

IDT605 COMMUNICATION AND MANAGEMENT PLAN

IDT 605 ID Project Management: Communication and Management Plan

Submitted in partial fulfillment of the requirements for the degree of

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By

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To

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Project Scope

Measures of Performance

Measures of Performance (MOP) will define what the expected, single result of the project will be (Baca, 2007). The MOP is made up of two parts, the driver and the restriction. The driver states the goal the project must achieve, specifically the outcome or results. Drivers like learning objectives are measurable. The restriction expresses what must not happen when trying to achieve the driver. Restrictions also need to be measurable.

The scope of this project is to develop dental radiography training. The focus of the training is 1) taking radiographs of all tooth types in the dog and cat, 2) taking radiographs with a minimum of technical errors, 3) prepare participants to start performing full mouth radiographs on anesthetized patients in the workplace.

Driver. Take diagnostic dental radiographs of all tooth types in a dog 50% of the time.

Driver. Take diagnostic dental radiographs of all tooth types in a cat 50% of the time

Restriction. Correcting technique errors should not take more than three attempts.

Restriction. By the end of the four-hour classroom training.

Project Preliminary Scope

The preliminary scope statement defines the purpose of the project. The statement will cover the organization, risks, cost, schedule, technology, and resources needed to reach completion (Fageha, 2016). The scope of this project is to train veterinary medical and surgical staff to take digital dental radiographs of the dog and cat.

Objectives.

1) Development of practical skills and techniques for taking dental radiographs using the proper positioning of the digital sensor. Learning to take dental x-rays in the dog and cat has a steeper learning curve than when learning to take them on people due to differences in oral anatomy.

2) Improve the assessment and diagnosis of pathology. The participant is required to understand what constitutes a diagnostic dental radiograph. Producing radiographs that are diagnostic before the veterinarian reads them expedites the procedure.

Constraints.

- 1) The project will not enable the participant to master taking dental radiographs of the dog and cat.
- 2) The project will not cover anesthesia for the dental patient.
- 3) The project will not cover procedures for studies of the skull, sinuses, or the temporomandibular joint.
- 4) Due to state laws on x-ray safety, the project is not intended for training staff members younger than 18 years of age.

Assumptions. The project will be completed in 30-90 days

Product Organization. The project will be managed by the Academy of Veterinary Dental Technicians (AVDT). It will include Veterinary Technician Specialists in Dentistry (VTS-Dent) and external stakeholders chosen by the AVDT.

Deliverables. This document will describe the objectives of the current training program used by VT Dental Training. Within the overall course, the document will also cover the current course units and their timing needs.

Team Member Expectations

In DiTullio's article on expected behaviors of team members contends that most of the time, team members come from different areas either out of the same company or geographically. Since there will be diverse personalities, communication styles, and working styles, the members have to come together and function as a unit (DiTullo, 2009). There is a commonly used set of expected behaviors used by many project teams. Those expected behaviors are:

- Treat others with dignity and respect.
- Support and promote intra- and inter-department teamwork.
- Understand and consider the needs and impacts of your work on others.
- Demonstrate an ability to problem-solve and make timely decisions.
- Actively seek and receive feedback for improvement.
- Consistently share knowledge and information

These behaviors would be essential expectations for the team members chosen for this project. The members chosen to have worked with each other in other projects or are familiar with the work of the other. Working with each of them on previous projects, their personalities, communication styles, and working styles should blend well.

Team Member Profile

Team members for this project are required to be VTS-Dent with experience of two years or more teaching radiograph positioning. The focus of the team should be to develop a training curriculum based on the current needs of the veterinary practice. The team member's training experience will be utilized to determine performance objectives, researched best practices training protocols, course development, and testing. Team members must have a flexible schedule to allow time to execute project activities.

Stakeholder Contact Information

Name	Telephone	Email
Pam Lind	VetMedTeam 2325 SW Dodge Terrace Port St Lucie, FL 34953	plynch@vetmedteam.com
Jackson Pendergast	402-844-7694 x 7694 (w)	joshua@northeast.edu
Arlene Krandall	404-838-6099 (cell)	avk.edwards@gmail.com
Kristen Walker	321-626-1706 (cell)	kholthusen81@gmail.com

Stakeholder Analysis

The role of the stakeholder is to provide information and support for the project (Varvasovszky, 2000). Stakeholder analysis is used to identify those people who could have an invested interest in the project (Makan, 2015). Secondly, stakeholders could have influence which could increase

the acceptability of the project upon release. For this project, the choice of stakeholders could also provide advice as the project is developed.

Stakeholder 1

Pam Lind, Director of Operations, Vetmedteam.com.

Analysis. Pam Lind is the co-founder and director of operations for Vetmedteam. Vetmedteam provides online education courses for veterinary nurses and staff members. Pam supported the AVDT in the developing phases of the organization by moderating a chat room where the organizing committee could have meetings. She is an education advocate with a keen interest in developing new and up-to-date education courses. Her expertise in the field of online education would be beneficial when we develop the online pre-course.

Stakeholder 2

Jackson Pendergast, Instructor, Veterinary Technology, Northeast Community College.

Analysis. Jackson Pendergast has extensive experience in veterinary technology education. One of the courses he teaches is veterinary dentistry. He is very open to helping with dental course development. Currently, the CVTEA has updated the skills required for graduation to include taking dental radiographs on anesthetized animals (CVTEA, 2018). Currently, training is done on either dental models or specimens. The change in policy will require a shift in the protocol for Veterinary Technology programs as animals will now need to be anesthetized for the students to gain hands-on experience taking dental radiographs. At this time the curriculum has not been developed to compensate for the change as the school year has just

begun. Joshua will provide experience working with students which could provide continuing education for veterinary technology students as they enter the clinic setting.

Stakeholder 3

Arlene Krandall, RVT, VTS-Dent., Atlanta Veterinary Dental Services

Analysis. Arlene Krandall has been an active member of AVDT since 2011. She divides her time working in a dentistry practice and providing dental radiography training. She has received positive feedback on her training techniques. Her experience working in a veterinary clinic and input in the hands-on portion of the project would be beneficial.

Stakeholder 4

Kristen Walker, CVT, VTS-Dent., Tampa Bay Veterinary Specialists

Analysis. Kristen Walker has been an active member of the AVDT since 2015. Like Amy, Katie divides her time working in a dentistry practice and providing dental radiography training. For being a new AVDT member, her feedback from trainees has been exemplary due to her unwavering enthusiasm. Her experience working in a veterinary clinic and input in the hands-on portion of the project would be beneficial.

Communication Methods and Frequency

Methods for Direct Communication

The project manager ensures that effective communication is upheld. Once everyone involved with the project is identified and become acquainted, it is time to build the communication plan. The communications process requires senders and receivers. Senders must figure out the most

effective way to communicate with their receiver. Functional communication requires the sender to be clear on the intent of the message. Choosing the most direct and appropriate way to get the message to the receiver will facilitate constructive and timely feedback.

Holistic Time Management

Balancing the time needed to perform the activities can be challenging. When scheduling time to devote to completing the project activities and maintain communication with your team, potential time management issues to identify are family obligations, flexibility for differences in time zones, technology expertise, and diversity in language, perspective, and experiences (Rajkumar, 2010). Identifying everyone's time and role is important. Allowing team members to openly share their views and the ability to balance their lives creates a more productive result.

Project Considerations

For this project, all members of the team will need to meet remotely via email, phone or face-to-face virtual meeting. An initial survey will be sent out to gather schedules, preferred language, and preferred mode of contact for anything other than face-to-face, potential personal or family commitments. With a large group, full team meetings are kept to a regular schedule. A directory will be published so team members can communicate with each other as needed. Lastly, a video conferencing location will be determined for the regular full team meetings or if the members want to meet in small groups.

Using the Communications Management Plan Template, a communications schedule is shown in Table 1 (Piscopo, n.d.).

Table 1: Meeting Communication Plan

Communication Type	Objective of Communication	Medium	Frequency	Audience	Owner	Deliverable	Format
Kickoff Meeting	Introduce the project team and the project. Review project objectives and management approach. Review the project schedule. Orientation to the project collaboration site.	<ul style="list-style-type: none"> Virtual meeting on ZOOM 	Once	<ul style="list-style-type: none"> Project Team Stakeholders 	Project Manager	<ul style="list-style-type: none"> Agenda Meeting Minutes 	<ul style="list-style-type: none"> Copies of the agenda and corresponding minutes will be kept on the project collaboration site. The updated project schedule will be posted on the collaboration site
Project Team Meetings	Review status of the project with the team.	<ul style="list-style-type: none"> Virtual meeting on ZOOM 	Weekly	<ul style="list-style-type: none"> Project Team 	Project Manager	<ul style="list-style-type: none"> Agenda Meeting Minutes Project schedule 	<ul style="list-style-type: none"> Copies of the agenda and corresponding minutes will be kept on the project collaboration site. The updated project schedule will be posted on the project collaboration site.
Technical Design Meetings	Discuss and develop technical design solutions for the project.	<ul style="list-style-type: none"> Face to Face 	As Needed	<ul style="list-style-type: none"> Project Technical Staff 	Technical Lead	<ul style="list-style-type: none"> Agenda Meeting Minutes 	<ul style="list-style-type: none"> Copies of the agenda and corresponding minutes will be kept on the project collaboration site.
Monthly Project Status Meetings	Report on the status of the project to management.	<ul style="list-style-type: none"> Face to Face Conference Call 	Monthly	<ul style="list-style-type: none"> AVDT Board of Directors 	Project Manager	<ul style="list-style-type: none"> Slide updates Project schedule 	<ul style="list-style-type: none"> Copies of the slide updates and project schedule will be kept on the project collaboration site
Project Status Reports	Report the status of the project including activities, progress, costs and issues.	<ul style="list-style-type: none"> Email 	Weekly	<ul style="list-style-type: none"> Project Team Stakeholders AVDT Board of Directors 	Project Manager	<ul style="list-style-type: none"> Project Status Report Project schedule 	<ul style="list-style-type: none"> Copies of the status reports and project schedule will be kept on the project collaboration site. An email will be sent as a reminder to send and make comments prior to the Project Status Meetings

Meeting Guidelines

To begin the process of building a communication protocol, the most important concept to understand is problem-solving. Lamm et al. look at problem-solving strategies as beneficial to team management. Problem-solving enhances critical thinking skills, problem-solving ability, and improves interrelationships (Lamm, 2016). It is essential that project members adopt a culture that allows opposing viewpoints to interact to reach consensus. In 1999, Susskind introduced Consensus Building Theory which examines how to bring cognitively diverse members together to build consensus (Susskind, 1999). Lamm identified the four steps used in Consensus Building Theory. Those four steps are 1) convening, 2) clarifying responsibilities and strategies, 3) deliberation of issues and barriers to address issues, and 4) decision and implementation (Lamm, 2016, p. 20). For this project, the four steps of Consensus Building Theory will be used to model the meeting guidelines.

Convening

In Consensus Building Theory, convening requires bringing all the identified key leaders and stakeholders. For this project, all project information must go through the project manager. For communication to occur, members must first be brought together to see where all the members sit on the concept of the project scope. The kickoff meeting and subsequent face-to-face meetings will be a way to come together for the goal of the project. A central location such as a virtual workspace will serve as the hub of communications for the project. Tasks and completion dates are listed on the workspace. The manager serves as the moderator providing feedback as needed in real time instead of waiting for the weekly team meeting.

Clarifying Responsibilities and Strategies

The second step in Consensus Building Theory is clarifying responsibilities and strategies. When working with a group, it is important to establish the roles of each member of the group, the ground rules for interaction, and establish the agenda for the project.

The kickoff meeting will be the opportunity to cover what team member is responsible for what part of the project. An action plan will be made and posted that lists the responsibilities, activities, and deadlines of each team member. The manager needs to be able to handle conflict by setting the norms or rules of

engagement for the team (Baca, 2007). For this project, the conflict will be dealt with using open and honest dialog and the utilization of an issues list (Fageha, 2016).

Deliberation of Issues and Barriers to Address Issues

The third step in Consensus Building Theory is crucial. Deliberation is carried out in an unconditionally constructive fashion which changes the intent from attack to a problem-solving approach (Lamm, 2016). The kickoff meeting and early team meetings will be an opportunity to find the flaws in the project concept and goals. Baca demonstrated the use of an issues list form to document when the issue started, the tools and members needed to resolve it and the date the issue closed (Baca, 2007). Team members are asked to document the issue when it brought up. The issue is logged and monitored by the manager. If there are concerns about the project, the manager needs to be told before the other members of the team.

Decision and Implementation

Decision and implementation, the fourth step in Consensus Building Theory, occurs when the group assesses the agreement they have reached. The outcome is tested and assessed by all the members of the team. Feedback is collected, and duplicates will be counted to prioritize the potential issue. The feedback list will be prioritized and brought back to the group. Positives are celebrated, and issues are lessons to be learned and experienced. Both positives and negatives are used as problem-solving abilities are used to make the project better.

Challenges and Solutions

In instructional design as in project management, risk analysis benefits the project. Preparing for the worst-case scenario can lower the stress level should the problem arise and save the project money if resources are allocated to the potential problem. A risk response plan is an important part of the project plan presented to

sponsors and stakeholders (Baca, 2007). According to Yet et al. (2016) article, though rarely done, the success of large projects is contingent upon careful attention to uncertainty and risk. The sign of an experienced project manager is the ability to be a capable leader. An experienced leader is a strategist during the planning stages to recognize any possible issues involving the project. Then an experienced leader manages problem-solving when issues do come up. Table 2 shows the project challenges and solutions.

Table 2
Project Challenges and Solutions

Project Objective	Delivery Method	Challenges	Solutions
<p>Development of practical skills and techniques for taking dental radiographs using the proper positioning of the digital sensor.</p> <p>Rationale: Learning to take dental x-rays in the dog and cat has a steeper learning curve than when learning to take them on people due to differences in oral anatomy.</p>	<p>Virtual Classroom/Learning Environment– LMS, LCMS</p> <p>Rationale: The pre-training session will be an online course. The platform for the course will be on an LMS or an LCMS.</p>	<p>Research to find the system that is easiest to navigate and inexpensive.</p> <p>Expandable to allow content from outside sources.</p> <p>Large enough memory to handle multimedia files.</p> <p>Testing software included.</p> <p>Compatible LMS system to run the course.</p>	<p>Post a question to the Ashford University IDA LinkedIn group. Present the needs for the project and have them suggest a list of options for LMS programs that would work best.</p>
	<p>Multimedia Materials; Video Video clips will be used during the pre-training session to demonstrate features of the anatomy and provide a preliminary positioning training.</p>	<p>Reused materials will need permissions. New clips will need to be recorded</p>	<p>Online Search: Template permission forms for copyrighted educational materials. Search sites/topics: Google Copyright law</p>

			<p>E-Learning sites</p> <p>Make a list of needed clips and schedule time and for videotaping.</p> <p>Video presenter should be a VTS-Dentistry</p>
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Project Objective

Delivery Method

Challenges

Solutions

<p>Improve the assessment and diagnosis of pathology. The participant is required to understand what constitutes a diagnostic dental radiograph.</p> <p>Producing radiographs that are diagnostic before the veterinarian reads them expedites the procedure.</p>	<p>Printed materials</p> <p>Handouts will be provided to the participants as part of the active training session. Each handout will contain instructions and a list of activities.</p>	<p>Handouts will be hard copy and electronic.</p> <p>Search query:</p> <p>Providing accessibility options for both hard copy and electronic materials</p>	<p>Post question to Ashford University IDA group:</p> <p>When providing both hard copy and electronic handouts, how does one incorporate accessibility options?</p>
	<p>Demonstration equipment</p> <p>For the active training, the dental x-ray generator and the sensor will be present for the participant to practice taking dental radiographs and gain confidence using the equipment.</p>	<p>Dental x-ray unit provided by the clinic, the manufacturer or distributor.</p> <p>Dental x-ray software and a corresponding digital sensor provided by the clinic, the manufacturer or distributor.</p>	<p>Get information about how the equipment is acquired by the clinic.</p>
	<p>Demonstration models</p> <p>Demonstration models will be used during the active training session to point out anatomy and assist in demonstrating positioning techniques</p>	<p>Dental models acquired from the veterinary supply company.</p> <p>Skulls acquired from an osteological supply company.</p> <p>Clear acrylic models acquired from a veterinary supply company.</p>	<p>Inquire through a VTS-Dentistry where models can be acquired.</p>

		Cadaver specimens of the dog and cat acquired from a shelter or science educational supply company.	
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Table 3

Cost-Benefit Analysis

Cost-Benefit Analysis

	Percentage of Time	Hours	
Needs Assessment	3%	12.96	
Prepare Project Plan	2%	8.64	
Conduct Course Content/Learning Analysis	5%	21.6	
Develop Instructional Media Design Package	10%	43.2	
Develop Prototype Lesson	5%	21.6	
Develop Flowcharts	3%	12.96	
Develop Script/Storyboards	19%	82.08	
Produce/Acquire Media (Photos, audio, video)	13%	56.16	
Author Course	30%	129.6	
Evaluate the Course (In-Process Reviews)	10%	43.2	
	100%	432	Total Hours to create a course
Instructor Prep Time		12	hours
			Labor Cost
Instructional Designer labor cost		\$12,458.88	
Instructor labor cost		\$807.52	
Learner's wages		\$920.00	
Travel costs		\$48,000.00	
		\$62,186.40	Total
Misc Costs:			
Equipment		\$350.00	

Outside vendor	\$0.00	
Consultant	\$500.00	
Video	\$600.00	
Other	\$160.00	
	\$63,667.40	Grand Total

Project Timeline

Piskurich

An estimate of the planning hours is needed to write and prepare the materials for the course. According to Piskurich (2015), a general rule of thumb is to plan 25 hours for each hour of preparation for online content for a ratio of 25:1. For in-classroom content, Piskurich recommends 10 hours of preparation for each hour of class content for a ratio of 10:1. I have used Piskurich's Delivery Analysis form as a guide (p. 59).

Chapman Alliance

Upon further research, the Chapman Alliance (2010) published a research study on how long it takes to create a mode of learning. The study broke the modes of learning down into four types: 1) instructor-led training, 2) level 1 eLearning basic, 3) level 2 eLearning interactive, and 4) level 3 eLearning advanced.

Instructor-led training is a typical face-to-face environment. The average project requires a 43:1 ratio of development hours for one hour of class time. Level 1 eLearning basic are one-way presentations from online instructor to learner using content pages, graphics, simple audio/video, and test questions. The average project requires a 79:1 ratio. Level 2 eLearning interactive adds about 25% more exercises that require interaction from the learner with the material. The average project requires a 184:1 ratio. Level 3 eLearning advanced is highly interactive with possible simulations or game-based learning. The average project requires a 490:1 ratio of development hours for one hour of class time.

Following the Chapman Alliance study (2010), this project will utilize both classroom-led training during the face-to-face session and level 1 eLearning. The components of the Chapman Alliance study provide a list of the areas of development the course must travel and how long each area takes in development time.

Table 4 is a delivery analysis integrating components from the Chapman Alliance study.

Table 4

Delivery Analysis

Delivery Method	Days/Hours
<p>Virtual Classroom/Learning Environment– LMS, LCMS</p> <p>Online Pre-Coursework</p> <p>The pre-course work prepares the participant for the face-to-face in-clinic training.</p> <p>Total number of units covered – 5 units</p> <p>Total class time – 7 hours</p>	<p>Home Page Orientation</p> <p>One hour of class time = 1 hour</p> <p>Unit 1 – Two Sections</p> <p>Each section is one hour of class time = 2 hours</p> <p>Unit 2 – Two Sections</p> <p>Each section is one hour of class time = 2 hours</p> <p>Unit 3 – One Section</p> <p>One hour of class time = 1 hour</p> <p>Unit 4 – One Section</p> <p>One hour of class time = 1 hour</p> <p>Total class time = 7 hours</p> <p>Chapman Alliance Level 1 Basic ratio = 79:1</p> <p>Total Development Time = 553 hours/8 hours/day = 69 days</p>
<p>Face-to-Face Training</p> <p>This session is a hands-on continuation of the online pre-course work. There is the addition of live demonstrations provided by a trainer and hands-on activities performed by the participant.</p> <p>Total number of units covered – 4 units</p> <p>Total class time – 4 hours</p>	<p>Unit 5 – One Section</p> <p>One hour of class time = 1 hour</p> <p>Unit 6 – One Section</p> <p>One hour of class time = 1 hour</p> <p>Unit 7 – One Section</p> <p>One hour of class time = 1 hour</p> <p>Unit 8 – One Section</p>

	<p>One hour of class time = 1 hour Total Class Time – 4 hours Chapman Alliance Instructor-Led Training Ratio = 43:1 Total Development Time = 172 hours/8 hours/day = 22 days</p>
<p>Demonstration equipment For the face-to-face training, the dental x-ray generator and the sensor will be present for the participant to practice taking dental radiographs and gain confidence using the equipment.</p>	<p>0-1 hour For in-clinic training, the equipment will already be on site. Phone time to confirm.</p>
<p>Demonstration models Demonstration models will be used during the active training session to point out anatomy and assist in demonstrating positioning techniques</p>	<p>0-2 hours The trainer or the clinic will provide these materials. Phone time to confirm</p>
	<p>Total Hours – 646-649 hours Total Days – 80-81 days</p>

Milestones

Position	Date	Milestone
1	10/20/2018	Start
-2	10/27/2018	Virtual Classroom Introd
1	11/4/2018	Virtual Classroom Unit 1
-1	11/11/2018	Virtual Classroom Unit 2
-1	11/19/2018	Virtual Classroom Unit 3
-1	11/27/2018	Virtual Classroom Unit 4
2	11/27/2018	Multimedia integration- virtual classroom Unit 1
1	12/4/2018	Multimedia integration- virtual classroom Unit 2
-1	12/12/2018	Multimedia integration - virtual classroom Unit 3
-1	12/19/2018	Multimedia integration - virtual classroom Unit 4
1	12/16/2018	Printed materials preparation for active training session- Unit 5
-2	12/19/2018	Printed materials preparation for active training session- Unit 6
3	12/21/2018	Printed materials preparation for active training session - Unit 7
-1	12/23/2018	Printed materials preparatin for active learning session - Unit 8
1	12/28/2018	Printed materials preparation for active learning session - Unit 5
1	12/30/2018	Confirm presence of demonstration equipment
-3	12/31/2018	Confirm presence of demonstration models
-2	1/1/2019	Review and edit virtual classroom materials
2	1/2/2019	Review and edit multimedia materials
-1	1/4/2019	Review and edit printed materials
1	1/6/2019	Virtual Classroom test
-3	1/8/2019	Send out printed materials for publishing
2	1/11/2019	Assemble materials
1	1/12/2019	Launch LMS to first pre-training class

Project Creep Plan

Project scope is the documentation of boundaries, schedules, and deliverables. According to Amoatey, Anson, and Asantewaa (2017), creep are changes made to the project that are unexpected by one or both parties. The parties are defined as the client and project team. Creep are uncontrolled and unexpected changes in the project

requirements while the project is in progress. Valdellon's (2015) article recognizes four causes for project creep: 1) lack of details, 2) weak leadership, 3) differing stakeholder opinion, and 4) last minute user feedback. In the plan for this project, these four causes are explained, and a solution will be presented to minimize or avoid each cause. One suggestion is a Project Initiation Document lays out the boundaries of the project, particularly what is within the scope and what is beyond the scope of the project (Stettner, 2018). This document is shared with the stakeholders, so they understand what they will be getting at the end of the project.

Appendix B shows a Project Initiation Document Template published by Digital Project Management. The Stettner (2018) article discusses the function and benefit of the document to alleviate the four causes of project creep. The next section looks at each cause of project creep with the integration of the Project Initiation Document.

Lack of Details

One of the common reasons that creep occurs is the use of vague language. A clearly defined project scope will slow any potential mutation. The project manager must state a clear vision and scope for the project. Stettner's (2018) article discusses the three specifics that define the project, 1) what is in scope and what is out of scope, 2) are there any initial project requirements that are defined, and 3) what are the project boundaries the team will never cross. [Appendix B "Project Specifics"](#) has the team define the project specifics. Deliverables are also defined in this section. The project constraints and assumptions would go under this section.

Weak Leadership

Stakeholders and clients will try and change the scope of the project if they feel they are not getting what they want. If the manager needs to please the client or the stakeholder at the cost of the project schedule or budget, then the project will be undermined. The project manager must stand strong and dissuade any changes to the

project that are out of scope and can impact the schedule or budget. Dissuading the client or stakeholder from change requires a meeting where the project manager can go over the pros and cons of the suggested changes. The IDSTPI Professional Foundations Competency 1 states “*Communicate effectively in visual, oral and written form*” (Koszalka, pp. 32-33). In this circumstance Professional Competency 1c “*Use active listening skills*” is particularly important as designers must be able to hold or participate in group discussions on issues about the project

In the Project Initiation Plan uses a RACI chart ([Appendix B, “Who’s Who](#)). RACI stands for Responsible, Accountable, Consulted, Informed. Defining everyone’s role in the plan will avoid misunderstandings and provides a roadmap for approval of changes.

Differing Stakeholder Opinion

If one has too many stakeholders, who are giving opinions all of which are different the project direction can falter. If the project manager does not protect the project, these varying opinions and ideas can cause the project to become unstable. A solution is to limit the number of stakeholders and determine their motivations with the project early in the process (Valdellon, 2015). Stakeholder suggestions that are good but don’t fit with the current project can be saved and used for a future project.

Since this project is in the early stages of development, limiting stakeholders is not a factor. Steps can be taken to be sure stakeholders are carefully chosen by their role and importance to the scope of the project. The RACI chart also defines the difference between an internal team member and an external team member. Internal team members include the project manager, account manager, team members, and senior leadership. External leadership is chosen by their involvement in the project. These are members that know the background

and goals for the project, can sign off on key decisions, and need to be looped in if there are any changes to the project scope (Stettner, 2018).

Last Minute User Feedback

If one only gets feedback at the beginning and the end of the project, you may get feedback at the end that you did not get at the beginning. In some cases, this could derail the project if the feedback shows a major flaw. It is important to get user feedback at the beginning and often during the project. An open line of communication should be available for feedback to be given.

Regulatory and Legal Considerations

Legal considerations need to be taken seriously in project management. A risk management approach to planning a project will identify potential legal issues and work toward managing them (Nixon M. , 1987).

Because contracts are usually involved in projects, the project manager needs to be familiar with the contracting policies of the stakeholder as the liability can also involve the manager. Understanding the amount of manager liability risk that comes from their activities or responsibilities is crucial to avoid financial loss, time loss, and embarrassment to the stakeholder. Nixon and Cornell (1989) found that the areas where liability can be incurred are: 1) design and selection of materials, 2) cost and budget estimates, 3) safety and inspection of the final product, 4) scheduling and coordination, 5) supervision and ongoing inspection during the construction process, and 6) certification of contractor payments.

For this project, the most important areas of liability are the design and selection of materials, cost and budget, inspection of the final product, and scheduling and coordination.

Design and Selection of Materials

This task falls under IDSTPI (2013) Professional Foundations Competency 5, “Identify and respond to ethical, legal, and political implications of design in the workplace.” Ethical dimensions come into play when planning content for the instructional intervention. In the training program, the areas that will require scrutiny are accessibility, bias and copyright infringement.

Accessibility. Accessibility of the materials allows all participants to work with the materials that will address their learning needs. Instructional strategies must address the diversity of the participants (Bahr, 1999). Detailed participant surveys with learning assessments could give us some information about any accessibility needs (Rao, 2015). The difficulty comes if the participant does not share personal information.

Bias. When writing materials, it is crucial that the designer shows no racial, cultural or socioeconomic predisposition. Biases are destructive to the learning process as the participant will not feel included in the training. Inclusive and varied materials must span the digital divide. The digital divide excludes people or cultures or economic background. For participants in a lower socioeconomic situation, access to current technological resources used to present the course content can be challenging. Problems could include participants who are at-risk students, those participants that come from a different country with a different viewpoint of their experience.

Solutions include:

- The use materials that are written using inclusive language targeted to the project audience.
- A delivery system analysis (Handshaw, 2014) of the current technological resources available in the work and home environment.

Copyright infringement. Adhering to copyright and intellectual property rights is critical to the success of the project.

Solutions include:

- Review all written and multimedia materials to confirm that resources are cited, and appropriate permission forms are located and correctly filled out.

Cost and Budget Estimates

This task falls under IDSTPI Design and Development Competency 14c, “*Conduct cost-benefit analysis to decide whether to use or modify existing materials.*” (Koszalka, 2013). This skill is necessary but is usually performed by advanced professionals. For this project, adding a cost-benefit specialist for their advice and feedback would decrease the liability risk.

Inspection of the Final Product

For this project, the inspection of the final product will be conducted to gain a wide variety of feedback. Feedback will be gathered from educational and technical areas of veterinary medicine including veterinary nurses, veterinary nursing students, veterinarians, veterinary dental professionals, and veterinary nursing educators. A questionnaire and follow-up phone interviews will be requested as part of the feedback protocol.

Scheduling and Coordination

IDSTPI Managerial Competencies 20-22 would be followed during this phase of the project. The importance of clarity in communication and the building of an organized plan will fulfill the goals of this project (Koszalka, 2013). The manager of the project will monitor the project plan through constant communication with team members and stakeholders. The responsibility of team members and stakeholders is to communicate project issues or questions throughout the process.

Risk Management Plan

According to the PMBOK Guide, a risk management plan defines how to conduct risk management for a project. The plan ensures that:

“... the degree, type, and visibility of risk management are proportional to both the risks and the importance of the project to the organization and other stakeholders.” (PMI, 2017).

For this project, Appendix C presents a legal risk assessment checklist. The checklist covers the strategy areas one should assess for risk within the project along with those beyond the walls of the company (ACC, 2008). Questions are asked to ascertain the risk potential and resources in place to handle those risks. This form would be the starting point of the risk management plan.

Prior Phase Revision Summary

Week 1

Scope statement and description. In the original document, the scope statement was interpreted as a goal of the training. The scope statement needs to focus on the big picture of what is being developed in the project. The statement was changed to be broader in language with a list of focused goals to achieve the scope:

The scope of this project is to develop dental radiography training. The focus of the training is 1) taking radiographs of all tooth types in the dog and cat, 2) taking radiographs with a minimum of technical errors, 3) prepare participants to start performing full mouth radiographs on anesthetized patients in the workplace.

Constraints. Constraints are a list of tasks that are not considered in-scope. The revision expanded the list to include activities commonly seen during a dental procedure but would not be included in the training.

Team member expectations. Team member expectations need to be communicated. DiTullo (2009) wrote an article that listed expected behaviors from team members. The list of expected behaviors was integrated with the chosen team members and assessed as to whether there would be potential gaps.

Week 2

Citation elaboration. Writing in a scholarly manner requires that there is an elaboration on the on the points made in the articles that are cited. Citations were expanded in the Communication Plan and Meeting Guidelines section.

Automatic citation in Word. Proofread the citations in the body of the work. Word has a glitch that causes an extra period to be added at the end of the sentence and after the citation.

Multiple citations from the same textbook. Dr. Johnson shared a blog post on the proper way to cite multiple works by the same author that appear in a compilation. You need to add a, b,c, etc. after the year of publication. The list of references will show the title of the chapter, but that does not need to go in the body of the work.

<http://blog.apastyle.org/apastyle/2012/06/how-to-cite-multiple-works-by-the-same-author-in-a-compilation.html>

Ctrl F in Microsoft Word. This allows a search of the document by heading or page. This saves on scrolling up and down the document.

Week 3

APA layout for tables. Dr. Johnson informed me there was a specific layout for tables in APA. I was able to correctly place the table header for each table in the project. I do not have data tables, so I did not remove all the lines within the table as per APA recommendations. Removing all the lines in the table made them too confusing to follow.

Project challenges and solutions. I need information on choosing the best LMS system for my project. Dr. Johnson suggested I send a request post to the IDA LinkedIn page for help. I have added this to the list for the next step of the project.

Another challenge was where to look for permission documents when using materials from an outside source. Dr. Johnson suggested I research forms through copyright law sources. I will also research information through eLearning sites.

The last challenge was my indecision between hard copy and electronic materials. Dr. Johnson related that both would be suitable. I have also added to research eLearning sites for information about integrating accessibility features into my handouts.

Project timeline. My use of references was limited to one source. Dr. Johnson suggested the Chapman Alliance research study as an additional source. The study was better than my original reference because it broke down the development recommendations into different types of classroom experiences. This information caused me to rework my timeline. The timeline is now better organized and more concise.

Week 4

Project creep plan. For this part of the project, I had discussed the definition of project creep but did not have a plan that could be integrated into my project. I expanded the section to integrate the use of a Project Initiation Document that would provide better communication and organization to the project.

Dr. Johnson suggested that I integrate the IDSTPI Competencies into my project as a technique to organize the components. I expanded many areas in this section of the assignment to incorporate the competencies.

Regulatory and legal considerations. While I was able to explain the areas of potential liability, Dr. Johnson reminded me that I needed to incorporate what liabilities could potentially come up in my project. I expanded this area of the assignment to reflect that.

Instructor Feedback

Instructor feedback was integral to my success with this project. My experience in project management is minimal, so I had to spend extra time just working through the steps of managing projects. I needed the feedback to know if I was going in the right direction. My instructors were kind and patient with my inexperience and many times their suggestions inspired me. I did find the topics of this course engaging and I look forward to future hands-on experiences.

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Appendix A: Project Status Report

Project Status Report

Overall Status: **Status**

Project Name: Name

Date

Status Code Legend

- On Track: Project is on schedule
 - At Risk: Milestones missed but date intact
- High Risk: At risk, with a high risk of going off track
 - Off Track: Date will be missed if action not taken

The project is Status the week of Start Date - End Date, due to the following:	<ul style="list-style-type: none"> ● To add a bullet for any status, on the Home tab, in the Styles gallery, select the name of the status of you need. ● To replace any placeholder text (such as this) just tap it and start typing. ● Additional status item.
Issues:	<ul style="list-style-type: none"> ● Issue No. 1 ● Issue No. 2 ● Issue No. 3
Milestones accomplished the week of Start Date - End Date:	<ul style="list-style-type: none"> ● Milestone No. 1 ● Milestone No. 2 ● Milestone No. 3
Milestones planned this week, but not achieved with variance:	<ul style="list-style-type: none"> ● Milestone No. 1 ● Milestone No. 2 ● Milestone No. 3
Milestones planned for next week:	<ul style="list-style-type: none"> ● Milestone No. 1 ● Milestone No. 2 ● Milestone No. 3
Areas/questions for discussion:	List/summarize topics here.
Last week's issues forwarded to this week:	List/summarize issues here.

Appendix B: Project Initiation Document

Project Initiation Document

Client:	Project name:
Client lead:	Project code:
Project Manager:	Deadline:
Version:	Proposed budget:

The Context

WHAT'S THE PROBLEM?	WHY IS THE CLIENT PURSUING IT?
Why is this project being initiated? What is the challenge the client is facing?	Define what are the drivers? (technical? Business goals?)
HOW IS SUCCESS DEFINED?	HOW WILL WE KNOW IF WE'VE SUCCEEDED?
What defines success at the end of the project?	Consider what equals success for key stakeholders? How will we measure this projects success?

Project Parameters

WHAT'S THE BUDGET?	WHAT'S THE BUDGET BREAKDOWN?

Describe the budget of the project	How is the budget allocated? (Discover? Design, UX, Development etc.)
TIMELINE	HOW WILL WE COLLABORATE?
How much time do we have?	How will collaboration work? (internally and externally)

Project Specifics

SCOPE	INITIAL PROJECT REQUIREMENTS
What's in scope, what's out of scope?	Are there initial requirements for example from an RFP or a previous project?
DELIVERABLES	ASSUMPTIONS AND CONSTRAINTS
What are the actual deliverables?	What do we know at this point? And what don't we know?

Project Breakdown

	PHASE	DELIVERABLE	RESOURCE AND HOURS	DUE DATE
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1	Kick Off	SOW, Contact Report	Resource 1 (3hr), Resource 2 (1hr)	XXXX-YY-ZZ
2	Requirements Gathering	Requirements (.xlsx)	Resource 2 (40hrs), Resource 3 (8hrs)	XXXX-YY-ZZ

Who's Who

TEAM MEMBERS
Outlines internal team and external client team and RACI chart

	AGENCY ROLES						CLIENT ROLES				
\	Role 1	Role 2	Role 3	Role 4	Role 5		Role 1	Role 2	Role 3	Role 4	Role 5
Activity 1	R	A	C	I							
Activity 2											
Activity 3											
Activity 4											

Activity 5										
Activity 6										
Activity 7										
Activity 8										
Activity 9										
Activity 10										

Risk Log

KNOWN RISKS, DEPENDENCIES, ASSUMPTIONS
<p>Outlines current known risks, dependencies, assumptions. For example: Budget constraints, complex stakeholder landscape, timeline constraints.</p>

Appendix C: Legal Risk Assessment Checklist

Legal Risk Management Practice	Degree to Which This Is Implemented					
	Not At All	Somewhat in Place			Fully in Place	
		Low	Mod	Mostly		
Law Department Leadership						
1. The law department periodically updates and distributes a comprehensive Legal Risk Assessment Checklist for the legal staff that can be readily utilized to help identify legal risks related to business projects in such categories as: Compliance, Business Operations, Liability, Litigation, Reputation and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The legal staff is provided with consistent and specific guidance as to the level of legal risk that the company is willing to assume in its business operations and litigation activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The legal team uses consistent legal risk terminology to enable “apples for apples” discussions about legal risks, with specific descriptions of how risks (particularly “high” risks) should be classified in a consistent manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Legal Risk Management Practice	Degree to Which This Is Implemented				
	Not At All	Somewhat in Place			Fully in Place
		Low	Mod	Mostly	
4. There is a specific protocol in place that identifies under what circumstances and to whom legal risk issues are to be escalated (general counsel and senior management) by members of the law department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Law practice groups meet at least annually to review and discuss the legal risk guidelines for their business partners and the risk profiles of key projects and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The law department develops and implements a proactive risk management strategy in collaboration with clients and tracks progress toward the achievement of the strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outside Counsel Participation					
7. Law firms are provided with consistent and specific guidance as to the level of legal risk that the company is willing to assume in its business operations and litigation activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Law firm engagement partners are asked to confirm periodically that all law firm staff working on assignments for the company have been thoroughly briefed on the company's risk tolerance guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Periodically or at the end of major legal projects, outside counsel are asked to submit a list of suggested action steps for improving legal risk management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. A law firm's performance in identifying and managing legal risks on behalf of the company are reviewed annually and law firms are terminated or warned when their performance is not adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Law firm representatives participate in briefings with in-house staff to familiarize them with emerging legal risks and potential ways to mitigate those risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Business Partner Legal Risk Awareness

Legal Risk Management Practice	Degree to Which This Is Implemented				
	Not At All	Somewhat in Place			Fully in Place
		Low	Mod	Mostly	
12. The law department regularly distributes to business partners the current version of the Legal Risk Assessment Checklist to provide current insights about legal risk issues to which business partners should be alert.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The law department provides ongoing legal risk education for business partners -- via on-line programs, seminars and presentations -- about the company's risk tolerance guidelines and steps they are expected to take to help manage legal risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Lawyers have a well-publicized open-door policy to talk with business partners about legal risk concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Newly hired executives at or above a designated level participate in a legal risk management orientation program provided by the law department to ensure that they are familiar with the company's legal risk management guidelines, resources and protocols, and their responsibilities for helping to manage legal risk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal Risk Management Coordination					
16. Each practice group has a designated legal risk coordinator who is accountable for ensuring that the practice group's legal risk management activities achieve legal risk management objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. A specific attorney is designated as the project legal risk coordinator for each major business project in which there are multiple lawyers participating in the project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Legal Risk Management Practice	Degree to Which This Is Implemented				
	Not At All	Somewhat in Place			Fully in Place
		Low	Mod	Mostly	
18. Project risk coordinators and legal colleagues utilize the Legal Risk Assessment Checklist to assess whether the information the legal team receives from business partners is timely and adequate to identify and evaluate project legal risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Practice Group legal risk coordinators meet quarterly to review and discuss their role, the standards and processes for managing legal risk, emerging legal risks and risk case study examples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. There is a systematic process in place to ensure that practice group legal risk coordinators discuss high risk matters to identify potential overlapping risk areas and coordinate risk management activities where such overlap exists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Each practice group has a systematic process in place to correlate internal data on litigation reserves, audit letter inquiries, and matter tracking systems to ensure that law department legal risk determinations and actions are consistent for each matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. There is a process in place to ensure that law firms handling high risk matters submit updated legal risk assessments on a quarterly basis (or more frequently) and that each legal risk update is reviewed by the project risk coordinator, the practice group risk coordinator and with the business project team and/or senior management when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Legal Risks					

<i>The law department has a systematic process in place to:</i>					
23. Review all customer, employee and investor complaints and suits to identify trends that may indicate potential legal risks that need attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal Risk Management Practice	Degree to Which This Is Implemented				
	Not At All	Somewhat in Place			Fully in Place
		Low	Mod	Mostly	
24. Review the final reports of all regulatory compliance examinations to identify trends that may indicate potential legal risks that need attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Review proposed and enacted regulation and legislation to identify legal risks and advise business partners in a timely way of additional compliance and legal risk issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Review litigation and regulatory actions against competitors to identify potential areas of legal risk that may apply to the company, and to advise business partners of potential exposure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Review trends in insurance coverage litigation and the terms of the company's insurance policies to identify potential coverage denial risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Annually collect and organize the insights of legal staff about emerging legal risks facing the company and the steps the law department and others should take to address these.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Annually collect and organize the insights of primary law firms about emerging legal risks to which the law department and the company should be alert.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Legal Risk Management					

30. The project legal team prepares a risk profile of proposed projects and reviews this profile as appropriate with the business project team.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. The project legal team periodically updates the risk profile for ongoing business projects and reviews the update with the business project team (at least quarterly for high risk projects).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Legal Risk Management Practice	Degree to Which This Is Implemented					
	Not At All	Somewhat in Place			Fully in Place	
		Low	Mod	Mostly		
32. At the completion of major projects, the attorney designated as the project risk manager prepares an assessment of the open legal risks that still need to be managed on a going-forward basis. This assessment is reviewed with the practice group risk coordinator and others in the law department and business unit as appropriate. Ongoing legal obligations -- such as payments, disclosure or reporting, and compliance requirements -- are identified.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. At the completion of major projects, the lawyers involved with the project (possibly including outside counsel) review the steps taken to manage legal risks and make improvements in the way the legal risk management process operates for future projects.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reporting to Senior Management						
34. Appropriate law department representatives meet quarterly with business unit heads (and other company control executives) to review the status of high risk matters in the business unit and recommend appropriate action steps.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. The general counsel and appropriate law department managers meet quarterly to review the status and management of high risk matters in the company and identify appropriate action steps.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Law Department Legal Risk Performance Management						
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36. Newly hired lawyers and paralegals participate in a legal risk management orientation program to ensure they are alert to the law department’s legal risk management guidelines, resources and responsibilities. There is a process in place to track participation.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Legal Risk Management Practice	Degree to Which This Is Implemented					
	Not At All	Somewhat in Place			Fully in Place	
		Low	Mod	Mostly		
37. The performance of attorneys and paralegals in managing legal risks is reviewed at least annually by their supervisors and those whose performance is inadequate are warned or terminated.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

