Project Quality Management Course
Instructor Guidance

The materials provided here are intended to assist course presentations in both academic and professional training settings. These materials closely follow the content presented in *Project Quality Management: Why, What and How, Third Edition by Kenneth H. Rose*.
Instructors should be familiar with the text, and students should be issued copies of the book at the onset of the course. (https://jrosspub.com/catalog/default-category/project-quality-management-third-edition/*)*

Course Presentation Materials

Content:

- The course materials are divided into four individual presentation modules and follow the content presented in *Project Quality Management: Why, What and How, Third Edition*.
- Each module correlates with the Sections in the book and requires about 3-1/2 hours for presentation.
- Additional time will be required if using the "Points to Ponder" and "Exercise" sections that are located throughout the modules (at the completion of each chapter).
- The time needed for the Points to Ponder and Exercise sections will vary and therefore their use is left up to the discretion of the instructor and allowance of time. If time permits, their use in part or in full, is recommended; they offer a great way to keep students engaged and to apply what they've learned— further enhancing comprehension of the material.
- An end-of-course examination is not included; however the final practical exercise serves as a final test.

User Audience:

These materials will be helpful to three kinds of users.

- **Professional trainers**—Professional trainers may apply the materials "as-is", or modify/customize for a particular client or student group, or to meet time constraints.
- **Academic instructors**—The materials provide a rich resource from which relevant items may be extracted and integrated into existing lesson plans or course designs. Many of the slides are unique and offer graphic aids that are otherwise not available.
- **Technical Study Groups**—The materials provide a supporting base for small study groups of 3-5 individuals who may want to explore quality management in a disciplined way. Typically, the group may agree to read a chapter or several chapters over a week's time and then discuss what they have learned using these materials as a guide.

Project Quality Management Course
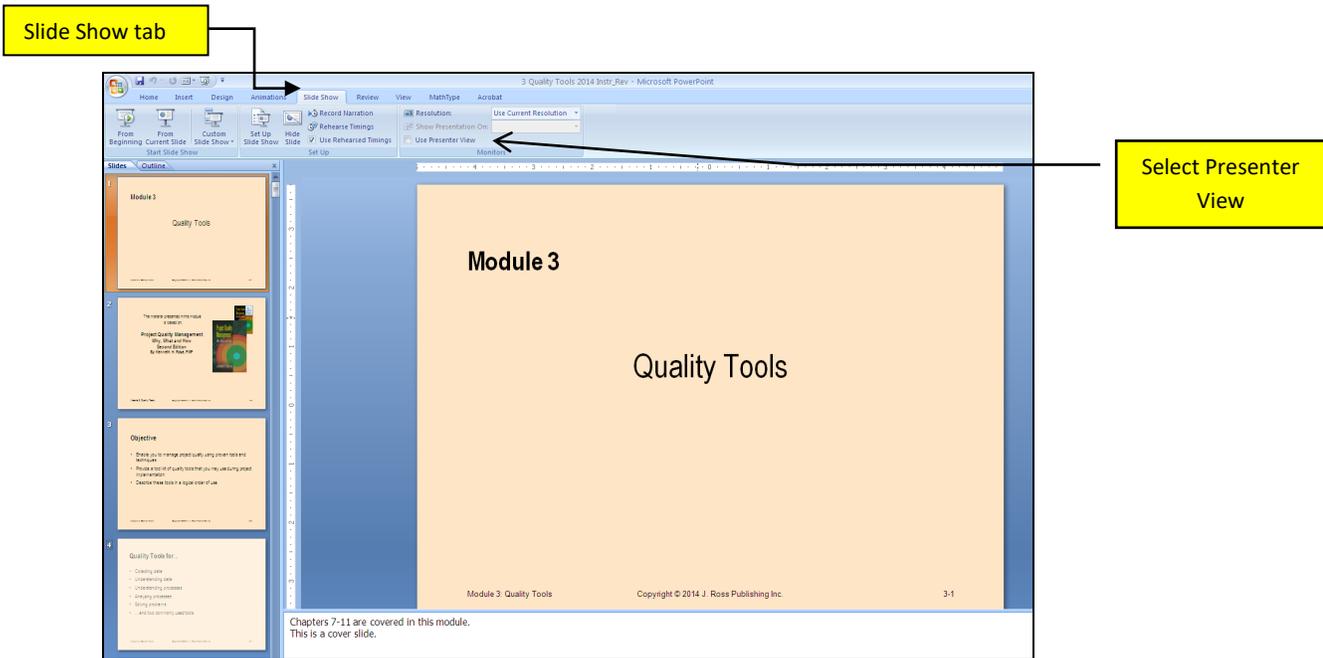# Instructor Guidance

<u>**Presentation of the Material:**</u>

- The presentations are in PowerPoint format
- The files are not protected to offer added flexibility—allowing the presentation to be customized based on your particular client, course curriculum or student group
- Using the hide/unhide feature in PowerPoint (in the Slide Sorter view), selection of slides presented can be adjusted to meet the needs of a particular audience and/or time allotment
- Each slide includes Notes intended to assist instructors with suggestions for presenting the material. The content in the Notes is not a script, it is just suggestions that instructors may find helpful
- Using the Presenter View feature in PowerPoint, selected under the Slide Show tab (see the figure below), allows the presenter to view the presentation with the notes on their computer monitor when delivering the presentation, however the class viewing the presentation on a second monitor or screen will not see the presenter notes and will see it in the customary full screen Slide Show view.

Note: To check if your computer has the capability to use two monitors, go to Display Settings in the Control Panel (MS Windows).

For more information about using the Presenter View, click on the link below for instructions:
http://office.microsoft.com/en-us/powerpoint-help/view-your-speaker-notes-as-you-deliver-your-slide-show-HA102800100.aspx

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Course Supporting Materials

The following supporting materials discussed in the modules are available as separate files. These materials may be provided to students as handouts or included in a student manual if an instructor chooses to provide one:

- A description of the Case Study used throughout the course
- A template for the L-Shaped Matrix (should be provided in several copies)
- An example set of slides used to apply the Full Analytical Criteria Method
- A template for a Quality Assurance Plan
- Tips for applying tools in the final practical exercise
- Instructor guidance for presenting the Red Bead Experiment
- Course syllabus
- Template for a student manual cover sheet

- **Customizable** versions (in MS Word format) of these supporting materials are included as individual files and included with the four Module Presentations in the *Project Quality Management Instructor Course Materials* zipped folder. This downloadable product (***Project Quality Management Instructor Course Materials)*** can be purchased on the J. Ross Publishing main website (https://jrosspub.com/catalog/business-default-category/project-program-management/project-quality-management-third-edition-instructor-course-materials/). It is also accessible and available for purchase in the **WAV Resource Center**, with the other WAV files associated with this book (JR1027_00- Customizable presentations with 270+ slides and additional support materials).www.jrosspub.com/wav

- **Non-customizable** PDF versions of the Course Supporting Materials listed above (*not including the module presentations in the Instructor Course Materials*) are also available as individual files, and can be downloaded at no charge. These PDF support materials are included in the WAV files associated with this book, and located in J. Ross Publishing's **WAV Resource Center** (www.jrosspub.com/wav)

- The Red Bead Experiment is presented in the Module 4 presentation and guidance provided in the support materials (JR1027_02-Red Bead Experiment Guidance). The actual materials for the Experiment (beads and paddle) are not included — Instructors must obtain them on their own. They are generally available for online purchase. *Presentation of the Red Bead Experiment is strongly recommended for the course. The experience of the Red Beads drives home an understanding of quality beyond what an explanation can do. Tip: A video of Dr. Deming presenting the Red Bead Experiment is available for free viewing online on YouTube and other vehicles.*

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Student Manual

Instructors in a professional training setting may want to provide a student manual. Most students probably expect one.

- Instructors have the option of providing a separate hard copy set of the slides for students
- Before printing the slides for students, all presentation notes for instructors should be removed with the exception of Slide 3-49 in Module 3. A series of horizontal lines should be added in the notes section—they support a practical exercise associated with this slide.
- If you will be providing a printed set for students, you may want to select Notes Pages in the "Print what:" section within the print dialogue window. When printing, this option will print the slide image at the top half of the page, and the bottom half will be blank, providing an area for students to add their notes.
- The following are suggestions for a student manual:

  - Spiral-bound—It lays flatter than a ring-binder and it easier to store
  - A clear, heavy transparent vinyl protective cover
  - A cover sheet
  - Course syllabus
  - Five tabs—one for each module, one for support materials
  - Slides for each module printed in Notes Pages view, double-sided
  - Support materials, singled-sided
  - A heavy cardboard backing
  - Substantial paper, at least 20-lb

Classroom Set-up

A good classroom set-up will facilitate presentation of the content and interaction of the students during exercises. Set-up is often constrained by available space. The following suggestions may be helpful.

- Team tables of 4-6 students. The students will be working together a lot as teams. Separate tables will facilitate interaction. If the classroom is limited to rows of tables, try to seat the students so that 2 or 3 in one row can turn around and work with 2 or 3 in the row behind them.
- Each team needs a flip chart. With team tables, this is easy to do. With rows, use of the flip chart can be a challenge.
- Each team needs a box of flip chart markers and a packet of 3x5 sticky notes.

The instructor should have a flip chart, markers, and sticky notes. Slides are assumed to be projected on a screen from a computer.

General Guidance

The following probably goes without saying:

a. Have a clean, well-lit facility
b. Start on time, end on time
c. Provide refreshments during breaks (professional setting)
d. Be energetic and attentive to students. Remember, what they take away is all that matters