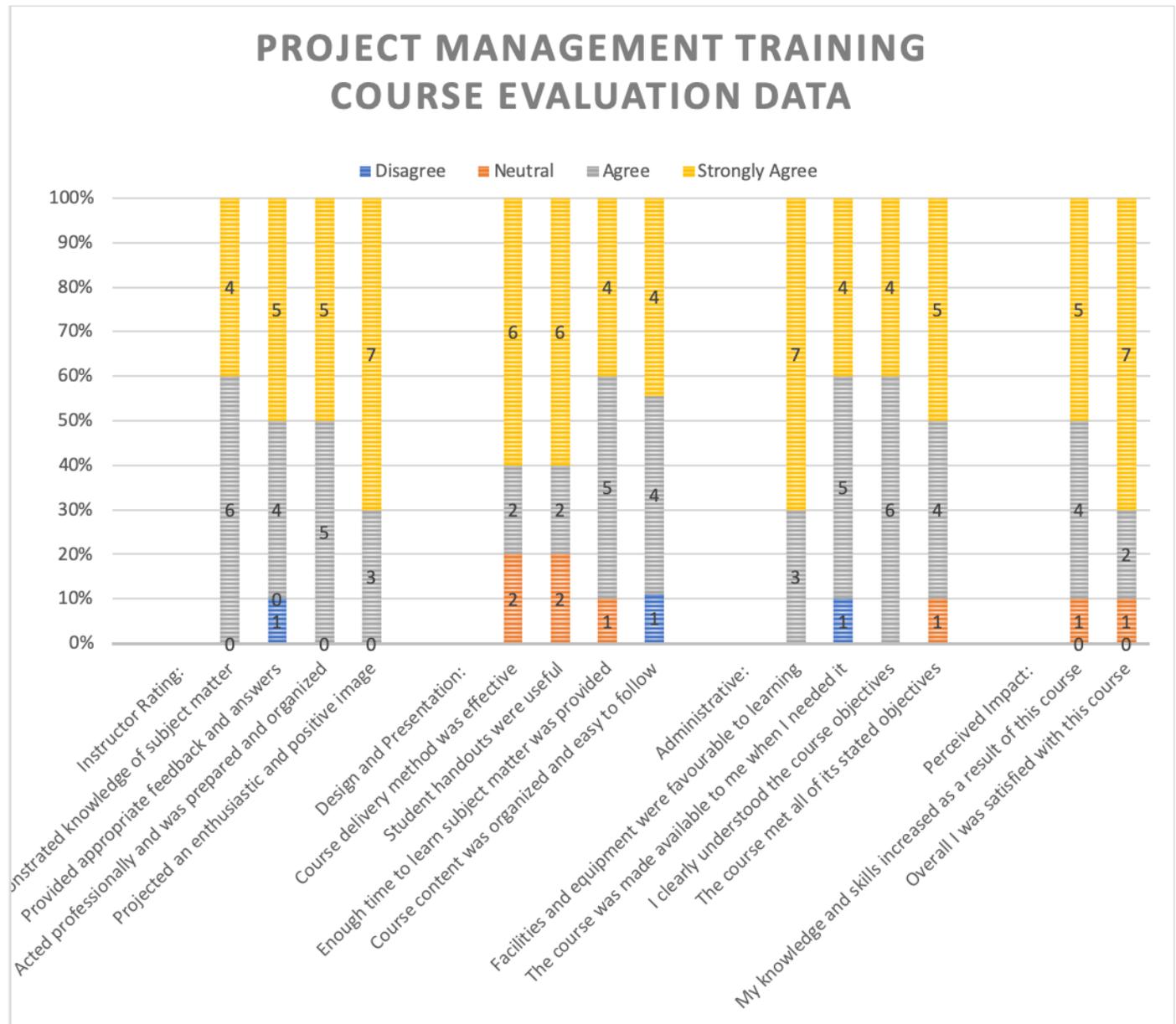
OVERALL

LESSON LEARNED	ACHIEVED?	COMMENTS
Original cost and schedule projections were accurate.	Yes	
Deliverables were presented on time within amended schedule.	Yes	
Project was concluded within the amended budget.	Yes	
Change Control was constructive.	Yes	
External dependencies were known and handled effectively.	Yes	
Needs of the customer were met.	Yes	
Objectives of the project were met.	Yes	
Objectives of the business were met.	Yes	

COURSE EVALUATION SUMMARY

At the completion of the course, facilitators provided participants with an evaluation form that consisted of a mix of rating questions, organized by theme, including: Instructor Rating, Design and Presentation, Administrative Concerns, and Perceived Impact. The rating questions were followed by a series of open-ended questions.

A summary of the responses is captured in the chart below. The numbers inside of the bars of the chart represent the number of respondents that selected each respective rating, whether Disagree, Neutral, Agree or Strongly Agree for a given question.



A series of open-ended questions were also provided on the course Evaluation Form. The following is a summary of responses to the open-ended questions.

What did you like most about this program?

I felt welcomed and heard when I spoke
I enjoyed the learning styles activity the most
Learning about breaking down a project into smaller objectives really helped me to understand how to get organized instead of overwhelmed
I enjoyed the people in the group the most.
we had a great group and really came together as a team.
I enjoyed being with other people to learn about project management
Using real project samples really helped me to engage and give it my all
The hands-on exercises that helped us to learn the concepts and about ourselves were the best.
I really enjoyed working in my group
I liked the brainstorming part where we were working together to get ideas
The presentations on Friday was the most fun part for me

What did you like least about this program?

The drive from Whitehorse
I was frustrated and lost sometimes
Sharing about myself / divulging personal information during check-ins
The time
Length of the course
Work on project initiation - people have different working styles
Too long; condense the material

Are you interested in taking additional Project Management training?

Yes
Would like to have more information beforehand
Will depend on my schedule in the future
Yes, if it involves a real project, so I take it seriously

Additional comments or suggestions for future training

I would like to be informed about other workshops
In future, other students should not show disrespect toward other students
Maybe more group as one going through the tasks at hand
I will recommend this course to others
Awesome; can't wait!
Speak more on teamwork and creating a dream team
Talk about accountability and responsibility

The following are snippets of social media comments from project management course students, facilitators, project stakeholders and community members of Watson Lake regarding the course and commending the hard work of the students.



Kelly Kearns Kiki is so exciting this year! Congratulations to everyone involved.



Ann Maje-Raider

February 13 · 🌐

Congratulations to Project Management team for a job well done.



Charlene Pete

February 13 · 👥

So happy tomorrow is Friday. Means one more day then project management course is coming to the end which is Saturday. Hope to see a lot of people out and about enjoying the festivities. Huge thank you to the wonderful ladies who instructed the course. Lael Lund and Colleen Craft. Another thank you to LAWS for putting it on also.... to the students who participated Shalayne Porter, and everyone else you ladies rock !! Was nice participating with you all..



You, Tiffany Lund, Ann Maje-Raider and 15 others

2 Comments



Love



Comment



Lael Lund

February 13 · 👥 ▼

So proud of this group of Kaska women that [Colleen Craft](#) and I have had the pleasure of working with during a project management course that we taught on behalf of the Liard Aboriginal Womens Society. We stepped forward to coordinate many of the events for Kiki Carnival weekend. Our sincerest gratitude to [Ann Maje-Raider](#) for this opportunity and for your faith in us to deliver this program on behalf of LAWS.



Colleen N Colin Craft is with Ann Maje-Raider and Lael Lund.



February 17 · 🌐

It all started with an opportunity.....THANK YOU ❤️!

Sincere Gratitude...

Liard Aboriginal Women's Society – Ann Maje Raider
Lael Lund

LAWS Project Management Students
Yukon College, Watson Lake Campus

Small's Expediting
Bill's Wood Cutting

Mary Caesar
Eric Porter
Kendra McMillan
The Regalia Showcase Participants
Drummers from Ross River and Upper Liard
Signpost Seniors – Cynthia Kearns
Watson Lake Elders Society – Timothy Beauchemin

Grad Class 2020 & Grad Advisors
JES Grade 7 Class
Matthew, Breanna, Logan and Vanessa

Town of Watson Lake Recreation, Parks & Public Works
Winter Market Organizers and Vendors
The Hockey Players & Organizers
The Bowlers & Organizers
Liard First Nation Health Department
The Bingo Organizers & Players
WL Ski Club Food Fair Organizers & Vendors

It sure was wonderful to see so many people out enjoying Kitei Carnival in Watson Lake!



You, Ann Maje-Raider, Kelly Kearns and 9 others 1 Comment 5 Shares

Like

Comment

Share



Rosemary Rowlands That was a huge project and well done. So grtt rest and recharge for the next one hahaha 😄

Like · Reply · 4w



Charlene Pete Thank you **Lael Lund** an colleen crafr had a blast learning about being a project manger in this awesome project . Much gratified for the instructions today to make it happening ! Team work is the best above all things. SO THANK YOU

Love · Reply · 4w · Edited



Lael Lund **Charlene Pete**, you have my respect and gratitude for your presence, attention and commitment for seeing this massive project through in a good way. Our team did great and people had nice things to say. Rest up lady!

Like · Reply · 4w



PROJECT CLOSE ACCEPTANCE

PROJECT MANAGER NAME

DATE

PROJECT MANAGER SIGNATURE

Lael Lund	17-MAR-2020	
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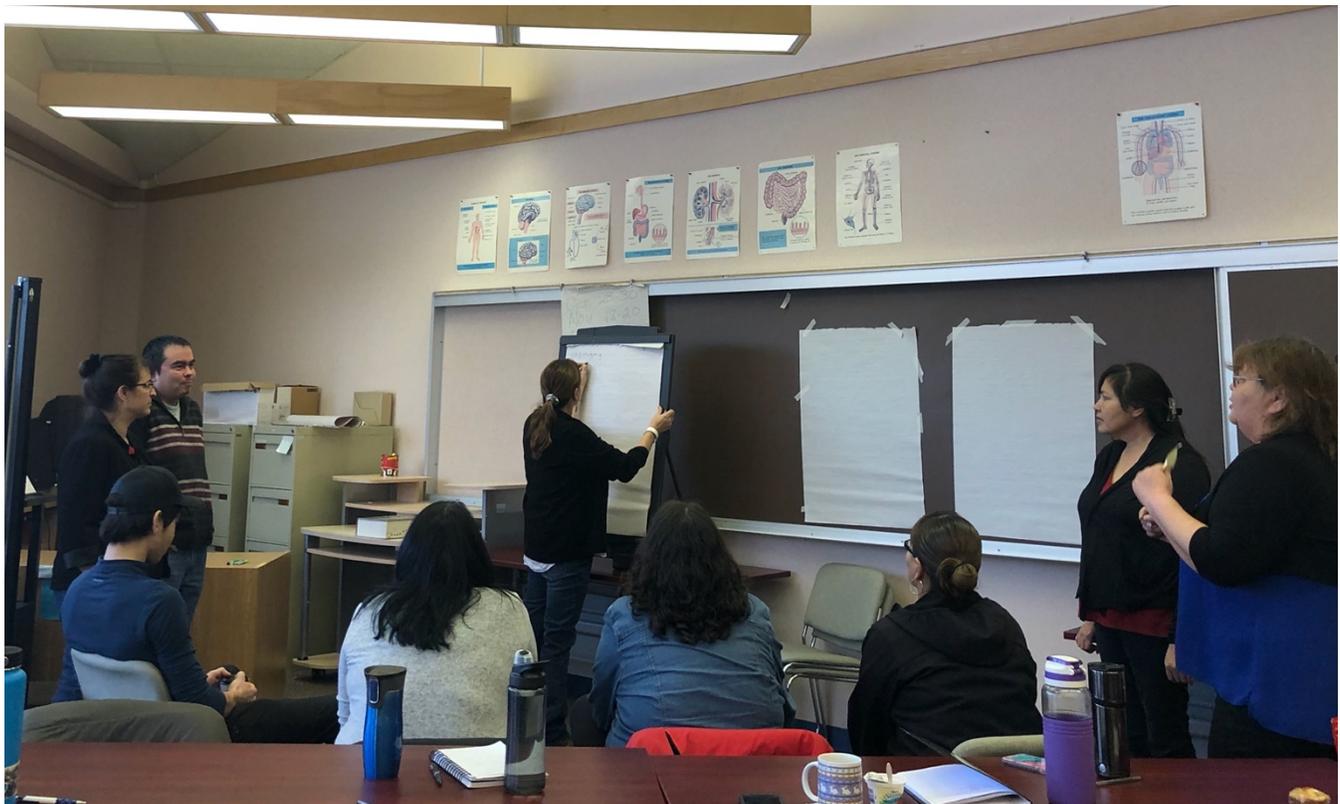
SPONSOR NAME

DATE

SPONSOR SIGNATURE

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Below: Students collaborate to develop their ideas into project plans to pitch to the client. Throughout the course, facilitators witnessed a growth in confidence among the students in standing forth to present their ideas and to speak in front of the larger group.



APPENDIX A: MOONLIGHT MADNESS PROJECT RECAP

- The facilitators of the Liard Aboriginal Women's Society Project Management course approached Watson Lake Chamber of Commerce about their students planning a mock event for the annual Moonlight Madness local shopping event normally implemented by the Chamber.
- The Chamber agreed to participate and representatives were invited to meet with the group of students to provide an overview of what the Chamber had done in the past with the Moonlight Madness local shopping event and to discuss their goals and requirements for the project.
- The Moonlight Madness event became a 'live project' that the students worked on over the course of their week-long project management training course. The students applied their learnings about different sections of a project charter into their project charters for the Moonlight Madness project over the course of the week.
- *Working in project teams, the students prepared pitches for the final day of class when Chamber of Commerce and LAWS representatives came to hear and assess the project idea pitches put forth by the students.*
- The ideas and project plans put forth by the students were so strong that following the completion of the project management course, the course facilitators spearheaded the execution of the ideas set out in the pitches with help from one of their students.
- Five retailers participated in a shopper's 'passport' program, whereby shoppers' names were entered in a draw after getting their 'passports' stamped at all five participating retail locations. The draws took place at the Recreation Centre, where photos with Santa and a vendor fair of home-based businesses was taking place.
- As part of the promotion for the event, a Moonlight Madness Facebook page was created. The page had 130 likes, 131 followers and 1082 post engagements. There were 51 'passport' entries. The event was a success overall.
- Two promotional videos were created to promote the Moonlight Madness event:
 - ❖ Check out the longer overall event promotion video online by clicking [here](#)
 - ❖ A shorter teaser video was created to promote the shopping deals. See it [here](#).
- The pages following share a photo journal of the project management students' work on the Moonlight Madness project throughout the course.



Above: Students worked meticulously with their teams to generate ideas and create project plans over the course of the week leading up to their client pitches.



Above: One of the project teams wraps up their pitch to Chamber and LAWS representatives.



Above: One of the teams wowed the judges with a social media video commercial that they created to promote their ideas for Moonlight Madness.

**SHOP TILL YOU DROP,
WATSON LAKE**
Friday, December 6th

VISIT MULTIPLE PARTICIPATING BUSINESSES
 AND ENTER TO WIN A PRIZE PACK!
 DROP YOUR CONTEST ENTRY AT THE WINTER MARKET (REC CENTRE, 6-9PM)
 GET YOUR PHOTO TAKEN WITH SANTA!
 HOME-BASED BUSINESS & MAKERS SHOWCASE!

Prize Sponsors:
 NES
 Custom Concrete
 YG - Property Management
 Mount Maichen
 CIBC
 Ceasar Lake Outfitters
 Bee Jays Services

Tags:
 - In-store sales
 - Grad Class pumping gas
 - Open until 10pm

Watson Lake Home Building Center
 - In-House Draws & Specials (evening only)
 - Open 'til 9

Super A
 - In house draw
 - Discounts on most items
 - Grad Class bagging groceries
 - Open 'til 8

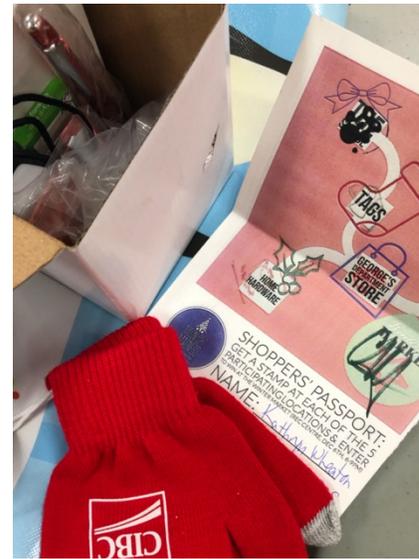
THE SOURCE
 - OPEN 'TIL 9
 - IN-HOUSE DRAW
 - 10% OFF
 REGULARLY-PRICED ITEMS

GEORGE'S:
 - APPIES & HOT APPLE CIDER BY BACKWOODS
CATERING
 - HOMEMADE CHOCOLATES BY BRENDA FOR SALE
 - IN-HOUSE DRAWS & SALES

MOONLIGHT MADNESS
 A LOCAL TRADITION
 FRIDAY, DECEMBER 6

WATSON LAKE CHAMBER OF COMMERCE

Above: A poster that was created to promote the Moonlight Madness local shopping event.



Above left: A shopper visits with a retailer participating in Moonlight Madness.
 Above right: A winning completed 'Shoppers Passport' and prizes.



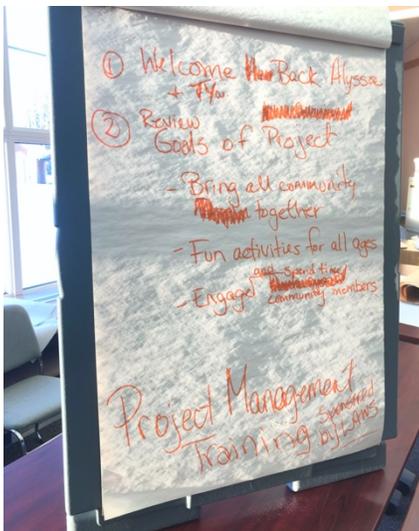
Above left: The logo that was created for Moonlight Madness.
 Right: An example of one of the social media posts used to promote the event.

APPENDIX B: 2020 KIKI CARNIVAL EVENTS PROJECT RECAP

- The Kiki Carnival is held annually in Watson Lake and is a longstanding winter event that includes many different activities, informal events and sporting events over a weekend in February. The event is comprised of various smaller events that are planned and executed by local non-profits and sporting associations and take place at local municipal venues. The purpose of Kiki Carnival is to attract people of all ages to break the monotony and isolation of a long winter by getting out to socialize and enjoy some fun and friendly events and activities together.
- Kiki Carnival was presented to the project management students as a second 'live project' to practice their skills in working in the service of a project owner, planning a project and (new), having the opportunity to implement the project for the public.
- Similar to the format for the first live project, early in the instruction week, students had an opportunity to meet with the project owner after receiving an overview of the project and having an opportunity to plan for the meeting by forming questions and creating an agenda for the meeting.
- Over the course of the week during session two of the project management training, the students brainstormed and critiqued their ideas for Kiki Carnival events that they could present to the client. From the culled down list of events, students proceeded to prepare detailed project plans and prepared to pitch the client to sell their ideas.
- On Friday of session two, the students successfully pitched their event ideas to the project owner. Between sessions two and three, the course facilitators developed the ideas a little further and provided the project owner with information needed to promote the Kiki Carnival.
- Week three of the project management training involved implementation of the students' project plans for the Kiki Carnival events. Students worked from the classroom on days 2 and 3 of the training and moved to a 'command centre' that they had planned for at the event venue to complete the remaining days of the training and to actually run the events during the Kiki Carnival weekend.
- Following the event, a recap video of the students' events was created and can be viewed [here](#).
- The following pages of this report include a photo essay documenting the students' work on weeks two and three of the project management course to plan and execute their project plans to host several of the 2020 Kiki Carnival events.



Above: Students do a practice-run of their pitch presentation for the 2020 Kiki Carnival project owner to work out any kinks or questions.



Above left: An informal meeting agenda for the client pitch of the students' event ideas and plans for the 2020 Kiki Carnival. Above right: Students take turns and present portions of the overall project plan for the 2020 Kiki Carnival events to the project owner.

Below: During week three of the project management training, students work through a timed team challenge to create a structure using a limited and strange combination of materials – an exercise in project planning, teamwork and communication. See a short video clip [here](#).

