Managing Your Time, Labor, and Expectations

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Agenda:

• Lifecycle of a project
• Students – structures and scaffolding
• Developing your workplan
• Planning for collaboration
  – Communication
  – Sharing files, resources, tasks
PROJECT MANAGEMENT LESSONS

1. **Get organized.** It’s not enough to have an idea in your head. You need a plan to make it happen.
   – And then you need to convey that plan to other participants (esp. students)

2. **Projects differ...** but the method remains the same (pretty much).

3. **Value process AND products...** and sometimes they are the same
   – these are educational/pedagogical projects first
The Lifecycle of a Project

Solicit Feedback + Adapt Plans Throughout

- Concept Development
- Research & Development
- Construction
- Implementation
- Evaluation
CONCEPT DEVELOPMENT

• Brainstorming stage to develop idea
  – Potential topics and formats
  – Goals and outcomes -- for students, partners, college, etc. What does success look like?
    • how will student work be assessed/evaluated?

• Identify potential team, collaborators, funders, issues/concerns, sites/dates

• Estimate project budget
RESEARCH + DEVELOPMENT

• Planning documents, schedule, communications
  – Work plan / timeline
  – Projected budget
  – Communication plan -- internal/external

• Refine content – establish goals, themes, resources, artifacts
  – special collections research

• Secure dates/locations

• Determine roles + responsibilities –
  – separate timelines for different collaborators
    • student workplan meshed with academic calendar and/or syllabus
CONSTRUCTION

– Implement plans
– Writing and editing/peer review and revisions
– Promotion and publicity
– Manage deliverable schedule – students, faculty, etc.
– Content/design/fabricate/print
– Hospitality/event planning and publicity
IMPLEMENTATION / OPERATION

Installation / Opening / Operations

• Continue to monitor experience against plans
  – Adapt schedules, communications as needed

• Documentation - throughout
EVALUATION + DOCUMENTATION

Wrap Up / Shut Down / Archive

- Assess feedback + evaluations from participants, sponsors, audiences
- Thanks and follow ups
- Debrief and discuss next steps
- Deinstallation – decide what do with objects/props, website, etc.
  - share files, etc.
- **Final report & archive**
HOW IS THIS GOING TO HAPPEN?

Now that you have the concept...
Student roles

Don’t assume what they know – writing/creating/presenting for public audiences requires different preparation than academic research papers
• **Interpretive skills**
  — Developing themes and understanding; reading and selecting content; using archives to tell a story, etc.

• **Technical skills**
  — Writing exhibit labels; oral history interviewing; Audacity; writing press release; WordPress; Creative Commons; google docs/file sharing, etc.

• **Interpersonal skills**
  — Working in groups; etiquette and culturally appropriate behavior; problem solving, etc.

• **Time management**
1. **Clarify expectations**

2. **Establish due dates and deadlines**

Class teams:
Audio tour team: coordinate production and installation of tour
- oversee narrative composition/create framework of tour, based on input of class
- identify locations for tour (in consultation with parks dept., etc.)
- seek permissions for posting tour signs
- collect edited audio from classmates
- final editing of all audio content
- troubleshoot editing or production problems
- upload audio to Guide by Cell platform

Design and outreach team: create, produce, and distribute visual materials
- design flyer to announce opening
- design signs marking tour sites and coordinate production
- draft publicity materials (press release, posters, flyers) and coordinate publicity for May 4 opening and tour
- visually document May 4 opening and share photos/documents at last class meeting

Evaluation and engagement team: encourage engagement with tour and measure project impact
- produce list of project goals gleaned from class discussions
- develop and implement evaluation plan
- capture and present tour use statistics (via Guide by Cell)
- conceptualize and coordinate engagement activities for opening
- present evaluation outcomes at final class meeting in format suitable for dissemination to other interested parties

Sophia Academy team: teach middle-school students to conduct and analyze interviews
- develop and implement four oral history sessions at local middle-school
- work with teacher to devise lesson plans
- help students prepare for and conduct two interview sessions
- transcribe students’ interviews
- work with students to interpret their interviews
- connect work of Sophia students to audio tour and opening

Digital tour team: Creatively present tour’s audio content online
- design and create online site to accompany tour
- research exemplary projects; propose concept and collect feedback from class
- working with audio tour team, collect edited materials from class for content
- work with design team to incorporate visual elements into website

All students:
- participate in and constructively advance the work of at least one team
- propose audio content based on interviews
- produce rough cut of audio for tour segments
- attend May 4 opening and assist in day’s activities
3. **Monitor** work/progress regularly

4. Build in time for multiple drafts, outside review, etc.

Mashapaug tour – complete and post to Canvas by end of class, 4/4

1. What does your team **need to do** to accomplish your primary responsibilities?

2. Allocate tasks/responsibilities within your group, including a **Team liaison/contact**:

3. Establish **schedule** of completion – calendar with deadlines (post to Canvas calendar)

4. What do you **need from the class**? From other partners?

5. What other **resources** (materials, skills, etc.) do you need?

6. What **expenses**, if any, do you anticipate?
Build the Work Plan

1. Set and meet deadlines (work backward from the end)
2. Determine resources (financial and human)
3. Think it through
4. Delegate responsibility
## YOUR WORK PLAN

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<thead>
<tr>
<th>Phase</th>
<th>Responsibility</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td><strong>Phase I</strong></td>
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<tr>
<td>Concept Development</td>
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<td><strong>Phase II</strong></td>
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<td>Research + Development</td>
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<td><strong>Phase IV</strong></td>
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<td>Implementation + Operations</td>
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<td>Evaluation Report + Archive</td>
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“The show doesn’t go on because it’s ready; it goes on because it’s 11:30.”
- Lorne Michaels