

*In person Training at Your Site from 4PM.com 303-756-4247*



<http://www.4pm.com>

<http://www.projectmanagertraining.com>

<http://Projectmanagementbooks.com>

## Catalog of In Person Courses

We deliver onsite project management training classes customized for the skill level of your people and the types of projects they manage. We have assisted over 300 organizations in improving their project performance.

Our courses are:

- Hands on - people actually apply what they learn to case studies and receive coaching
- Practical - cover the actual steps in a project
  - Defining the scope & deliverables
  - Gathering requirements
  - Estimating task duration
  - Scheduling so the project is finished as soon as possible
  - Spotting and solving project problems
  - Reporting status
- Reviewed and approved by the Project Management Institute

### Available Courses

#### Beginner Courses

[101 Essentials of Business & Marketing Project Management](#)

[111 Essentials of IT Project Management](#)

[121 Essentials of Construction Project Management](#)

[131 Essentials of Healthcare Project Management](#)

#### Advanced Courses

[103 Advanced Business & Marketing Project Management](#)

[113 Advanced IT Project Management](#)

[123 Advanced Construction Project Management](#)

[133 Advanced Healthcare Project Management](#)

The Hampton Group, Inc. 3547 South Ivanhoe Street Denver CO USA 80237



# Project Management Training & Certification

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## 101 Essentials of Project Management

### Classroom Training

Our in-person classes focus on proven, practical project management techniques and hands-on practice applying them. After a lecture and discussion of techniques, the participants apply what they have learned to project case studies that include MS Project scheduling. They receive coaching and feedback on their work at each step.

In this way, your participants gain skills they can immediately apply to their projects. They also learn a consistent, step-by-step methodology they can apply to all projects. This Achievement-driven project management methodology (AdPM™) supports effective organizational control of the entire portfolio of projects.

### Learning Objectives

In this case study-based course, participants learn techniques for all the steps in the project lifecycle and practice each technique on a project case study designed to match their training needs.

### Requirements & Credits

This 2-day course has reading assignments, lectures, case study assignment, movies of project managers in action, and a final examination.

The American Council on Education has recommended this course for 1.0 graduate school credit, and the Project Management Institute (PMI) has awarded it 30 PDUs.

## Course Modules

### Scope

Participants will learn how to ask the right questions to define a scope and drive the entire project with clear business outcomes. Then they participate in a lecture/discussion where the instructor illustrates scope definition techniques. Finally, participants apply what they have learned in a case study where they role-play negotiations with a project sponsor. They learn to ask the right questions to define the scope of a project. Participants then draft a scope statement and get feedback on their work.

### Requirements

Your participants learn to decompose the scope into a network of clear business achievements that will become the backbone of their plan and schedule. They learn how to unearth requirements from stakeholders and how to convert their wishes and wants into clear outcomes their team can deliver. They participate in a lecture/discussion where the instructor illustrates scope decomposition. Then



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they continue with their case study by developing detailed requirements with coaching from the instructor. Participants submit their work and get feedback on the network of deliverables and sub-achievements they constructed.

## ***Project plan and charter***

Your people participate in a lecture/discussion where the instructor explains how to craft brief, "broad-brush" project plans that clearly communicate what the project will and will not achieve. Participants also learn to specify what resources and authority they require, the risks the project faces, and how they will mitigate those risks. Participants apply what they have learned to the case study project and submit their project charter to their instructor for feedback.

## ***Work breakdown structure and assignments***

They participate in a lecture/discussion where the instructor illustrates how to develop effective work breakdown structures that give executives clear control points and their team clarity on what they expect from them. Then participants apply what they have learned to the course case study. Based on the project plan, they build a work breakdown structure in MS Project and submit it to the instructor, who will give them feedback.

## ***Predecessor network***

Your participants take part in a lecture/discussion where the instructor illustrates how to control the sequence of tasks in their schedule and achieve the shortest possible project duration with their design of the project predecessor relationships. Then they add a predecessor network to their MS Project plan and receive feedback and coaching.

## ***Estimating durations and assigning resources***

They participate in a lecture/discussion where the instructor illustrates how to make clear and effective assignments to their team and work with them to estimate durations in ways that gain their commitment. Participants apply what they have learned in an estimating simulation and get feedback from the instructor. Then they complete the project schedule in MS Project, assigning tasks to their team within their availability constraints. They receive feedback on their finished project schedule.

## ***Critical path optimization and approval presentation***

Participants engage in a lecture/discussion where the instructor illustrates how to analyze projects for opportunities to shorten the duration and techniques for adjusting resource assignments and predecessors. Then your participants develop trade-offs in the project case study for the sponsor to consider. They present their projects and respond to the sponsor's questions, role-played by the instructor.



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## ***Team leadership & managing conflict***

Participants learn about techniques for handling conflict on the project from a lecture/discussion and then apply those techniques to a conflict situation between their case study team and several stakeholders. Participants give their solution to the instructor for feedback and suggestions. The instructor will supply status report data from their project team for use in the next assignment.

## ***Tracking & status reporting***

Participants take part in a lecture/discussion where the instructor explains tracking actual performance in MS Project® and the techniques to use in reporting status to the boss. Then they apply what they have learned to the project problems in the status reports provided by the instructor. They analyze what has happened and what they can do to recover. Then they present the status report to the sponsor. The instructor, who will play the role of the sponsor, gives them practice answering tough questions.



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## 111 Essentials of IT Project Management

### Classroom Training

Our in-person classes focus on proven, practical project management techniques and hands-on practice applying them. After a lecture and discussion of techniques, the participants apply what they have learned to IT project case studies that include MS Project scheduling. They receive coaching and feedback on their work at each step.

In this way, your participants gain skills they can immediately apply to their projects. They also learn a consistent, step-by-step methodology they can apply to all projects. This Achievement-driven project management methodology (AdPM™) supports effective organizational control over the entire portfolio of projects.

### Learning Objectives

In this case study-based course, participants learn techniques for all the steps in the IT project lifecycle and practice each technique on a systems project case study we'll design to match their training needs.

### Requirements & Credits

This 2-day course has reading assignments, lectures, case study assignments, movies of project managers in action, and a final examination (optional).

The American Council on Education has recommended this course for 1.0 graduate school credit, and the Project Management Institute (PMI) has awarded it 30 PDUs.

## Course Modules

### Scope

Participants will learn how to ask the right questions of the user to define a scope and drive the entire project with clear business outcomes. Then they participate in a lecture/discussion where the instructor illustrates scope definition techniques. Finally, participants apply what they have learned in a case study where they role-play negotiations with a user manager who is the project sponsor. They learn to ask the right questions to define the scope of a project. Participants then draft a scope statement and get feedback on their work.

### Requirements

Your participants learn to decompose the scope into a network of clear business achievements that will become the backbone of their plan and schedule. They learn how to unearth requirements from users and how to convert their wishes and wants into clear outcomes their analysts and programmers can deliver. They participate in

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a lecture/discussion where the instructor illustrates scope decomposition. Then they continue with their case study by developing detailed requirements with coaching from the instructor. Participants submit their work and get feedback on the network of deliverables and sub-achievements they constructed.

## ***Project plan and charter***

Your people participate in a lecture/discussion where the instructor explains how to craft brief, "broad-brush" project plans that clearly communicate what the project will and will not achieve. Participants also learn to specify what resources and authority they require, the risks the project faces, and how they will mitigate those risks. Participants apply what they have learned to the case study project and submit their project charter to their instructor for feedback.

## ***Work breakdown structure and assignments***

They participate in a lecture/discussion where the instructor illustrates how to develop effective work breakdown structures that give executives clear control points and their team clarity on what they expect from them. Then participants apply what they have learned to the course case study. Based on the project plan, they build a work breakdown structure in MS Project and submit it to the instructor, who will give them feedback.

## ***Predecessor network***

Your participants take part in a lecture/discussion where the instructor illustrates how to control the sequence of tasks in their schedule and achieve the shortest possible project duration with their design of the project predecessor relationships. Then they add a predecessor network to their MS Project plan and receive feedback and coaching.

## ***Estimating durations and assigning resources***

They participate in a lecture/discussion where the instructor illustrates how to make clear and effective assignments to their team and work with them to estimate durations in ways that gain their commitment. Participants apply what they have learned in an estimating simulation and get feedback from the instructor. Then they complete the project schedule in MS Project®, assigning tasks to their team within their availability constraints. They receive feedback on their finished project schedule.

## ***Critical path optimization and approval presentation***

Participants engage in a lecture/discussion where the instructor illustrates how to analyze projects for opportunities to shorten the duration and techniques for adjusting resource assignments and predecessors. Then your participants develop trade-offs in the project case study for the users to consider. They present their projects and respond to the sponsor's questions, role-played by the instructor.



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## ***Team leadership & managing conflict***

Participants learn about techniques for handling conflict on the project from a lecture/discussion and then apply those techniques to a conflict situation between their case study team and several stakeholders. Participants give their solution to the instructor for feedback and suggestions. The instructor will supply status report data from their project team for use in the next assignment.

## ***Tracking & status reporting***

Participants take part in a lecture/discussion where the instructor explains tracking actual performance in MS Project® and the techniques to use in reporting status to the boss. Then they apply what they have learned to the project problems in the status reports provided by the instructor. They analyze what has happened and what they can do to recover. Then they present the status report to the user sponsor. The instructor, who will play the role of the user, gives them practice answering tough questions.



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## 121 Essentials of Construction PM

### **Classroom Training**

Our in-person classes focus on proven, practical project management techniques and hands-on practice applying them. After a lecture and discussion of techniques, the participants apply what they have learned to a commercial remodeling project case study that includes MS Project scheduling. They receive coaching and feedback on all their work.

In this way, your participants gain skills they can immediately apply to their projects. They also learn a consistent, step-by-step methodology they can apply to all projects. This Achievement-driven project management methodology (AdPM™) supports effective organizational control of the entire portfolio of projects.

### **Learning Objectives**

In this case study-based course, participants learn techniques for all the steps in the construction project lifecycle and practice each technique on a project case study designed to match their training needs.

### **Requirements & Credits**

This 2-day course has a pre-class reading assignment and lectures, assignments, movies of project managers in action, and a final examination.

The American Council on Education has recommended this course for 1.0 graduate school credit, and the Project Management Institute (PMI) has awarded it 30 PDUs.

## Course Modules

### **Scope**

Participants will learn how to ask the right questions to define a scope and drive the entire project with clear business outcomes. Then they participate in a lecture/discussion where the instructor illustrates scope



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definition techniques. Finally, participants apply what they have learned in a commercial remodeling case study where they role-play negotiations with a customer. They learn to ask the right questions to define the scope of a project. Participants then draft a scope statement and get feedback on their work.

## ***Requirements***

Your participants learn to decompose the scope into a network of clear business achievements that will become the backbone of their plan and schedule. They learn how to unearth requirements from the customer and how to convert their wishes and wants into clear outcomes their team can deliver. They participate in a lecture/discussion where the instructor illustrates scope decomposition. Then they continue with their case study by developing detailed requirements with coaching from the instructor. Participants submit their work and get feedback on the network of deliverables and sub-achievements they constructed.

## ***Project plan and charter***

Your people participate in a lecture/discussion where the instructor explains how to craft brief, "broad-brush" project plans that clearly communicate what the project will and will not achieve. Participants also learn to specify what resources and authority they require, the risks the project faces, and how they will mitigate those risks. Participants apply what they have learned to the case study project and submit their project charter to their instructor for feedback.

## ***Work breakdown structure and assignments***

They participate in a lecture/discussion where the instructor illustrates how to develop effective work breakdown structures that give executives clear control points and their team and sub-contractors clarity on what the PM expects from them. Then participants apply what they have learned to the course case study. Based on the project plan, they build a work breakdown structure in MS Project and submit it to the instructor, who will give them feedback.

## ***Predecessor network***

Your participants take part in a lecture/discussion where the instructor illustrates how to control the sequence of tasks in their schedule and



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achieve the shortest possible project duration with their design of the project predecessor relationships. Then they add a predecessor network to their MS Project plan and receive feedback and coaching.

## ***Estimating durations and assigning resources***

They participate in a lecture/discussion where the instructor illustrates how to make clear and effective assignments to their team and work with them to estimate durations in ways that gain their commitment. Participants apply what they have learned in an estimating simulation and get feedback from the instructor. Then they complete the project schedule in MS Project, assigning tasks to their team within their availability constraints. They receive feedback on their finished project schedule.

## ***Critical path optimization and approval presentation***

Participants engage in a lecture/discussion where the instructor illustrates how to analyze projects for opportunities to shorten the duration and techniques for adjusting resource assignments and predecessors. Then your participants develop trade-offs in the project case study for the customer to consider. They present their projects and respond to the customer's questions, role-played by the instructor.

## ***Team leadership & managing conflict***

Participants learn about techniques for handling conflict on the project from a lecture/discussion and then apply those techniques to a conflict situation between their case study crew and several customer managers. Participants give their solution to the instructor for feedback and suggestions. The instructor will supply status report data from their project team for use in the next assignment.

## ***Tracking & status reporting***

Participants take part in a lecture/discussion where the instructor explains tracking actual performance in MS Project® and the techniques to use in reporting status to the boss. Then they apply what they have learned to the project problems in the status reports provided by the instructor. They analyze what has happened and what they can do to recover. Then they present the status report to the customer. The instructor, who will play the role of the sponsor, gives them practice answering tough questions.



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## 131 Essentials of Healthcare PM

### **Classroom Training**

Our in-person classes focus on proven, practical project management techniques and hands-on practice applying them. After a lecture and discussion of techniques, the participants apply what they have learned to a patient records project case study that includes MS Project scheduling. They receive coaching and feedback on their work.

In this way, your participants gain skills they can immediately apply to their projects. They also learn a consistent, step-by-step methodology they can apply to all projects. This Achievement-driven project management methodology (AdPM™) supports effective organizational control of the entire portfolio of projects.

### **Learning Objectives**

In this case study-based course, participants learn techniques for all the steps in the project lifecycle and practice each technique on a healthcare project case study designed to match their training needs.

### **Requirements & Credits**

This 2-day course has a pre-class reading assignment and lectures, assignments, movies of project managers in action, and a final examination.

The American Council on Education has recommended this course for 1.0 graduate school credit, and the Project Management Institute (PMI) has awarded it 30 PDUs.

## Course Modules

### **Scope**

Participants will learn how to ask the right questions of administrators and physicians to define a scope and drive the entire project with clear business outcomes. Then they participate in a lecture/discussion where the instructor illustrates scope definition techniques. Finally, participants apply what they have learned in a healthcare case study where they role-play negotiations with a project sponsor. They learn to ask the right questions to define the scope of a project. Participants then draft a scope statement and get feedback on their work.



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## ***Requirements***

Your participants learn to decompose the scope into a network of clear business achievements that will become the backbone of their plan and schedule. They learn how to unearth requirements from physicians and administrative staff and how to convert their wishes and wants into clear outcomes their team can deliver. They participate in a lecture/discussion where the instructor illustrates scope decomposition. Then they continue with their case study by developing detailed requirements with coaching from the instructor. Participants submit their work and get feedback on the network of deliverables and sub-achievements they constructed.

## ***Project plan and charter***

Your people participate in a lecture/discussion where the instructor explains how to craft brief, "broad-brush" project plans that clearly communicate what the project will and will not achieve. Participants also learn to specify what resources and authority they require, the risks the project faces, and how they will mitigate those risks. Participants apply what they have learned to the patient records case study project and submit their project charter to their instructor for feedback.

## ***Work breakdown structure and assignments***

They participate in a lecture/discussion where the instructor illustrates how to develop effective work breakdown structures that give executives clear control points and their team clarity on what they expect from them. Then participants apply what they have learned to the course case study. Based on the project plan, they build a work breakdown structure in MS Project and submit it to the instructor, who will give them feedback.

## ***Predecessor network***

Your participants take part in a lecture/discussion where the instructor illustrates how to control the sequence of tasks in their schedule and achieve the shortest possible project duration with their design of the project predecessor relationships. Then they add a predecessor network to their MS Project plan and receive feedback and coaching.

## ***Estimating durations and assigning resources***

They participate in a lecture/discussion where the instructor illustrates how to make clear and effective assignments to their team and work with them to estimate durations in ways that gain their commitment. Participants apply what they have learned in an estimating simulation and get feedback from the instructor. Then they complete the project schedule in MS Project, assigning tasks to their team within their availability constraints. They receive feedback on their finished project schedule.



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## ***Critical path optimization and approval presentation***

Participants engage in a lecture/discussion where the instructor illustrates how to analyze projects for opportunities to shorten the duration and techniques for adjusting resource assignments and predecessors. Then your participants develop trade-offs in the project case study for the sponsor to consider. They present their projects and respond to the administrator and physician's questions, role-played by the instructor.

## ***Team leadership & managing conflict***

Participants learn about techniques for handling conflict on the project from a lecture/discussion and then apply those techniques to a conflict situation between their case study team and several physicians. Participants give their solution to the instructor for feedback and suggestions. The instructor will supply status report data from their project team for use in the next assignment.

## ***Tracking & status reporting***

Participants take part in a lecture/discussion where the instructor explains tracking actual performance in MS Project® and the techniques to use in reporting status to the boss. Then they apply what they have learned to the project problems in the status reports provided by the instructor. They analyze what has happened and what they can do to recover. Then they present the status report to the sponsor. The instructor, who will play the role of the medical director, gives them practice answering tough questions.



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## 103 Managing Cross-functional Projects

### Classroom Delivery

Our in-person classes focus on proven, practical project management techniques and hands-on practice applying them. After a lecture and discussion of techniques, the participants apply what they have learned to project case studies that which include using MS Project software. They receive coaching and feedback on their work.

### Learning Objectives

We designed this case-study course for experienced PMs who want to learn advanced techniques for planning, estimating, scheduling and

tracking larger, complex projects with multiple stakeholders.

### Requirements

This 3-day course requires participants to complete textbook reading, listen to lectures, view movies of project managers in action, 14 case study assignments, and a final exam.

### Credits

The American Council on Education (ACE) has recommended this course for 2.0 graduate school credits, and the Project Management Institute (PMI) has awarded it 60 PDUs.

## Course Modules

### ***Strategic assessment & stakeholder management***

Your participants engage in a lecture/discussion where they learn the techniques for assessing project situations in terms of the stakeholders' hot button issues and constraints in the business situation. Then they apply what they have learned by watching a movie of a project manager meeting with stakeholders and assessing what the PM did right and wrong.

### ***High-level project planning***

They participate in a lecture/discussion where they master advanced techniques for transforming stakeholder wants into a cohesive project plan. They then apply these same techniques to their first project case study, which involves multiple stakeholders and conflicting objectives. Participants assess the project situation and receive instructor feedback on their work. Next, the class will meet these stakeholders (role-played by the instructor) and negotiate the business outcome the project should deliver. They receive feedback on their techniques and on the scope and achievement network they develop based on this meeting.



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## ***Project charter***

Your participants engage in a lecture/discussion where they learn about accountability, authority and change control. They then apply those techniques to the project case study and negotiate the scope while resolving the conflicts between the stakeholders. Based on the information they gain, they write a charter with resource requirements, authority and accountability recommendations. They also recommend a change control procedure for the project and receive instructor feedback on their work.

## ***Estimating***

Your participants take part in a lecture/discussion where they learn three estimating techniques for duration and budget. They then apply what they have learned to the second project case study and develop "order of magnitude" estimates for the president of the company. They submit their work to the instructor for feedback and coaching.

## ***Building dynamic project schedules with work estimates***

Participants engage in a lecture/discussion where they learn to build dynamic project schedules in MS Project software using resource driven scheduling with work estimates and resource capacities. Then they apply these techniques to the second project case study and build a dynamic model of the project schedule, budget and resource allocation. They receive instructor feedback on their work.

## ***Modeling trade-offs between scope, cost and duration***

They participate in a lecture/discussion where they learn the techniques for developing and presenting alternative project outcomes to executives. They apply those techniques to the MS Project® schedule and budget they developed in the previous assignment and submit their work to the instructor. As well, they make a short presentation of the quantified tradeoffs.

## ***Risk Management***

Participants participate in a lecture/discussion where they learn practical techniques for analyzing project risks and crafting responses to reduce or eliminate their impact on the project. Then they apply these techniques to the second project case study. They identify and quantify the risks the project faces, using a bit of statistics we teach them. They receive instructor feedback on their work risk management plan.

## ***Work estimating and crafting team member assignments***

The instructor leads a discussion of techniques for estimating with project team members, using a work package template. Then the participants apply the ideas to an assignment with a team member in their second project case study. They submit their completed work package with requirements to the instructor for feedback and coaching.



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## ***Approval presentation***

Participants take part in a lecture/discussion and then use the estimates, trade-offs and risk information from the preceding three assignments in a project presentation. They must cope with a situation where their cost and duration exceed the sponsor's expectation. They present the trade-offs and options using the techniques covered and receive feedback and coaching from the instructor.

## ***Team development & performance problems***

They participate in a lecture/discussion where they learn techniques for effectively coping with team member performance problems and variance to the plan. They then apply what they have learned by watching and critiquing a movie of a project manager dealing with a team member who has performance problems.

## ***Tracking, problems and solutions***

Participants engage in a lecture/discussion where they learn advanced techniques for identifying and solving project problems, as well as accurately forecasting completion dates and costs. They also learn techniques for making effective status reports. Then they apply what they have learned by watching a movie of a status report and identifying the good and bad elements of the project manager's performance in delivering a status report to an audience of project stakeholders. Last, participants will track actual results and change requests on the third and most complex project case study. They manage this project through two cycles of status reports and change requests. Then, they use earned value and variance techniques. Last, they present a status report and answer questions in a simulated meeting.



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## 113 Managing IT Projects

### ***Classroom Delivery***

Our in-person classes focus on proven, practical project management techniques and hands-on practice applying them. After a lecture and discussion of techniques, the participants apply what they have learned to IT project case studies that include MS Project scheduling. They receive coaching and feedback on their work.

### **Learning Objectives**

We designed this case-study course for experienced IT PMs who want to learn advanced techniques for planning, estimating, scheduling and tracking larger, complex projects with multiple stakeholders and building

software quality control into project plans.

### **Requirements**

This 3-day course requires participants to complete textbook reading, listen to lectures, view movies of project managers in action, 14 case study assignments, and a final exam (optional).

### **Credits**

The American Council on Education (ACE) has recommended this course for 2.0 graduate school credits, and the Project Management Institute (PMI) has awarded it 60 PDUs.

## Course Modules

### ***Strategic assessment & stakeholder management***

Your participants engage in a lecture/discussion where they learn the techniques for assessing project situations in terms of the users' hot button issues and constraints in the business situation. Then they apply what they have learned by watching a movie of a project manager meeting with stakeholders and assessing what the PM did right and wrong.

### ***High-level project planning***

They participate in a lecture/discussion where they master advanced techniques for transforming stakeholder wants into a cohesive project plan. They then apply these same techniques to their first project case study, which involves multiple stakeholders and conflicting objectives. Participants assess the project situation and receive feedback from their instructor. Next, the class will meet these system users (role-played by the instructor) and negotiate the business outcome the project



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should deliver. They receive feedback on their techniques and on the scope and achievement network they develop based on this meeting.

## ***Project charter***

Your participants engage in a lecture/discussion where they learn about accountability, authority and change control. They then apply those techniques to the project case study and negotiate the scope while resolving the conflicts between the stakeholders. Based on the information they gain, they write a charter with resource requirements, authority and accountability recommendations. They also recommend a change control procedure for the project and receive feedback from their instructor.

## ***Estimating***

Your participants take part in a lecture/discussion where they learn three estimating techniques for duration and budget. They then apply what they have learned to the second project case study and develop "order of magnitude" estimates for the president of the company. They submit their work to the instructor for feedback and coaching.

## ***Building dynamic project schedules with work estimates***

Participants engage in a lecture/discussion where they learn to build dynamic project schedules using resource driven scheduling with work estimates and resource capacities. Then they apply these techniques to the second IT project case study and build a dynamic model of the project schedule, budget and resource allocation in MS Project®. They receive feedback on all their work from their instructor.

## ***Modeling trade-offs between scope, cost and duration***

They participate in a lecture/discussion where they learn the techniques for developing and presenting alternative project outcomes to executives. They apply those techniques to the MS Project® schedule and budget they developed in the previous assignment and submit their work to the instructor. As well, they make a short presentation of the quantified tradeoffs.

## ***Risk Management***

Participants participate in a lecture/discussion where they learn practical techniques for analyzing project risks and crafting responses to reduce or eliminate their impact on the project. Then they apply these techniques to the second IT project case study. They identify and quantify the risks the project faces, using a bit of statistics we teach them. They receive feedback from their instructor on their risk management plan.



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## ***Work estimating and crafting team member assignments***

The instructor leads a discussion of techniques for estimating with project team members, using a work package template. Then the participants apply the ideas to an assignment with a team member in their second project case study. They submit their completed work package with requirements to the instructor for feedback and coaching.

## ***Approval presentation***

Participants take part in a lecture/discussion and then use the estimates, trade-offs and risk information from the preceding three assignments in a project presentation. They must cope with a situation where their cost and duration exceed the sponsor's expectation. They present the trade-offs and options using the techniques covered and receive feedback and coaching from the instructor.

## ***Team development & performance problems***

They participate in a lecture/discussion where they learn techniques for effectively coping with team member performance problems and variance to the plan. They then apply what they have learned by critiquing a project manager's handling (in a PM movie) of a team member who has performance problems.

## ***Tracking, problems and solutions***

Participants engage in a lecture/discussion where they learn advanced techniques for identifying and solving project problems, as well as accurately forecasting completion dates and costs. They also learn techniques for making effective status reports. Then they apply what they have learned by watching a movie of a status report and identifying the good and bad elements of the project manager's performance in delivering a status report to an audience of project stakeholders. Last, participants will track actual results and change requests on the third and most complex project case study. They manage this project through two cycles of status reports and change requests. Then, they use earned value and variance techniques to develop corrective action alternatives.



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## 123 Managing Construction Projects

### ***Classroom Delivery***

Our in-person classes focus on proven, practical project management techniques and hands-on practice applying them. After a lecture and discussion of techniques, the participants apply what they have learned to commercial construction project case studies that which include MS Project scheduling. They receive coaching and feedback on their work.

### **Learning Objectives**

We designed this case-study course for experienced PMs who want to learn advanced techniques for planning, estimating, scheduling and tracking larger, complex

construction projects with multiple stakeholders.

### **Requirements**

This 3-day course requires participants to complete textbook reading, listen to lectures, view movies of project managers in action, 14 case study assignments, and a final exam.

### **Credits**

The American Council on Education (ACE) has recommended this course for 2.0 graduate school credits, and the Project Management Institute (PMI) has awarded it 60 PDUs.

## Course Modules

### ***Strategic assessment & stakeholder management***

Your participants engage in a lecture/discussion where they learn the techniques for assessing project situations in terms of the stakeholders' hot button issues and constraints in the business situation. Then they apply what they have learned by watching a movie of a project manager meeting with stakeholders and assessing what the PM did right and wrong.



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## ***High-level project planning***

They participate in a lecture/discussion where they master advanced techniques for transforming customer wants into a cohesive project plan. They then apply these same techniques to their first construction project case study, which involves multiple stakeholders and conflicting objectives. Participants assess the project situation and submit their assessment to the instructor for feedback. Next, the class will meet these customers (role-played by the instructor) and negotiate the business outcome the project should deliver. They receive feedback on their techniques and on the scope and achievement network they develop based on this meeting.

## ***Project charter***

Your participants engage in a lecture/discussion where they learn about accountability, authority and change control. They then apply those techniques to the project case study and negotiate the scope while resolving the conflicts between the stakeholders and with sub-contractors. Based on the information they gain, they write a charter with resource requirements, authority and accountability recommendations. They also recommend a change control procedure for the project and then submit the final scope and charter to the instructor for feedback.

## ***Estimating***

Your participants take part in a lecture/discussion where they learn three estimating techniques for duration and budget. They then apply what they have learned to the second construction project case study and develop "order of magnitude" estimates for the president of the company. They submit their work to the instructor for feedback and coaching.

## ***Building dynamic project schedules with work estimates***

Participants engage in a lecture/discussion where they learn to build dynamic project schedules using resource driven scheduling with work estimates and resource capacities. Then they apply these techniques to the second construction project case study and build a dynamic model of the project schedule, budget and resource allocation. They submit their work to the instructor for feedback and coaching.



# Project Management Training & Certification

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## ***Modeling trade-offs between scope, cost and duration***

They participate in a lecture/discussion where they learn the techniques for developing and presenting alternative project outcomes to executives. They apply those techniques to the MS Project® schedule and budget they developed in the previous assignment and submit their work to the instructor. As well, they make a short presentation of the quantified tradeoffs.

## ***Risk Management***

Participants participate in a lecture/discussion where they learn practical techniques for analyzing project risks and crafting responses to reduce or eliminate their impact on the project. Then they apply these techniques to the second project case study. They identify and quantify the risks the project faces, using a bit of statistics we teach them. They submit their risk management plan to their instructor for feedback.

## ***Work estimating and crafting team member assignments***

The instructor leads a discussion of techniques for estimating with project team members, using a work package template. Then the participants apply the ideas to an assignment with a team member in their second project case study. They submit their completed work package with requirements to the instructor for feedback and coaching.

## ***Approval presentation***

Participants take part in a lecture/discussion and then use the estimates, trade-offs and risk information from the preceding three assignments in a project presentation. They must cope with a situation where their cost and duration exceed the sponsor's expectation. They present the trade-offs and options using the techniques covered and receive feedback and coaching from the instructor.

## ***Team development & performance problems***

They participate in a lecture/discussion where they learn techniques for effectively coping with team member performance problems and variance to the plan. They then apply what they have learned by watching and critiquing a movie of a project manager dealing with a team member who has performance problems.



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## ***Tracking, problems and solutions***

Participants engage in a lecture/discussion where they learn advanced techniques for identifying and solving project problems, as well as accurately forecasting completion dates and costs. They also learn techniques for making effective status reports. Then they apply what they have learned by watching a movie of a status report and identifying the good and bad elements of the project manager's performance in delivering a status report to an audience of project stakeholders. Last, participants will track actual results and change requests on the third and most complex project case study. They manage this project through two cycles of status time reports and change requests. Then, they use earned value and variance techniques. Last, they present a status report and answer questions in a simulated meeting.



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## 133 Managing Healthcare Projects

### ***Classroom Delivery***

Our in-person classes focus on proven, practical project management techniques and hands-on practice applying them. After a lecture and discussion of techniques, the participants apply what they have learned to project case studies that which include MS Project scheduling. They receive coaching and feedback on their work.

### **Learning Objectives**

We designed this case-study course for experienced PMs who want to learn advanced techniques for planning, estimating, scheduling and tracking larger, complex healthcare projects with

multiple administrative and physician stakeholders.

### **Requirements**

This 3-day course requires participants to complete textbook reading, listen to lectures, view movies of project managers in action, 14 case study assignments, and a final exam.

### **Credits**

The American Council on Education (ACE) has recommended this course for 2.0 graduate school credits, and the Project Management Institute (PMI) has awarded it 60 PDUs.

## Course Modules

### ***Strategic assessment & stakeholder management***

Your participants engage in a lecture/discussion where they learn the techniques for assessing project situations in terms of the stakeholders' hot button issues and constraints in the business situation. Then they apply what they have learned by watching a movie of a project manager meeting with stakeholders and assessing what the PM did right and wrong.

### ***High-level project planning***

They participate in a lecture/discussion where they master advanced techniques for transforming stakeholder wants into a cohesive project plan. They then apply these same techniques to their first project case study, which involves multiple stakeholders and conflicting objectives. Participants assess the project situation and submit their assessment to the instructor for feedback. Next, the class will meet these physicians & administrative stakeholders (role-played by the instructor) and negotiate the outcome the



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## ***Modeling trade-offs between scope, cost and duration***

They participate in a lecture/discussion where they learn the techniques for developing and presenting alternative project outcomes to administrators and physicians. They apply those techniques to the MS Project® schedule and budget they developed in the previous assignment and submit their work to the instructor. As well, they make a short presentation of the quantified tradeoffs.

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