Leadership Development Network

08/09/2012

LDN

Project Summary

This project was a product of the Ohio Certified Public Manager Program (OCPM) offered by the Ohio Department of Administrative Services (DAS). The goal was to develop a Leadership Development Network that could be used as an online learning tool for exempt employees. The project team identified potential online tools that could be used for the LDN, developed criteria and scoring for each, evaluated them, and made the decision to use the LearnIT Ohio as the avenue for the LDN. Specifically, the LDN will utilize the wiki feature within LearnIT Ohio and Books24x7® as a learning environment where aspiring leaders can gain access to some of the best business and self-development books. Participants can then read applicable books on topics directly relating to their current roles and join in on discussions with other aspiring leaders about the topics. With this, the Leadership Development Network (LDN) is envisioned to become an e-learning tool designed for innovative online learning to develop tomorrow's Leaders among State of Ohio employees.

Project Goals

The overall goal of this project, as discussed in the project charter in more detail below, was to develop an online learning tool for participants to discuss various topics of management and leadership. Our concept and main purpose of the project, regardless of the subject matter, was to be cognizant of and understand the applicability of as many project management tools and mechanisms as appropriate in our day-to-day operations.

The milestones of the project team were to first decide on a topic and then complete a project charter that would set the guidelines and possible parameters of the project. Next, the team needed to identify potential tools and criteria to evaluate those tools. Once the tools and criteria were identified, the team completed meticulous evaluations of each tool through online demos, discussions with subject matter experts, and some independent research. The conclusion of the project would be realized by a pilot program of participants in the LDN. Once completed and implemented, the team sought the widespread use of the training tool and high satisfaction of course content among participants.

Project Methodology

The methodology used to gather information for this project was designed to give us data to individually evaluate each tool that we identified as being a possible solution. The first step was to identify the potential tools that would be available to us and had potential to be used in a State Government environment. The tools initially identified in our assessment were, SkillSoft (LearnIT Ohio or Books 24x7), SharePoint, Moodle, Blackboard, listsrv, and Google. After

evaluation and discussions, Google was discounted because of the potential issues with all that Gmail offers including access to personal emails on state computers. The listsrv option was also discounted because we could not identify a potential hosting site that did not cost a large amount of money. For our detailed informational gathering we focused on SharePoint, SkillSoft, Moodle, and Blackboard.

To gather information for this project, we conducted independent web research to find high level information about the potential of each software solution. In addition, we made contacts with subject matter experts of each of the four potential solutions.

To conduct these evaluations, we needed to come up with criteria and scoring parameters to effectively compare the possible solutions. We eventually spoke with a couple of subject matter experts (SME's) from DAS who provided insight which helped us move forward.

In addition to the criteria, a weighted scoring system was applied to each of the criteria. The scores that we used was a scale of 1, 0.5, or 0. A 1 was given if the criteria was met, a 0.5 if part of the criteria was met, and a 0 was given when the criteria was clearly not met. We then totaled up the weighted scores and narrowed the list down to decide which options we would further investigate. After a full evaluation was completed, the project team moved to implementing the chosen online tool.

Project Team

For more information about this project, contact team members:

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LEADERSHIP DEVELOPMENT NETWORK

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08/09/2012
OCPM Cohort 45
Sponsor – Lisa Springer, Administrator
Office of Learning and Professional Development
Department of Administrative Services

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Executive Summary

This project was a product of the Ohio Certified Public Manager Program (OCPM) offered by the Ohio Department of Administrative Services (DAS). The goal was to develop a Leadership Development Network that could be accessed online for statewide exempt employees. The project team identified potential online tools that could be used for LDN, developed criteria and scoring for each, evaluated the tools, and made the decision to use the LearnIT Ohio as the tool for LDN. Specifically, LDN will utilize the wiki feature within SkillSoft/LearnIT Ohio/Books24x7® (referred to as "LearnIT Ohio" going forward) as a learning environment where aspiring leaders can participate in reading a selected book on leadership and participate in online discussions with other participants. With this, the Leadership Development Network (LDN) is envisioned to challenge and enhance leadership skills and reach (statewide) all exempt state of Ohio employees for innovative learning to further develop leadership skills, behaviors and attitudes as well as offer a network opportunity for state employees to learn from each other's experiences and challenges so that more people can benefit from an actual situation. A goal is to leverage current resources (state employees) by utilizing their personal knowledge and experience, bringing ideas from both public and private sector to the table for discussion. The state is expecting a high level of attrition within the next 5 years and a vast amount of knowledge will leave the state. Former private sector employees new to public service will need to acquire not only leadership skills in general, but learn how to navigate and lead within state government culture.

Project Description

This Leadership Development Network (LDN) project was initiated as a potential project for participants in Cohort 45 (1/2011 – 8/2012) of the Ohio Certified Public Manager program. The project was to find an online solution as the method for facilitating a book club, so that all exempt state employees across the state could participate and allow aspiring leaders to discuss the latest trends, best practices and leadership/management topics. This project was sponsored by Lisa Springer, Administrator, from the Office of Learning and Professional Development within Ohio DAS. Steve Friedman and Chad Wissinger from Cohort 45 volunteered to work on this project as part of their requirements for completing the OCPM program.

In 2011, Office of Learning and Professional Development identified the need for a discussion forum related to leadership topics for aspiring leaders to become connected to each other for the purpose of discussing trends and topics relating to leadership and management. Ohio DAS wanted a tool that could be used to allow users to view to books that they could read, digest, and then discuss certain topics within the content with others. More specifically, the need was identified for the participants to learn from others experiences and knowledge and apply it to their situational needs.

The strategic importance of this project is to increase leadership skills, challenge perspectives and thinking, enhance attitudes within state government, and to potentially have a positive impact on shifting the State's culture. The ultimate goal of the LDN is to create an organizational culture focused on customer service and accountability. To this end, the LDN would serve in enhancing skills and perspectives of state government managers via the on-line network and the knowledge gained from popular and cutting-edge leadership books.

So often supervisors lack the communication skills necessary to enhance the employees experience during work hours. Managers and supervisors usually have the technical knowledge necessary for their job but often lack the managerial, behavioral, coaching, mentoring, and conflict skills necessary to provide effective leadership. LDN would provide a platform for information sharing as well as basic models of leadership. Participants can discuss what leadership approaches have worked and why; but more importantly, what did not work and why. They can bring current challenges to the table and network with others who may be able to offer coaching. It seems humans can potentially learn more through their own mistakes and the trials and tribulations of others than through textbook scenarios where everything seems to work out.

On-going discussions on various topics in management/leadership books will provide some current insight into the tools/techniques that may (or may not) work to enhance communication and subsequently the work experience besides leading to more productive, efficient and subsequently happier employees.

Participation in the LDN can be very beneficial to not only the participant, but to the agency, organization, and/or work unit of the participant. Experiences and knowledge gained from other State of Ohio employees can be a valuable resource when facing unique and/or difficult situations within a work environment. The past successes and failure discussed in the LDN can be valuable in making those difficult decisions.

Expected Purpose and Goals

The overall goal of this project, as discussed in the project charter in more detail below, was to find an online learning solution that would be the platform for the LDN where participants could

discuss various topics of management and leadership. Our perception is that the main purpose of the project, regardless of the subject matter, was to be cognizant of and understand the applicability of as many project management tools and processes as appropriate in our day-to-day operations.

The milestones of the project team were to first decide on a topic and then complete a project charter that would set the guidelines and possible parameters of the project. Next, the team needed to identify potential tools and criteria to evaluate those tools. Once the tools and criteria were identified, the team completed meticulous evaluations of each tool through online demos, discussions with subject matter experts, and some independent research. The conclusion of the project would be realized by a pilot program of participants in the LDN. Once completed and implemented, the team sought the widespread use of the training tool and high satisfaction of course content among participants.

Action Plan and Execution

It was a difficult task at first, trying to get our heads around the project scope. What is the sponsor asking for, what is her vision? More challenging was the infrastructure we had to work within. The group members had limited understanding of the technical needs of the project as it relates to the Ohio Information Technology (OIT) restrictions and requirements since it eventually became clear the project had to involve that branch of state government.

The concept itself seemed somewhat simple with a plethora of options; however, at first, we had not really visualized what the final product would look like. Further conversations with the project sponsor, Lisa Springer would prove valuable as we were able to get a better grip on what

the final goal would be. A network (not “social”) for exempt state employees to share thoughts and ideas on leadership seems worthwhile, so the research began.

The LDN project started with the team creating a project charter that delved into the following topics: The purpose of the project, background of the problem, potential customers and their needs, levels of authority, an assumption list, deliverables and deadlines, project team and roles, budget, milestones, a project communication plan, a risk management plan, and an evaluation plan. All sections are discussed in more detail in Appendix I – Project Charter.

The purpose of this charter was to set out the goals and milestones of the project while discussing how the team will interact within each otherand with customers. In addition, potential risks were discussed in the beginning to give us the ability to address them before they became issues and derailed any progress that the team achieved.

Information Gathering

The methodology used to gather information for this project was designed to give us data to individually evaluate each tool that we identified as being a possible solution. The first step was to identify those potential tools that would be available to us and had potential to be used in a State Government environment. The tools initially identified in our assessment were, SkillSoft (LearnIT Ohio or Books 24x7), SharePoint, Moodle, Blackboard, listsrv, and Google. After quick evaluations and discussions, Google was discounted because of the potential issues with all that Gmail offers including access to personal emails on state computers. The listsrv option was also discounted because we could not identify a potential hosting site that did not cost a large

amount of money. For our detailed informational gathering we focused on SharePoint, SkillSoft, Moodle, and Blackboard.

To gather information for this project, we conducted independent web research to get further high level information about the potential of each software solution. In addition, we made contacts with subject matter experts of each of the four potential solutions.

To conduct these evaluations, we needed to come up with criteria and scoring parameters to effectively compare the possible solutions. We also eventually spoke with a couple of subject matter experts (SME's) after it seemed to be a wild goose chase to get information. Nelson Gonzalez and Erika Sowry, both from DAS provided insight to help the process move forward.

It did take some time to narrow down the specific criteria, however, with input from Nelson, Lisa, and Erika, we developed a very comprehensive criteria and scoring matrix. (See Table 1).

Table 1. Software Evaluation Criteria (In order of importance)

discussion forum available
Is the software web based?
Ease of Use/intuitiveness
ease of access
able to edit our own posts
Document attached/shared available by all
who conducts tech support?
administrative access (what can and can't they do)
What number of users does the system support? (maximum or minimum)
can there be a place for information needed on a continuous basis like explanation of the program and list of future books
Solution Cost
Are there on-going licensing fees?
Does the software require maintenance fees or costs of tech support?
Are there training manuals or job aids available for this software?
Does the vendor offer training with initial procurement?

Does the software offer issue tracking functionality?
Does the software offer out of the box reporting? (for example, who is participating and what agency, other demographics) Describe the reporting options
What type of security does the software offer?
other interesting/unique features
risks (for example, what would happen if the state stops purchasing SkillSoft/SharePoint)

In addition to the criteria, a scoring or weighting system was applied to each of the criteria. The scores that we used were on a scale of 1, 0.5, or 0. A one was given if the criteria was met, a 0.5 if part of the criteria was met, and a 0 was given when the criteria was clearly not met. We then totaled up the weighted scores and narrowed the list down from there to decide which options we would further investigate.

At times, the informational gathering aspect of the project did prove somewhat frustrating since some contact names we were provided with, would often not know much about how they could help or be reluctant to offer assistance based on a possible fear of limited time availability.

Information Analysis

Of the four remaining potential solutions, we evaluated using the criteria developed earlier. With this analysis, the challenge was the ability to objectively compare not just similar but, for the most part, exact matching criteria.

We had limited knowledge about similar type programs that universities use and thought to seek information from colleges that offer on-line sessions using such programs as Blackboard and

Moodle. To this end, we contacted Terry Davis (an IT Administrator) at Mt. Vernon Nazarene University. Terry was leading the changeover of MVU's use of Blackboard to Moodle.

Initially, Terry was not able to provide demos of both Blackboard and Moodle. To address this, we asked Terry the questions regarding each criterion and used his answers to score both options. With this evaluation, it was obvious that Moodle was much better than Blackboard because of ease of use and most importantly the cost. Moodle is a freeware program and Blackboard is a commercial product that is very expensive to buy and maintain. At this point we dropped Blackboard from our consideration given that our budget for this project was $0 and there seemed to be no money available to fund Blackboard within DAS.

After the evaluation of Moodle, which did seem like a viable option, we dropped it also. This was mainly for the reason that Moodle needs to be hosted on a server and all users needed to download software to each of their computers. We felt that the hosting issue and downloading of programs for each user would not be very user friendly and could potentially be met with some resistance from not only OIT, but also each participants IT department.

At this point, the two options that were evaluated and looked to be viable options were SkillSoft and SharePoint. Luckily, we did have a support structure, not only with Lisa, but also with potential SME's for these two main programs. Ladonna Coulter was an expert in the SharePoint program and gave us a demo where we could further evaluate the potential of this tool. After seeing the SharePoint demo and setting up a "dummy" site for our project, it was evident that this was not a user friendly option, and we still had unanswered questions as to exactly what the site could and could not do. We were also experiencing widespread inability to log on to the "dummy" SharePoint site. At this point, we dropped SharePoint as a viable option.

More helpful than anything was the "first look" and "demo" capabilities of the SkillSoft system. This system has a few options built in but we were able to test it out ourselves through the help of Cindy Edelschein (Learning Strategist at SkillSoft Corporation). Cindy helped us through the ever confusing different names that their product used including SkillSoft, SkillPort, Ingenious, and Books 24/7. In addition, one of the team members along with the project sponsor were able to meet face-to-face with the SkillSoft representatives that proved extremely valuable in addressing any unanswered questions. Also, during the comparison phase, we were able to incorporate the help of Mary Cornwell at DAS. Mary was already in the process of working on a much larger project that incorporated the larger context of the entire state having access to SkillSoft, which fit nicely within the timing of the LDN project. After discussing all of the evaluations, independent research, demos, discussions with SMEs, and our thoughts, we decided on using SkillSoft as the tool for developing the Leadership Development Network.

Project Results

The LDN works by a user logging into the LearnIT Ohio portal at https://learnitohio.skillport.com/skillportfe/login.action. Once logged in the user can access the Wiki feature which contains a link to the LDN wiki site. The main page of the wiki site contains the title of the wiki page, space to create specific messages, a space for links (to Books24x7®) and current topic discussions on a specific book. A screenshot of the main page is provided in Figure 1. This main page is where the discussions can be held by participants on specific books or sections of books within Books24x7®.

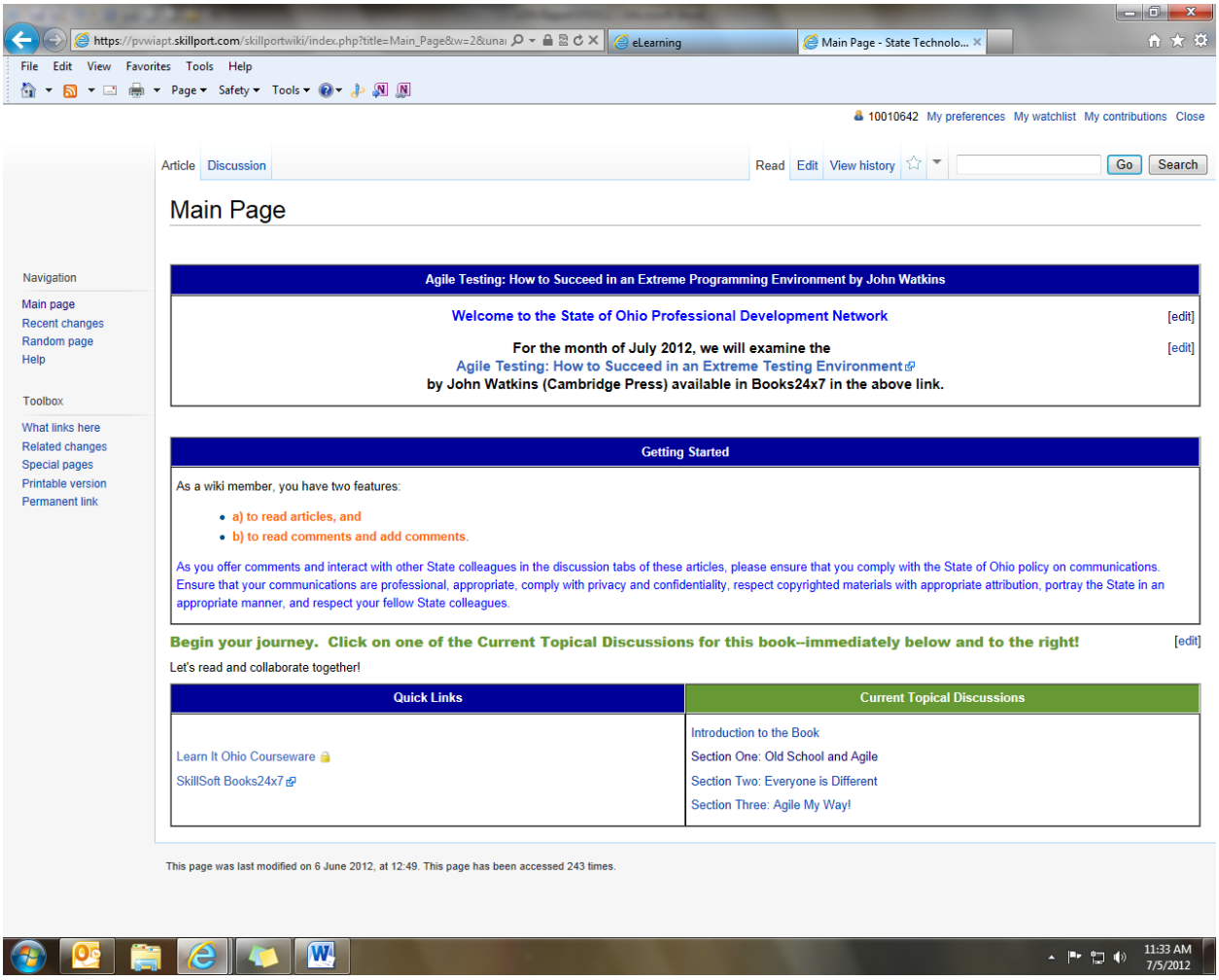

Figure 1. Screenshot of Main LDN Wiki page

One of the milestones of this project was to create a pilot program for the LDN. With this pilot program, the administrator of the LDN would be able to test out the functions of the site and allow for fixes to be completed. In addition, any other useful tips or tricks could be incorporated into the formal LDN roll out.

Benefits to Agency, Organization, and Work Unit

In regards to potential benefits to our specific agencies and units, the scope of our project was done in the shadow of a much larger more comprehensive LearnIT Ohio project. The benefits might be looked at in a two ways. First, the benefits for the specific agencies that the project group member work for and secondly, the benefits as the project related to the employees of the state as a whole. One member is the Chief of the Forensic Lab for the State Fire Marshal's Office (Department of Commerce) and the other is a Fiscal Officer for the Division of Air Pollution Control within the Ohio Environmental Protection Agency.

To the Chief of the Forensics lab, his involvement with the project proved valuable due to the ability to develop team work to complete a project of this magnitude. From the beginning, the two team members understood where each was coming from and how to communicate with each other. These early discussions were invaluable to building any team and will be valuable in other endeavors involving not only projects but any professional relationships. In addition, this served as a useful project to learn some of the tools and processes common to Project Management. While not all of them were used in this project, some proved to be more valuable than others and also seemed to be just personal preference.

For the Fiscal Officer with the OEPA/DAPC, he feels more adept with many project management processes and techniques after using them during this activity. For example, this project involved a weighted voting decision-making tool. In this case, it proved very helpful in

determining the most viable option but the exercise itself provided applicable experience for use later in other "real world" decision-making models.

In the sense that it helped the individual group members to better understand and utilize various project management processes, this project has the intention of a much wider scope. Providing a forum to exempt employees to discuss leadership attributes through relevant books has the potential to benefit the people involved and subsequently their direct reports as well as the entire state along with anyone the LDN participants come in contact with. Leadership qualities or characteristics become internal to the individual, with the hope they spread out to those that people interact with. Leadership is considered an abstract concept and while often being confused with a position or title it is a process unto itself that, if done properly, enhances all those involved and often helps others in some indirect way. Each person who becomes involved with the LDN has the potential to create, in their sphere of influence, a better working environment that enables all those they interact with to also become a better leader. If utilized as it was intended a group of exempt employees will study and discuss various aspects of "leadership" through the reading of applicable books. The subsequent discourse on what has been learned, both positive and negative, through real-life trial and error can be to some a life-changing experience and to others simply interesting concepts. Through the analysis, evaluation and possible implementation of leadership models and approaches, each employee will enhance their own self-awareness of what is really means to be a leader and create a better organizational culture for many others. If done properly, viable leadership techniques also will directly enhance the direct reports of those involved in the discussion. For example, Ken Blanchard often refers to the concept of "serving" as an important attribute for a leader. Managers so often, if they have any interaction with their staff, take care of time cards and possible discipline. Otherwise they

might have the laissez-faire approach to management- to just let them alone. If they develop a process where they consistently ask their staff if they can help them, there is a boost in morale and a jump in productivity.

Team Dynamics

In terms of the team dynamics, we had it both good and bad. First off, a project team is usually more than 3 members and we only had the two of us. So while we did not have the "manpower" to handle certain tasks, we also had a lower probability for group conflict. Moreover, the two members were able to develop an amicable relationship understanding the variables involved in the team aspect of project management. The team members discussed early in the process an approach to communication based on their individual Meyers Briggs Type Indicators (MBTI). The challenges that appeared had almost nothing to do with behavioral, personality or work styles and much more to do with scheduling availability based on other work priorities and commitments as well as personal leave, family time and vacations.

More specifically one of the members is an ENFJ and the other is an ENTJ so there was more similarity than there were differences if looking at the style preferences. If anything, the slight difference in the "Thinking" (T) and "Feeling" (F) characteristics proved helpful during the project. The "thinking" individual kept the facts in "perspective" while the "feeling" person looked at the potential emotional ramifications of the project as a whole. In addition, the "T" member focused on the aspects of the project which involved the actual analysis and comparison of the main program criteria.

OCPM Knowledge, Theories, Models, Principles and Techniques

The concept of the application of learned skills is somewhat complicated. So often, it is difficult if not impossible to quantify or measure what one, especially an adult, has learned. In this case, we look to take it to the next step and ask not only what have we learned but what have we applied.

We found it interesting that the class on "Project Management" had less impact than other classes on this project and its processes. While the concepts and approaches learned in the project management class were applicable in a variety of ways due to the reality of the project context, other issues took a more important role.

The class on MBTI and Emotional Intelligence, in our opinion is the foundation for all of our interactions. The ability to know oneself, to be self-aware of our strengths, weaknesses, opportunities and threats (SWOT's) is an invaluable skill set. In this case, there were often frustrations dealing with the typical human interactions, especially when the interaction is predicated on the need for support. In other words, when asking for help that involves another state employee taking their time, it becomes a lesson in humility and modesty. The lessons learned regarding emotional control proved much more important than how to develop a charter or milestone. The lesson on how to communicate based on your style and the style of others provided a much better model than understanding the importance of planning for a presentation or a coaching session. That is not to say one is more important as they all have tremendous value. However, in this activity, the basic guidelines of human interactions dealing with emotions and personality styles helped this group to keep moving forward despite the usual project management challenges.

One of the ongoing lessons learned that permeate any project or task at any level so naturally helped with this project management process was touched on in so many of our classes was the concept of "sphere of influence." This concept unfortunately holds true through the course of government or bureaucratic work where there are so many things beyond our control. However, what approaches, models, concepts can or should apply to our day-to-day activities? What things can I do in the little work world that I do have control over? With only the two of us, we kept coming back to what we can do to move forward with the process regardless of the other variables.

Another ongoing lesson or model that seems to cut across classes is that of Stephen Covey's "7 Habits of Highly Effective People". The most important principle in our opinion is that of principle #5 which states "Seek first to understand, then to be understood". Our interpretation of this model is that you should confirm with someone you are communicating with that you clearly understand them before you try to have them understand you. This concept came to my mind in many of the classes, especially Communication for Managers, Emotional Intelligence, Conflict Management, Building and Leading Teams and Breakthrough Thinking.

One additional principle or model that we found extremely helpful was taught by Victoria Gatien and reiterated in each of the classes she facilitated. Very simply, "Intentional and deliberate" was the term she brought up at the start of each class and each time is stuck further into our brains. Be intentional with your words and your attitude and be deliberate with your intentions when communicating. It is a concept that we could all use a bit more practice with.

Appendix I – Project Charter

Project Name: Leadership Development Network

PROJECT SCOPE

Project Objective/Purpose/Opportunity:
To create an on-line community of supervisors, managers and leaders in state government by establishing a leadership development network for all exempt employees and who will read books that will focus on supervisory, management and leadership principles. The goal is for this on-line presence, with discussion topics covering variations on approaches to leadership and management, to be a way for exempt staff to learn leadership skills from one another and be kept current in leadership principles. In addition, on-going discussions will elicit both positive and negative effect of specific behavioral approaches.

Background (Strategic importance, what has been happening, importance to customers):

The strategic importance of this project is in enhancing skills and perspectives of state government managers via the on-line network and the knowledge gained from popular and cutting-edge leadership the books.

So often supervisors lack the communication skills necessary to enhance the employees experience during work hours. Managers and supervisors usually have the technical knowledge necessary for their job but often lack the managerial, behavioral, coaching, mentoring, and conflict skills necessary to provide effective leadership.

On-going discussions on various topics in management/leadership books will provide some current insight into the tools/techniques that may (or may not) work to enhance communication and subsequently the work experience besides leading to more productive, efficient and subsequently happier employees.

Project Customers: Exempt/supervisory/managerial staff in state government who seek to enhance their skills, expand their awareness and network with other managers across agencies.

Customer Requirements/Expectations (Tangible and intangible):

Easy to access and use computer program, being able to access current/relevant books and the ability to openly discuss pertinent management concepts. Ongoing facilitated honest discussions on management and leadership concepts in order to appropriately apply concepts in work setting, sharing ideas, suggestions and helping less experienced managers.

Guidance Team/Sponsor: Lisa Springer, Training Administrator of OLPD within DAS.

Boundaries/Level of authority (staff time, budget etc. recommend or implement. Must be approved by sponsor.):

5-6 hours per month

Zero budget

Recommend a solution

Implement the solution

Project Assumption List

Assumption	**Confirmed**	**Rejected**
Books are accessible		
Buy-in from OIT/DAS for computer program		
Buy-in from exempt community for actual usage of program		
An "Overseer" or facilitator of the program		
Program software will be at no cost		

Final Deliverable: A Leadership Development Network discussion forum

Final Deadline: August 8, 2012

Reviews and Approvals Required

Interim Deliverable	**Review**	**Approval**	**Reason**
Establish software program criteria			
Interview SME's for software capabilities			
Research online college programs			
Gather list of potential participants and beta testers			
Model for program			
Pilot Program			
Final Implementation			
Presentation			

PROJECT TEAM

Project Leader: Chad Wissinger

Project Team: Chad Wissinger, Steve Friedman

	Skills and abilities needed	**Roles and responsibilities**	**Time requirement**
Core team: Chad, Steve	Organization, timeliness, knowledge of training tools, program management process	Leader, facilitator, scribe, time-keeper	5-6 hours per week
Extended team: Lisa Springer, DAS/OIT	Knowledge or requirements, programming/IT system, vision of the program	To help implement and set up the online learning forum, assist, review, and approve along the way	As needed
Contract support:			

Budget

$0.00

Other Resources

Software specific contacts/users

PROJECT MILESTONE LIST

Project Milestones

Milestone	Estimated Hours
Approve Project Charter (February 22, 2012)	10
List of available tools (February 22, 2012)	5
List of potential interested participants from Lisa (March 1, 2012)	5 min
Establish criteria for program software review (March 09, 2012)	10
Finalize evaluation scoring matrix (March 23, 2012)	10
Conduct Meetings with potential vendors/representatives and view demos (April 27, 2012)	40
Finish all evaluations of potential software tools (May 4, 2012)	15
Identify the tool/forum that we will use (May 11, 2012)	1
Complete Testing of online discussion forum (May 25, 2012)	20
Complete Testing of online book viewing etc. (May 25, 2012)	20
Implement complete course (June 8, 2012)	15
Market Program (June 22, 2012)	10
Present Project (August 8, 2012)	20

PROJECT COMMUNICATION PLAN

Who?	Needs to Know What?	When/Frequency?	In What Form?
Sponsors Lisa Springer	Status of research into available tools Status of any testing of chosen tool Marketing plan	Weekly/Monthly/ As needed	Email, possibly demonstrations
Core Team	Roles/Responsibilities Due dates/ research each other has done Project timeline/goals/deliverable Overall status	Weekly/Monthly/As needed	Email/face-to-face/phone calls
Extended Team	Items to be completed with due dates	As needed	Email/face-to-face/phone calls
Stakeholders	State of Ohio Employees		

PROJECT RISK MANAGEMENT PLAN

Risk	Probability	Impact	Contingency Plan/ Individual Responsible
Tools available will cost money	likely	depends	Search for funds / Lisa
Steve/Chad will get fired (laid off)	Not (hopefully)	huge	Adapt and overcome
Online book access is delayed	???	huge	Temporarily use State Libraries online books
Exempt staff will not utilize system	possibly	depends	If it helps one person…
Need for a facilitator for "blog" atmosphere	maybe	decent	Usage Agreement??

PROJECT EVALUATION PLAN

Desired Outcome	Evaluation Method	Success Measurement
Widespread use of online training tool	Numbers of users	50 per year?
	Number of agencies	A few
Satisfaction of users with discussion forum tool	Short survey	Majority of "satisfied" on survey