



Central University of
Technology, Free State

Faculty of Management Sciences
Business Support Studies

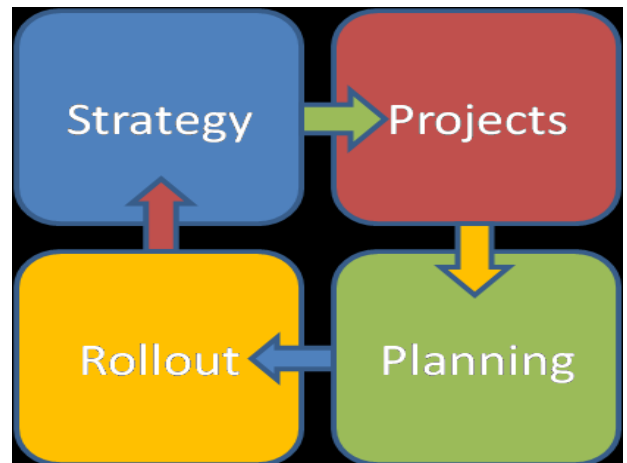
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LEARNING GUIDE SEMESTER ONE 2016

**SUBJECT: PROJECT MANAGEMENT
PROCESS IV A**

SUBJECT CODE: PKB41AB

**PROGRAMME: BTECH PROJECT
MANAGEMENT**



PROGRAMME CODE: BEBTPJ

CREDITS: 12

NQF LEVEL: 7

Compiled by:

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1.0. COURSE DETAILS

Name of Module	Project Management Process IV A
Code	PKB41AB
NQF Level	7
Programme	BTech Project Management
Credit	12
Notional Hours	120
Facilitator:	Mrs I Kgololo-Ngowi
Facilitator's Contact:	Room B106 – Management Sciences Building
Programme Coordinator	Dr EK Agbobli
Programme Coordinator's Contact	Room B106 - Management Sciences Building

2.0. Introduction

The Project Management team cordially welcomes you to the Project Management Process IV course of the BTech Project Management programme. The course is pitched at post graduate (that is fourth year/honours) level. The Project Management Process IV is now offered on semester basis (**PKB41AB A – First Semester and PKB42AB B – Second Semester**). The first semester module **PKB41AB A** is a prerequisite for the second semester module **PKB42AB B**. This simply means a learner must pass the first semester (**PKB41AB A**) module to be admitted into the second semester module (**PKB42AB B**).

The course is made up of:

- ❖ The Tools and Techniques required of a Project Manager
- ❖ Assignments/Tutorials that will be made up of exercises and Case Studies
- ❖ Regular evaluations
- ❖ Practical Application using MS Project 2010

2.1. Course principles

The course is suitable for those Project Managers who are actively engaged in project management, as well as those who wish to go into the field of project management. The course will supply the tools required by the project manager to plan, manage and control a project.

2.2. Project Management Methodology

This course is structured as a generic project management course. That is, the principles that will be used apply to all types of project management. You will find that in your specific discipline specific project management methodologies will be used that have been fashioned for the particular industry.

2.2.1. Course Objectives:

- ❖ To give the project manager the latest tools, techniques and proforma documents to manage projects.
- ❖ To introduce and reinforce these tools and techniques by means of solid practical examples.
- ❖ To produce assignments that are relevant and applicable to the industry
- ❖ To use case studies wherever possible and feasible to give the practical aspects of Project management
- ❖ To understand and use MS Project as a Project Management tool

2.3. Prescribed Readings (Compulsory)

	Title	Edition	Authors	Publisher
1	Successful Project Management	6 th	Gido & Clement	Cengage Learning
2	New Perspective on Microsoft Project 2010: An Introductory	1 st	Rachel Biheller Bunin	Cengage Learning

2.4. Recommended ReadingS

	Title	Edition	Authors	Publisher
1	Managing Projects: A Team-Based Approach	1 st	Karen B Brown & Nancy L Hyer	McGraw Hill
2	Contemporary Project Management	3 rd	Timothy Kloppenborg	Cengage Learning

2.5. General Information

Success in the Subject

In order to attain success in the subject, your own contribution is of vital importance. It is important that you realize that it is your responsibility to prepare for classes and to initiate class discussions.

Success is only possible if you approach your studies with commitment and diligence. Should you not understand any part of the work, please do not be afraid to ask your facilitator for help.

Class Attendance and Conduct in Class

Class attendance is compulsory, it is during this time that:

- ❖ The facilitator will highlight the key aspects of the work
- ❖ You can ask relevant questions regarding the work.
- ❖ You can gain practical knowledge through the hand-on the experience of the facilitator
- ❖ It is the responsibility of every student to sign the class attendance register.

2.6. Important Notice

2.6.1. Group Formation

- ❖ A group should consist of **five (5) members only**. It is compulsory for you to belong to a group. Individuals or groups with fewer or more than the required number of members will not be acceptable for the submission of group work.
- ❖ Similarly individual work should be strictly treated as such.

2.6.2. Evaluation

Evaluation tests and assignments will be set on a regular basis. It is vital that you focus on each one of these. Experience has shown that lack of regular work is a formula for disappointment and stress.

2.6.3. Assessment

Assessment will be conducted according to any assessment method as approved by the department and the obtained marks may form part of the final mark. Assessment

results will be made up from tests, assignments and practical. Evaluation criteria for assignments will be given to the learner in class

The learner is required to study all the work as set out in the learning guide as well as additional material.

2.6.4. Tests

Test dates and venues will be announced in class. Please pay attention in class to all the information that will be provided regarding tests and venues.

Should the learner miss a test it is his/her responsibility to inform the facilitator and bring a valid reason in writing within one week of writing the test

The learner should ensure that the facilitator receives the valid reason on time. The facilitator will then advise the learner on what course of action to take.

No excuse will be accepted for a class evaluation that was missed due to poor class attendance unless the learner can present a valid written reason within one week.

2.6.5. Assignments

Assignments must be submitted on time, on the due date, at the arranged venue, unless the facilitator makes other arrangements.

The facilitator accepts no responsibility for lost assignments. The learner must always keep a copy of every assignment that is submitted.

2.6.6. Assignments and Declarations

1. The following declarations must be inserted in the inside cover of every assignment
2. Assignments will be rejected without such declarations.

A) Individual Assignment

"Istudent number..... declare that the work I am submitting is my own individual work. No other person contributed to it. It has never been submitted for any other purpose. I am aware of the consequences if this declaration is found to be untrue".

Signature.....

Date.....

B) Group Assignment

“We the undersigned students declare that the work we are submitting is our own work. It has never been submitted for any other purpose. We are aware of the consequences if this declaration is found to be false”

	Student Number	Student Name	Signature	Date
1				
2				
3				

NB

1. If you do not insert this declaration, your work will not be marked and you will be awarded zero.
2. A student who fails to sign the declaration shall be deemed NOT to have participated in doing the assignment and shall accordingly be awarded zero.

2.6.7. Class Activities and Homework

Class activities will be done during class times and the facilitator may take in the activity or part of the activity at the end of the session, for marking.

Homework will be given to students and the facilitator may take in the homework at the beginning of the class session.

2.6.8. Plagiarism

Violation of any of the following Central University of Technology, Free State (CUT) rules regarding the academic conduct of students will lead to disciplinary action against the learner:

A learner shall not reproduce or distribute copies of (CUT) learning material without the written consent of the course facilitator.

A learner may not submit any assignment or assessment task where essential parts of the assignment have been taken from the work of another person without giving full credit to that person.

A learner may not submit any forged document for assessment purposes...**the learner will receive no marks.**

2.6.9. Penalties

Faxed assignments will not be accepted.

The penalty rate for late assignments not submitted on the given due date or otherwise stipulated, will be **5% per day or part of an hour.**

Forged assignments will receive zero marks.

Assignments not complying with criteria on assignment outlays, will be penalized up to 5 marks. (The criteria will be given to the learner during the course of the year).

Assignments where plagiarism is at the order of the day will be penalized with 50%.

2.6.10. Extensions

Application for extension must be done **in writing before** the assignments **due date.**

The application must be accompanied by documentation of illness or other exceptional circumstances.

Granted extensions are only valid once the facilitator confirms it and the learner has received notification thereof.

2.7. The Primary aim of this study guide

This study guide serves as a guideline only and should be treated as such. Lectures will not be conducted on a page to page basis regarding the prescribed text books and other recommended references. Students are therefore strongly advised to read intensively within the framework of the study guide. Students are however encouraged to read beyond the scope of this guide and other relevant materials for enrichment.

However, the study guide forms the basis upon which all assessment tasks (formal and informal) will be done. Consequently, students should carefully note the following as contained in the study guide:

- ❖ Topics
- ❖ Objectives/Expected Outcomes
- ❖ Assessment Criteria

2.8. Critical Outcomes of the Module

After the accomplishment of this Program you will:

- ❖ Identify and solve problems in which responders display that responsible decisions, using critical and creative thinking, have been made.
- ❖ Work effectively with others as members of a team, group, organisation and community.
- ❖ Organise and manage yourself and your activities responsibly and effectively.
- ❖ Collect, analyse, organise and critically evaluate information.
- ❖ Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
- ❖ Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
- ❖ Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
- ❖ Reflecting on and exploring a variety of strategies to learn more effectively
- ❖ Participating as a responsible citizen in the life of local, national and global communities
- ❖ Being culturally and aesthetically sensitive across a range of social contexts
- ❖ Exploring education and career opportunities
- ❖ Developing entrepreneurial opportunities.

2.9. Methods of Assessment:

2.9.1. Formative Assessment

Formative assessment takes the form of:

- ❖ A number of written applicable assessments in the form of assignments that will be given during the theoretical part of the programme. A number of case studies will also be expected of you, also done in group context. These will cover all the main course themes.
- ❖ Computer based practical assignments which are assessed on a one-to-one basis by the facilitator on an ongoing basis at the computers. (Additional trained assistants are used to assist the facilitator in this assessment mode)

2.9.2. Summative Assessment

Summative assessment takes the form of:

- ❖ At least one applicable written assessments will be given each quarter. These assessments will be done individually by learners.
- ❖ A 3 hour assessment at the end of each semester will cover all the theory covered up to that point in time,
- ❖ Applicable practical assessments that are done by individual learners, real time on computer. These assessments are deigned to cover specific themes

2.9.3. Assessment Criteria:

The candidates will be capacitated to initiate and plan a small scale project using the selection models and process presented. Planning process output should include at minimum; a project plan: which in turn lists the phases, activities and time frames in the project; a resource plan, financial plan; a quality and risk plan. These aspects will be covered in the formative and summative assessment and again in the summative “assessments.

The candidates will also be capacitated to execute and close a small scale project; this will be evaluated by means of classroom simulation exercise

The knowledge to establish a project management environment is a knowledge thread which tracks through the course and will be assessed on a basic level on course conclusion by means of a comparative study with an existing environment.

**2.9.4. Assessment Calculations:
Course mark (40% of final mark)**

- ❖ Formal group assignments and tests addressing the critical outcome areas as identified in the study guide.
- ❖ A minimum mark of 40% must be obtained in order to be admitted to the exam

The table below shows mark allocation for Tests in the semester.

Test 1 (Theory)	Test 2 (Practical)	Assignment (Test 3)	Total
45%	30%	25%	100

Exam mark (60% of final mark)

- ❖ A formal 3 hour examination (that counts 60% of the final mark) addressing the critical outcome areas as identified in the study guide.

Module Pass Mark

- ❖ 50% final mark is required to pass a course.
- ❖ A candidate who fails to obtain the pass mark (50%) will need a final mark ranging from 45% to 49% to qualify for supplementary exams.
- ❖ A final mark of 75% or more is required to pass a course with distinction.
- ❖ Final mark = [course mark (40% of CM) + [exam mark (60% of EM)] =100%

NB: Dates for the assignments, tests and exams will be announced in class.

2.10. PKB41AB THEORY SYLLABUS

2.10.1. Part One (1): Initiating a project

Learning Unit 1: Project Management Concepts (Chapter 1 of the prescribed textbook)		
Topics	Objectives/Expected Outcomes <i>After studying this unit, the learner should be able to:</i>	Assessment Criteria (Not limited to these questions)
<ul style="list-style-type: none"> ❖ Project Attributes ❖ Balancing Project Constraints ❖ Project Life Cycle <ul style="list-style-type: none"> ✓ Initiating ✓ Planning ✓ Performing ✓ Closing ❖ Project Management Process ❖ Stakeholder Engagement ❖ Global Project Management ❖ Project Management Associations ❖ Benefits of Project Management 	<ul style="list-style-type: none"> ❖ Define what a project is ❖ List and discuss the attributes of a project ❖ Explain what is meant by project objective ❖ Define what is meant by project deliverable ❖ Provide examples of projects ❖ Discuss project constraints ❖ Describe the phases of the project life cycle ❖ Define and apply project management ❖ Discuss the steps of planning process ❖ Identify the three elements of the executing process ❖ Create stakeholder register ❖ Discuss stakeholder engagement ❖ Discuss some implications of global project management ❖ Discuss the project management institute ❖ List benefits of project management techniques 	<ul style="list-style-type: none"> ❖ Define project ❖ Define project objective and give examples ❖ List examples of resources that are used on a project ❖ What is the role of a customer during the project life cycle? ❖ What aspects of a project might involve some degree of uncertainty?

Learning Unit 2: Identifying and Selecting Projects (Chapter 2 of the prescribed textbook)		
Topics	Objectives/Expected Outcomes: <i>After studying this unit, the learner should be able to:</i>	Assessment Criteria (Not limited to these questions)
<ul style="list-style-type: none"> ❖ Project Identification ❖ Project Selection ❖ Project Charter ❖ Preparing a Request for Proposal ❖ Soliciting Proposals 	<ul style="list-style-type: none"> ❖ Discuss how projects are identified ❖ Explain how projects are prioritized and selected ❖ Identify and describe at least eight elements of a project charter ❖ Prepare a project charter ❖ Prepare a request for proposal 	<ul style="list-style-type: none"> ❖ Why is it important to do a thorough and detailed job of needs identification? ❖ Describe how a business selects which projects to work on where there are numerous projects that could be done ❖ Why is it important for a business to try to quantify the expected benefits of implementing a solution to a problem? ❖ What is meant by a customer requirement?

Learning Unit 3: Developing Project Proposals (Chapter 3 of the prescribed textbook)		
Topics	Objectives/Expected Outcomes: <i>After studying this unit, the learner should be able to:</i>	Assessment Criteria (Not limited to these questions)
<ul style="list-style-type: none"> ❖ Building Relationship with Customers and Partners ❖ Pre-RFP/Proposal Marketing ❖ Decision to Develop a Proposal ❖ Creating a Winning Proposal ❖ Proposal Preparation ❖ Proposal Contents <ul style="list-style-type: none"> ✓ Technical Section ✓ Management Section ✓ Cost Section ❖ Pricing Considerations ❖ Simplified Project Proposal ❖ Proposal Submission and Follow-Up ❖ Customer Evaluation of Proposals ❖ Contracts <ul style="list-style-type: none"> ✓ Fixed-Prices Contracts ✓ Cost-Reimbursement Contracts ✓ Contract Terms and Conditions ❖ Measuring Proposal Success 	<ul style="list-style-type: none"> ❖ Develop relationships with customers and partners ❖ Decide whether to prepare a proposal in response to a customer's RFP ❖ Create a credible proposal ❖ Determine a fair and reasonable price for a proposal ❖ Discuss how customers evaluate proposals ❖ Explain types of contracts and various terms and conditions ❖ Measure the success of proposal efforts 	<ul style="list-style-type: none"> ❖ Why building relationships with customers and partners is important ❖ What is meant by pre-RFP/proposal marketing? Why should contractors do it? ❖ Define proposal and describe the purpose of a proposal

2.10.2. Part Two (2): Planning, performing and controlling the project

Learning Unit 1: Defining Scope, Quality, Responsibility, Activity Sequence (Chapter 4 of the prescribed textbook)		
Topics	Objectives/Expected Outcomes: <i>After studying this unit, the learner should be able to:</i>	Assessment Criteria (Not limited to these questions)
<ul style="list-style-type: none"> ❖ Establish Project Objective ❖ Define Project Scope ❖ Plan for Quality ❖ Create Work Breakdown Structure ❖ Assign Responsibility ❖ Define Activities ❖ Sequence Activities <ul style="list-style-type: none"> ✓ Network Principles ✓ Create Network Diagram ❖ Planning for Information System ❖ Project Management Information Systems 	<ul style="list-style-type: none"> ❖ Establish a clear project objective ❖ Prepare a project scope document ❖ Discuss the importance and elements of a project quality plan ❖ Develop a work breakdown structure ❖ Prepare a responsibility assignment matrix ❖ Describe how to define specific activities ❖ Create a network diagram 	<ul style="list-style-type: none"> ❖ What is planning? Who should be involved in planning the work? ❖ What is the meaning of project objective? ❖ Describe what a scope document is ❖ What is work breakdown structure?

Learning Unit 2: Developing the Schedule (Chapter 5 of the prescribed textbook)		
Topics	Objectives/Expected Outcomes: <i>After studying this unit, the learner should be able to:</i>	Assessment Criteria (Not limited to these questions)
<ul style="list-style-type: none"> ❖ Estimate Activity Resources ❖ Estimate Activity Durations ❖ Establish Project Start and Completion Times ❖ Develop Project Schedule <ul style="list-style-type: none"> ✓ Earliest State and Finish Times ✓ Latest Start and Finish Times ✓ Total Slack ✓ Critical Path ✓ Free Slack ✓ Bar Chart Format ❖ Project Control Process ❖ Effects of Actual Schedule Performance ❖ Incorporate Changes into Schedule ❖ Update Project Schedule ❖ Control Schedule ❖ Scheduling for Information Systems Development ❖ Project Management Information Systems 	<ul style="list-style-type: none"> ❖ Estimate the resources required for activities ❖ Estimate the duration for an activity ❖ Determine the earliest start and finish times for activities ❖ Determine the latest start and finish times for activities ❖ Explain and determine total slack ❖ Prepare a project schedule ❖ Identify and explain the critical path ❖ Discuss the project control process ❖ Develop updated schedules based on actual progress and changes ❖ Discuss and apply approaches to control the project schedule ❖ Explain agile project management 	<ul style="list-style-type: none"> ❖ Why does scheduling function depends on planning function and which one must be done first? ❖ Why should a project have a regular reporting period? ❖ How is project control process used? ❖

<ul style="list-style-type: none"> ❖ Agile Project Management ❖ Appendix 1: Probabilistic Activity Durations <ul style="list-style-type: none"> ✓ Estimate Activity Durations ✓ The Beta Probability Distribution ✓ Probability Fundamentals ✓ Calculating Probability 		
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Learning Unit 3: Resource Utilization (Chapter 6 of the prescribed textbook)		
Topics	Objectives/Expected Outcomes: After studying this unit, the learner should be able to:	Assessment Criteria (Not limited to these questions)
<ul style="list-style-type: none"> ❖ Resource-Constrained Planning ❖ Resource Requirements Plan ❖ Resource Levelling ❖ Resource-Limited Scheduling ❖ Resource Requirements for Information Systems Development ❖ Project Management Information Systems 	<ul style="list-style-type: none"> ❖ Create a network diagrams that takes resource constraints into account ❖ Prepare a resource requirement plan ❖ Explain resource levelling ❖ Discuss resource-limited scheduling 	<ul style="list-style-type: none"> ❖ Being able to examples of resources ❖ Being able to identify and list the resources of a project ❖ Why resources need to be considered when developing a schedule ❖ What technical and resource constraints are ❖ The meaning of resource levelling or smoothing and its importance

Learning Unit 4: Determining Costs, Budget and Earned Value (Chapter 7 of the prescribed Textbook)		
Topics	Objectives/Expected Outcomes After studying this unit, the learner should be able to:	Assessment Criteria (Not limited to these questions)
<ul style="list-style-type: none"> ❖ Estimate Activity Costs ❖ Determine Project Budget <ul style="list-style-type: none"> ✓ Aggregate Total ✓ Budgeted Cost ✓ Develop Cumulative Budgeted Cost ❖ Determine Actual Cost <ul style="list-style-type: none"> ✓ Actual Cost ✓ Committed Costs ✓ Compare Actual Cost to Budgeted Cost ❖ Determine Value of Work Performed ❖ Analyse Cost Performance <ul style="list-style-type: none"> ✓ Cost Performance Index ✓ Cost Variance ❖ Estimate Cost at Completion ❖ Control Costs ❖ Manage Cash flow ❖ Cost Estimating for Information Systems Development ❖ Project Management Information Systems ❖ Appendix 1: Time-Cost Trade-Off 	<ul style="list-style-type: none"> ❖ Estimate the cost of activities ❖ Aggregate the total budgeted cost ❖ Develop a time-phased baseline budget ❖ Describe how to accumulate actual cost ❖ Determine the earned value of work performed ❖ Calculate and analyse key project performance measures ❖ Discuss and apply approaches to control the project budget ❖ Explain the importance of managing cash flow 	<ul style="list-style-type: none"> ❖ Why is it necessary to develop a baseline budget for a project? ❖ Describing the project budgeting process ❖ Why is it necessary to track actual and committed cost once a project starts? ❖ Why is it necessary to calculate the earned value of work performed? ❖ What does it mean when cost variance is negative?

2.11. PKB42AB B PRACTICAL SYLLABUS

Tutorial One	
Topic: Planning a Project	Objectives: <i>After the completion of this tutorial, learners should be able to:</i>
<ul style="list-style-type: none"> ❖ Introduction to project management ❖ Benefits of Project Management Software ❖ Starting Microsoft Project 2010 ❖ Viewing the Project 2010 window ❖ Entering your first tasks ❖ Saving a project ❖ Closing a project file 	<p>Session 1.1</p> <ul style="list-style-type: none"> ❖ Learn project management terminology ❖ Understand the benefits of project management ❖ Explore the Project 2010 window ❖ Check and change default settings ❖ Enter Task and save a project <p>Session 1.2</p> <ul style="list-style-type: none"> ❖ Open and explore an existing project ❖ Examine different project views ❖ Compare the Gantt chart and Network Diagram vies ❖ Use the project time scale and calendar ❖ Use backstage view and the Page Setup dialog box

Tutorial Two	
Topic: Creating a Project Schedule	Objectives: <i>After the completion of this tutorial, learners should be able to:</i>
<ul style="list-style-type: none"> ❖ Starting a new project and examining scheduling defaults ❖ Reviewing task information ❖ Examining project calendars ❖ Entering task and durations in the entry table ❖ Editing tasks and durations in the entry table ❖ Editing tasks and durations in other views ❖ Entering recurring tasks ❖ Entering milestones ❖ Understanding task dependencies ❖ Creating task dependencies ❖ Editing task dependencies ❖ Entering lead and lag times ❖ Creating a work breakdown structures with summary tasks ❖ Using WBS codes 	<p>Session 2.1</p> <ul style="list-style-type: none"> ❖ Start a new project ❖ Examine scheduling defaults ❖ Change a project calendar ❖ Create a task calendar ❖ Enter and edit task and durations ❖ Enter and edit recurring tasks and milestones ❖ Enter lag and lead times <p>Session 2.2</p> <ul style="list-style-type: none"> ❖ Enter and edit task dependencies ❖ View project statistics ❖ Show the project summary ❖ Review project statistics ❖ Manipulate summary tasks ❖ Develop a work breakdown structure

Tutorial Three	
Topic: Communicating Project Information	Objectives: <i>After the completion of this tutorial, learners should be able to:</i>
<ul style="list-style-type: none"> ❖ Creating Reports using Project 2010 ❖ Understanding the critical path ❖ Filtering tasks information ❖ Formatting a project ❖ Working with the network diagram ❖ Formatting a network diagram ❖ Shortening the critical path by changing task information ❖ Shortening the critical path by changing calendar and task constraints ❖ Viewing the entire project using the timeline 	<p>Session 3.1</p> <ul style="list-style-type: none"> ❖ Review reports in Project 2010 ❖ Examine the critical path ❖ Filter tasks ❖ Format a Gantt chart <p>Session 3.2</p> <ul style="list-style-type: none"> ❖ Enter and edit tasks and dependencies in a network diagram ❖ Expand, collapse, move and filter tasks in a network diagram ❖ Format a network diagram ❖ Shorten the critical path by changing task durations, dependencies and lag time ❖ Analyse task constraints