# **Project 2010**

# **Tutorial One: Planning a Project**

# **A Guide to this Instructor’s Manual:**

We have designed this Instructor’s Manual to supplement and enhance your teaching experience through classroom activities and a cohesive chapter summary.

This document is organized chronologically, using the same heading in **blue** that you see in the textbook. Under each heading you will find (in order): Lecture Notes that summarize the section, Figures and Boxes found in the section (if any), Teacher Tips, Classroom Activities, and Lab Activities. Pay special attention to teaching tips, and activities geared towards quizzing your students, enhancing their critical thinking skills, and encouraging experimentation within the software.

In addition to this Instructor’s Manual, our Instructor’s Resources CD also contains PowerPoint Presentations, Test Banks, and other supplements to aid in your teaching experience.

**For your students:**

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# **Tutorial Objectives**

Students will have mastered the material in Tutorial One when they can:

Session 1.1

* Learn project management terminology
* Understand the benefits of project management
* Explore the Project 2010 window
* Check and change default settings
* Enter tasks and save a project

Session 1.2

* Open and explore an existing project
* Examine different project views
* Compare the Gantt chart and Network Diagram views
* Use the project timescale and calendar
* Use Backstage view and the Page Setup dialog box

**PRJ4: Introduction to Project Management**

LECTURE NOTES

* Explain the definition of a project as it relates to project management.
* Discuss how a project goal is achieved and why MS Project 2010 is an excellent tool to use to meet project goals because it tracks progress based on tasks associated with the project.
* Discuss the role of the project manager in managing the scope of a project to reach the project goals.
* Discuss Figure 1-2, which describes the responsibilities of the process groups, explaining that Project 2010 will help students perform these responsibilities effectively and efficiently.
* Define and discuss project management terms.
* Explain that many organizations use the tools available in MS Project 2010 to track the progress of their projects.

FIGURES

* Figure 1-1, Figure 1-2

BOXES

* Insight: *Knowing Where to Find Information*. Discuss how and where to find information to assist with project management.
* Insight: *Using Forms as Part of the Initiating Process*. Explain how forms are used to collect information for a project.
* Insight: *Maintaining Control of a Project*. Explain the role of the project manager in maintaining control of all aspects of a project.

TEACHER TIP

Discuss and define each term in the Project Management Terminology section, explaining it is important that students know these terms and that they use them when managing a project. Explain that these terms will be used throughout the course and will be used in the work environment as well. Consider passing out the Key Terms page that appears at the end of this tutorial and asking students to write the definitions of each term.

CLASSROOM ACTIVITIES

1. Group Activity: After going over Figure 1-1, have students break up into groups of two or three. Have each group choose three different goals and have them write down each goal, expressing it in terms that will specify the scope and timeframe of the goal. You might use the course as an example:

* Vague: Pass this course.
* Improved: Complete all the required work according to instructions and on time, securing a grade of “A” at the end of the semester.

Allow about 10 minutes for groups to write down their goals in both vague and improved terms. At the end of the work time, have each group share one of their goals.

2. Quick Quiz:

* What is a predecessor? (Answer: A task that must be completed before a certain task can be started.)
* What are resources? (Answer: The people, equipment, or facilities that need to be assigned to a task in order to complete it.)

**PRJ9: Benefits of Project Management Software**

LECTURE NOTES

* Discuss reasons to use project management software using Figure 1-3.
* Explain how Project 2010 incorporates features of familiar application software, such as spreadsheet and database software, using Figure 1-4.
* Explain the Gantt chart and how it depicts information using Figure 1-5.
* Discuss the purpose of a Network Diagram using Figure 1-6.

FIGURES

* Figure 1-3, Figure 1-4, Figure 1-5, Figure 1-6

BOXES

* Proskills: *Decision Making: Choosing the Best Version of Project 2010 to Meet Your Needs.* Discuss the different versions of Project 2010 and how each is used in the workplace.

TEACHER TIP

Explain that organizations with clearly defined project goals that are managed properly portray an image of quality and value. Organizations with vague goals and no structured management of resources rarely complete projects on time and often without the desired quality expected. Engage students in discussion about projects in which they were involved that did not go well and why (school projects, personal projects, work projects).

CLASSROOM ACTIVITIES

1. Group Activity: Divide students into 2-3 groups. Assign each group the project of building a storage building for the backyard. Ask students to list every task and resource they can think of to complete the project. Next, ask the groups to list the tasks in the order each should be performed. Finally, ask the groups to list resources for each task in the order each resource will be needed. Have the class write down the tasks and resources on the board, agreeing on a master list of tasks and resources. Ask students to keep this information for future use. [In a later section, students will input this same information in Project 2010.]

2. Quick Quiz:

* What is the major benefit of using project management software? (Answer: It allows the completion of a project goal at a specified level of quality within a given time frame and budget.)
* What is the purpose of a Gantt chart? (Answer: It provides a graphical visualization of the project.)

**PRJ 13: Starting Microsoft Project 2010**

LECTURE NOTES

* Demonstrate how to open Project 2010.
* Discuss the default Project 2010 window in Gantt Chart view.
* Demonstrate how to access the View Bar.

FIGURES

* Figure 1-7

TEACHER TIP

Consider using a toolbox as an analogy for the “tools” available in Project 2010. There are many tools in a toolbox that have various uses. Not every project requires the use of every tool. However, you have them available when you need them. This is true of Project as well. There are many tools within Project and the user must learn to use the tool that will best meet his or her needs. Explain that students will probably use the Gantt chart more than the other tools. As you cover each of the tools consider showing an example of each on your display screen.

CLASSROOM ACTIVITIES

1. Class Discussion: Ask students to quickly jot down elements of the Project 2010 window that are familiar to them from other applications such as the Ribbon, the tabs, the groups, cells, etc. Ask students to step to the display screen and point out familiar elements. Discuss elements of the window that are new to them such as the Timeline and View Bar.

2. Quick Quiz:

* How do you open the View Bar in Project 2010? (Answer: Right click on the Gantt Chart column and select View Bar to make it active.)

**PRJ 15: Viewing the Project 2010 Window**

LECTURE NOTES

* Review the elements of the Project 2010 window that are familiar to students.
* Discuss the elements of Project 2010 that are exclusive to Project 2010 including the View Bar, the Entry Table, the Gantt Chart, the Timeline, and the Timescale.
* Demonstrate how each of these elements is used.
* Explain how dates are used for scheduling purposes and how the dates are entered and displayed in the various panes of the Project window.

FIGURES

* Figure 1-8, Figure 1-9, Figure 1-10, Figure 1-11, Figure 1-12, Figure 1-13, Figure 1-14, Figure 1-15

BOXES

Proskills: *Teamwork: Considering Working Days in a Global Economy.* Discuss how a project manager must consider working and nonworking days based on the holiday traditions of team members of different nationalities and religions.

TEACHER TIP

Be sure that all students in a lab setting are viewing the default Project 2010 window before discussing and demonstrating the window elements.

TEACHER TIP

There are many default settings discussed in this Tutorial. It is a good idea to review the default settings at the end of each section or at the end of the tutorial from this point forward.

TEACHER TIP

Explain the importance of selecting appropriate start dates for projects and how the start date plays an integral role in determining the project schedule. Students may become confused when discussing automatic and manual scheduling. Reassure students that the date concepts will become easier to understand as they begin working on projects.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* What is a view in Project? (Answer: One of the different ways in which you can display your project.)
* The \_\_\_\_\_ is a spreadsheet-like display of project information organized in rows and columns. (Answer: Entry table)
* The \_\_\_\_\_ displays the unit of measure that determines the length of each bar in a Gantt chart. (Answer: timescale)

LAB ACTIVITY

Ask students to explore the Project 2010 window using Figures 1-8 through 1-15 in the textbook. Students should follow the steps listed with each figure.

**PRJ 23: Entering Your First Tasks**

LECTURE NOTES

* Explain how to name tasks.
* Demonstrate how to enter tasks using the Entry Table.
* Show students the Task Mode column and explain the scheduling icons.
* Demonstrate the use of the Tab key to move the insertion point in the Entry Table.
* Demonstrate how to organize the Project window by changing pane sizes and displaying the View Bar and Timeline.

FIGURES

* Figure 1-16, Figure 1-17, Figure 1-18

TEACHER TIP

Explain that the task duration may be changed at any time but that it will often affect the project timeline. Discuss that team members participating in a project will assist in the determination of task timelines using their expertise with a given task.

CLASSROOM ACTIVITIES

1. Assign a Project: Ask students to enter the tasks for constructing the storage building in a Project Entry Table. This may be completed with students using the instructor workstation for the entire class to watch or individually in a lab setting.

2. Quick Quiz:

* What is the default unit of measurement for duration of a task? (Answer: days)

**PRJ 25: Saving a Project**

LECTURE NOTES

* Explain that saving a Project file is similar to saving a Word or Excel file.
* Discuss the .mpp filename extension for Project 2010 files.
* Demonstrate how to save a Project 2010 file and how the file name is displayed on the Title Bar.
* Briefly discuss Backstage view for Project 2010 when saving a file.

BOXES

* Reference: *Saving a Project for the First Time*. Demonstrate the steps to save a Project file for the first time.

FIGURES

* Figure 1-19

TEACHER TIP

Review how the Save and Save As commands are used from the File tab. Make sure students understand that the Save As command is used when a project is being saved for the first time or when the file name or file location will be changed. The Save command saves the project with the same name and in the same location. Encourage students to use the Save command often when working on a project.

TEACHER TIP

The Tutorials in this textbook assume that filename extensions are displayed in Windows Explorer and on the Title Bar of Project 2010. This is not the default setting for Windows Vista or Windows 7. It is a good idea to walk students through the steps in Windows Explorer to display filename extensions. Students might want to remember this process for future use.

CLASSROOM ACTIVITIES

1. Assign a Project: Ask students to save the storage building project file, giving students a specific file name to use and a specific location for saving the file.

2. Quick Quiz:

* Project 2010 automatically appends the \_\_\_\_\_ filename extension to identify the file as a Project 2010 file. (Answer: .mpp)

**PRJ 26: Closing a Project File**

LECTURE NOTES

* Explain that multiple projects may be open at one time in Project 2010.
* Demonstrate how to switch between open Project files using the View tab.
* Demonstrate how to close a Project file without exiting Project 2010.

BOXES

* Reference: *Closing a Project File*. Demonstrate how to close a Project file.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* True/False: It is possible to close a Project file without exiting Project 2010. (Answer: True)

**PRJ 30: Using Existing Projects**

LECTURE NOTES

* Review the Session 1.2 Visual Overview with the class.
* Demonstrate how to open a saved Project file (identify the .mpp filename extension).
* Review the process of organizing the Project window by hiding or viewing elements of the window.

FIGURES

* Figure 1-20

BOXES

* Reference: *Opening an Existing Project*. Demonstrate how to open an existing project.

TEACHER TIP

Discuss file management to be sure that students understand where they are to save files and how to retrieve them.

CLASSROOM ACTIVITIES

1. Assign a Project: Ask students to open the saved storage building project file. One student may do this for the entire class to watch or each student may open the file in a lab classroom.

2. Quick Quiz:

* Projects recently viewed in Project 2010 are listed in \_\_\_\_\_\_\_\_\_\_. (Answer: Backstage view)

**PRJ 31: Saving a Project with a New Name**

LECTURE NOTES

* Review the difference between using the Save command and the Save As command.
* Discuss reasons to save a project with a new name.
* Explain that students will be asked to open partially completed projects for assignments in this textbook and save those files with a new name before completing assignments.

BOXES

* Reference: *Saving a Project with a New Name*. Demonstrate saving a document with a new name using the Save As command from Backstage View.
* Insight: *Creating New Projects from Existing Projects*. Explain how new Project 2010 files may be created from existing projects and how templates may be used for creating new project files.

TEACHER TIP

Be sure that students understand they are renaming files used in the textbook so that the original file is not damaged and they can start over on the assignment using the original file if necessary. It is a good idea to assist students with saving their first student file according to textbook instructions in the classroom if possible.

CLASSROOM ACTIVITIES

1. Critical Thinking: When would it be a good idea to save a file with a new name? Write down at least two scenarios when this would be useful. Discuss some of the scenarios in class.

**PRJ 32: Working in Different Views**

LECTURE NOTES

* Discuss the three major categories of views available in Project 2010 using Figure 1-21.
* Explain that changes made in one view are automatically updated in all other views.
* Demonstrate how to add and view notes in Gantt Chart view and Network Diagram view.
* Explain how the Schedule Table differs from the Entry Table.
* Demonstrate how to split the Project window.

FIGURES

* Figure 1-21, Figure 1-22, Figure 1-23, Figure 1-24, Figure 1-25, Figure 1-26, Figure 1-27,   
  Figure 1-28, Figure 1-29, Figure 1-30, Figure 1-31

TEACHER TIP

Explain to students that at this point in the course they only need to be aware of the different views and know how to move among them. They will primarily use the Gantt Chart view and the Entry Table as they begin building projects for the course.

CLASSROOM ACTIVITIES

1. Group Activity: Divide students into 2-3 groups. Assign each group a view to explore (Gantt Chart, Network Diagram or Calendar.) Have the groups answer these questions about their assigned view. 1) What is the purpose of this view? 2)When should a project manager use this view? 3)How does this view help a project team manage a project?

2. Quick Quiz:

* \_\_\_\_\_ view shows each task as a horizontal bar, the length and position of which correspond to a timescale at the top of the chart. (Answer: Gantt Chart)
* \_\_\_\_\_ view shows each task as a box, with linking lines drawn between related tasks to emphasize task sequence as well as the critical path. (Answer: Network Diagram)
* The default columns in \_\_\_\_\_ view are Task Name, Duration, Start (date), Finish (date), Predecessors, and Resource Name. (Answer: Entry Table)

**PRJ41: Zooming the Timescale**

LECTURE NOTES

* Explain that zooming the Timescale allows the project manager to view all or a portion of a project as it becomes too large to view on the screen.
* Demonstrate the Zoom In and Zoom Out commands using the Gantt Chart and Network Diagram views.
* Demonstrate how the unit of measure affects the Timescale using the Timescale dialog box.
* Discuss labels and tiers using the Timescale dialog box.

FIGURES

* Figure 1-32, Figure 1-33, Figure 1-34, Figure 1-35, Figure 1-36, Figure 1-37

TEACHER TIP

Explain the three tiers to students (top, middle, bottom) in Gantt Chart view. Open the Timescale dialog box and demonstrate how to use each tab and how the choices selected in the Timescale dialog box impact the view in the Project 2010 window. The default shows the middle and bottom tiers in the Project window.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* What is the term used for changing the magnification of a view in Project 2010? (Answer: zooming in and out.)

**PRJ 46: Printing a View**

LECTURE NOTES

* Emphasize the importance of reviewing the Print Preview in Backstage view.
* Demonstrate how to use the Backstage view preview pane.
* Discuss the Page Setup dialog box.

FIGURES

* Figure 1-38, Figure 1-39, Figure 1-40, Figure 1-41, Figure 1-42

BOXES

* Insight: *Following Good Printing Practices*. Explain why it is a good idea to follow good printing practices before printing the document.
* Insight: *Protecting Confidential Information*. Explain how to change document properties in Backstage view.

TEACHER TIP  
Remind students to always save a document before printing the document.

CLASSROOM ACTIVITIES

1. Critical Thinking: Ask students to consider why using Print Preview prior to printing is a good idea.

2. Quick Quiz:

* True/False: Page Setup options are the same when printing a Calendar, Network Diagram, or Table view. (Answer: False. The options vary slightly across the views.)

**PRJ 51: Exiting Microsoft Office Project 2010**

LECTURE NOTES

* Explain the difference between the Close and Exit commands on the File tab.
* Demonstrate how to Exit Project 2010.
* Emphasize that Project 2010 files should always be saved prior to exiting the application.

BOXES

* Proskills: *Problem Solving: Getting Help.*

CLASSROOM ACTIVITIES

1. Quick Quiz:

* True/False: Choosing Exit from the File tab leaves Project 2010 open and ready to begin a new project. (Answer: False)
* The \_\_\_\_\_\_\_\_\_ command from the File tab exits the current project but leaves Project 2010 open. (Answer: Close)

**End of Tutorial Material**

* **Review Assignments:** Review Assignments provide students with additional practice of the skills they learned in the tutorial using the same tutorial case, with which they are already familiar.
* **Case Problems:** A typical NP tutorial has four Case Problems following the Review Assignments. Short tutorials can have fewer Case Problems (or none at all); other tutorials may have five Case Problems. The Case Problems provide further hands-on assessment of the skills and topics presented in the tutorial, but with new case scenarios. There are four types of Case Problems:
* **Apply**. In this type of Case Problem, students apply the skills that they have learned in the tutorial to solve a problem.
* **Create**. In a Create Case Problem, students are either shown the end result, such as a finished Web site, and asked to create the document based on the figure provided, or students are asked to create something from scratch in a more free-form manner.
* **Challenge**. A Challenge Case Problem involves three or more Explore steps. These steps challenge students by having them go beyond what was covered in the tutorial, either with guidance in the step or by using online Help as directed.
* **Research**. In this type of Case Problem, students need to go to the Web to find information that they will incorporate somehow in their work for the Case Problem.
* **ProSkills Exercises:** This feature is new for Office 2010 and Windows 7. ProSkills exercises integrate the technology skills students learn with one or more of the following soft skills: decision making, problem solving, teamwork, verbal communication, and written communication. The goal of these exercises is to enhance students’ understanding of the soft skills and how to apply them appropriately in real-world, professional situations that also involve software application skills. ProSkills exercises are offered at various points throughout a text, encompassing the concepts and skills presented in a standalone tutorial or a group of related tutorials.

**Glossary of Key Terms**

* active cell (PRJ 2)
* active task (PRJ 28)
* chart (PRJ 32)
* column heading (PRJ 2)
* critical path (PRJ 12)
* current date (PRJ 19)
* duration (PRJ 7)
* Duration column (PRJ 28)
* effective (PRJ 4)
* efficient (PRJ 4)
* Entry table (PRJ 16)
* exit (PRJ 51)
* Finish column (PRJ 28)
* Finish date (PRJ 7)
* form (PRJ 32)
* Gantt chart (PRJ 2)
* graphic (PRJ 32)
* Indicators (PRJ 28)
* Information button (PRJ 29)
* legend (PRJ 46)
* major scale (PRJ 3)
* Microsoft Office Project 2010 (PRJ 4)
* minor scale (PRJ 3)
* network diagram (PRJ 12)
* node (PRJ 12)
* predecessor (PRJ 7)
* process group (PRJ 5)
* project (PRJ 4)
* project goal (PRJ 4)
* project management (PRJ 4)
* project manager (PRJ 5)
* quality (PRJ 8)
* resources (PRJ 8)
* Ribbon (PRJ 2)
* risk (PRJ 9)
* row number (PRJ 28)
* scope (PRJ 5)
* scope creep (PRJ 8)
* sheet (PRJ 32)
* split bar (PRJ 3)
* split window (PRJ 39)
* Start column (PRJ 28)
* Start date (PRJ 7)
* status bar (PRJ 2)
* successor (PRJ 7)
* table ( PRJ 32)
* task (PRJ 7)
* Task Form view (PRJ 39)
* Task Name column (PRJ 28)
* Task tab (PRJ 28)
* Timeline (PRJ 2)
* timephased (PRJ 44)
* timescale (PRJ 3)
* view (PRJ 15)
* View Bar (PRJ 15)
* View button (PRJ 3)
* zoom in (PRJ 41)
* zoom out (PRJ 41)
* zoom slider (PRJ 3)

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