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**Title:** Managing changing project demands at a lightning speed

The project presented here is about managing changing project demands at a lightening speed. The project involves fulfilling the needs of a teenage junior to be successful in life. The success factors are student grade report card/s, Family event participation and involvement, Health of the family in terms of peace, happiness and harmony.

**Theme:**

Agile Process – Key to meet the demands

**Keywords:**

Agile, Priorities, project demands

**Abstract:**

This project involves fulfilling the changing demands of a teenager with changing priorities during the junior year at high school to be successful in life. The goal of a working parent is to fulfill the needs by balancing the competing priorities of the family by not impacting the peace/happiness/harmony of FAMBOK (Family Book) similar to triple constraints (cost/schedule/Time) of PMBOK. The paper will present in-depth details on agile perspective to succeed in smaller increments, the measures being the teenager report card, family event/s participation, and health of the family.

**Intent: (Mandatory)**

The intent of the project is to utilize agile methodologies to fulfil the changing demands of a teenager with changing priorities during the junior year at high school to be successful in life. The parent is the sponsor, project manager and QA until the project has been transitioned over to operations (to college).

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## 1.0 Introduction

A study has been evaluated for few teenage junior kids. Several artifacts have been collected in terms of their activities, work load, family events, and health of their families. All the facts have been used to understand the trends and determine the priorities of the activities. Based on the priorities, determine the best approach to follow to meet the needs.

## 2.0 Examples, case studies

The changing demands of a teenager in junior year (11th grade) have been evaluated for about 10 kids in randomized controlled sample teenagers as shown in Fig 1.4.

## 3.0 Key challenges:

The teenagers in junior year have the competing priorities during this year at multiple times and varying durations - The competing priorities are Standard Courses, Advanced Placement (AP) courses, honors level courses, Scholastic Aptitude Test(SAT), American College Testing(ACT), Volunteer Activities, Family events, School social events, Extra –curricular activities, out of town school event participation, AP Tests and any mandatory requirements at conflicting timelines makes up the need for the junior school year. The go-live project and/or end goal is to have the teenager equipped with information to be successful in life as a good citizen transitioning into the college and self-dependent (operations or O&M). The services are provided to the teenage junior kid by the parent/s. This project is a little unusual that the sponsor/s, QA being parent/s.

Per PMBOK, Project management is the discipline of **initiating, planning, executing, controlling, and closing** the work of a team to achieve specific goals and meet specific success criteria. The corresponding Family Book of Knowledge (FAMBOK) stakeholders to the PMBOK are shown below in Fig 1.1: FAMBOK stakeholders corresponding to PMBOK

FAMBOK	
Initiating	Parent/s
Planning	teenager and parent/s
Execution	teenager and parent/s
Controlling and Monitoring	Parent/s
Closing	Parent/s
Stakeholder Management	Parent/s

Fig 1.1: FAMBOK stakeholders corresponding to PMBOK

The stakeholders for the project are shown below in Fig 1.2: FAMBOK Stakeholders corresponding to PMBOK

Stakeholders	
Project Sponsor	Parent/s
Project Services to	Teenager/s
Project Manager	Parent/s
Stakeholders	Teachers, Colleges, Public, Family, Friends, Relatives

Fig 1.2: FAMBOK Stakeholders corresponding to PMBOK

### 3.1. Methodology/Approach/Process

The tasks and timelines are identified. Performed analysis on the tasks/timelines; identified available resources to fulfil the tasks/timelines and determined priorities. Based on priorities, an agile project plan is established and outcome of the tasks are measured. If the measures fall in acceptable measures or above, the analysis is reused for the future requests. If measures are below the acceptable measures, analysis approach is updated with updated priorities and establishes the agile project plan. The agile methodology is varied due to changing priorities/competing demands.

### 4.0 Critical success factors (CSF)

The quality measures for the project are shown below in Fig 1.3: FAMBOK Quality measures corresponding to PMBOK. The triple constraints for FAMBOK is shown in Figure in Fig 1.3.1 : FAMBOK Quality measures

Measures	
Student Report Cards	Grade/s
Family Events	Participation and Involvement
Health of the family	Peace, Happiness and Harmony

Fig 1.3: FAMBOK Quality measures corresponding to PMBOK

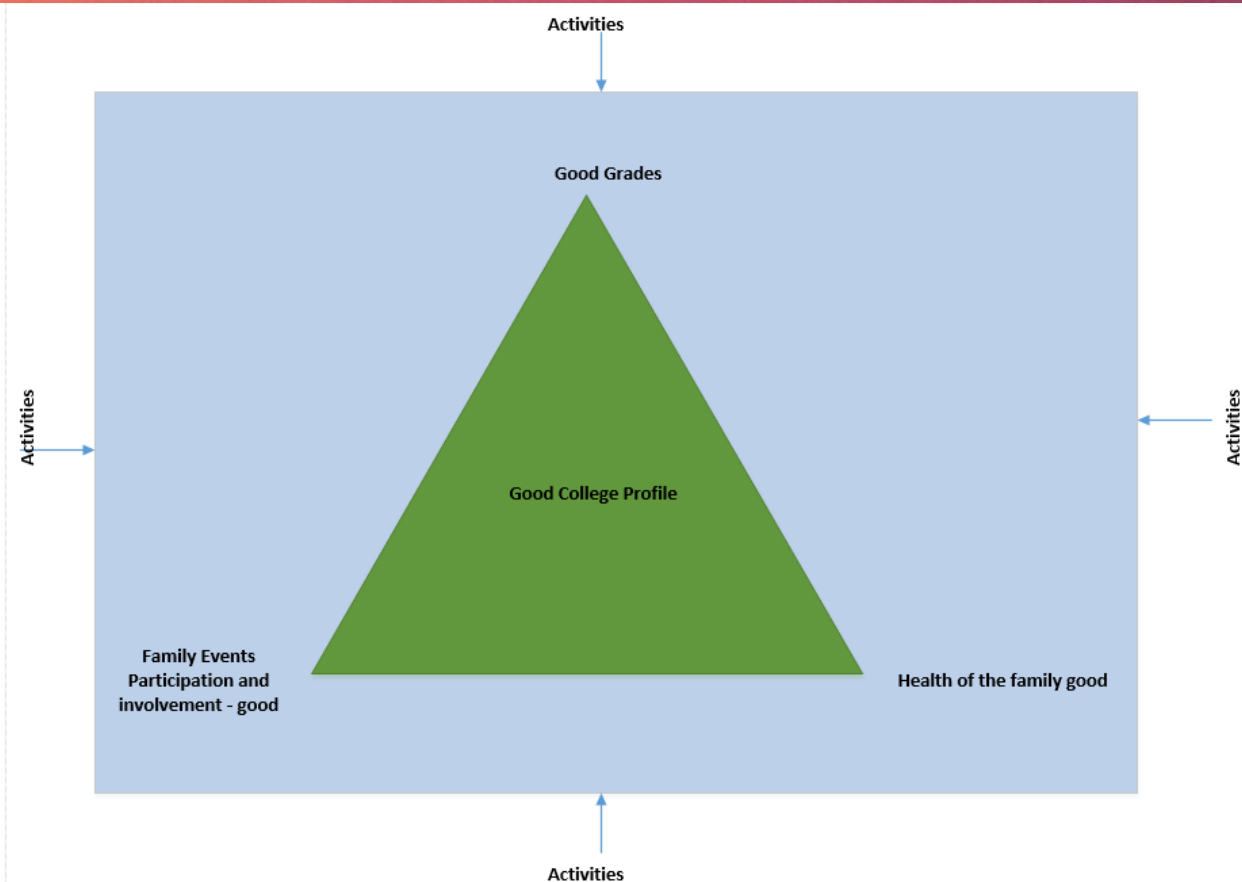


Fig 1.3.1 : FAMBOK Quality measures

For a group of junior teenagers as shown below , several tasks and timelines for various activities have been gathered as shown in Fig 1.4 : List of tasks for teenage junior kids and Fig 1.5 : List of tasks

Junior Teenagers	
Anitha	Standard Courses, Music , Dance, Karate, Swimming, Chess
Padma	Standard Courses, , Dance, Karate, Swimming, Chess
Vanitha	Standard Courses, Music , Karate, Swimming, Gymnastics
Pranav	AP Courses, Music
Shiva	AP Courses, Music , Dance, Karate, Swimming, Chess
Eshwar	Standard Courses, Music , Dance, Karate, Swimming, Chess
Bhushan	Standard Courses, Dance, Karate, Chess
Vasavi	Standard Courses, Music , Dance, Karate, Swimming, Chess
Farah	AP Courses, Dance, Karate, Swimming, Chess
Simran	Standard Courses, Music , Dance, Karate, Swimming

Fig 1.4: List of tasks

Activities	Tasks
AP Courses	Task 1
Standard Courses	Task 2
Music	Task 3
Dance	Task 4
Karate	Task 5
Swimming	Task 6
Chess	Task 7

Fig 1.5: List of tasks

The tasks and associated timelines for sample of kids are shown below in Fig 1.6: Tasks and associated timelines for various activities.

Activity 1: Standard Courses	
Task 1	Timeline 1
Task 2	Timeline 2
Task 3	Timeline 3
Task 4	Timeline 4
Task 5	Timeline 5
Task 6	Timeline 6
task7	Timeline 7

Activity 2 : AP Courses	
Task 1	Timeline 8
Task 2	Timeline 2
Task 3	Timeline 3
Task 4	Timeline 9
Task 5	Timeline 5
Task 6	Timeline 6
task7	Timeline 10

Activity 3: Music	
Task 1	Timeline 11
Task 2	Timeline 2
Task 3	Timeline 3
Task 4	Timeline 12
Task 5	Timeline 5
Task 6	Timeline 13
task7	Timeline 7

Activity 4: Dance	
Task 1	Timeline 1
Task 2	Timeline 2
Task 3	Timeline 14
Task 4	Timeline 4
Task 5	Timeline 15
Task 6	Timeline 6
task7	Timeline 16

Activity 5: Swimming	
Task 1	Timeline 1
Task 2	Timeline 2
Task 3	Timeline 3
Task 4	Timeline 4
Task 5	Timeline 5
Task 6	Timeline 6
task7	Timeline 7

Activity 6: Karate	
Task 1	Timeline 1
Task 2	Timeline 2
Task 3	Timeline 14
Task 4	Timeline 4
Task 5	Timeline 15
Task 6	Timeline 6
task7	Timeline 16

Activity 7: Chess	
Task 1	Timeline 1
Task 2	Timeline 2
Task 3	Timeline 14
Task 4	Timeline 4
Task 5	Timeline 15
Task 6	Timeline 6
task7	Timeline 16

Activity 8: Family Events	
Task 1	Timeline 1
Task 2	Timeline 2
Task 3	Timeline 14
Task 4	Timeline 4
Task 5	Timeline 15
Task 6	Timeline 6
task7	Timeline 16

Activity 9: School Events	
Task 1	Timeline 1
Task 2	Timeline 2
Task 3	Timeline 14
Task 4	Timeline 4
Task 5	Timeline 15
Task 6	Timeline 6
task7	Timeline 16

Activity 10: Vacations	
Task 1	Timeline 1
Task 2	Timeline 2
Task 3	Timeline 14
Task 4	Timeline 4
Task 5	Timeline 15
Task 6	Timeline 6
task7	Timeline 16

Activity 11: Volunteer	
Task 1	Timeline 1
Task 2	Timeline 2
Task 3	Timeline 14
Task 4	Timeline 4
Task 5	Timeline 15
Task 6	Timeline 6
task7	Timeline 16

Fig 1.6: Tasks and associated timelines for various activities

## 5.0 Approaches

Here are couple of sample approaches with different priorities to compare the outcome and understand the best possible agile way to balance a junior teenager to be successful in life.

### 5.1 Approach 1:

As seen below, based on the priorities and the outcome of the teenagers, the college profile in an agile way has been developed based on approach 1 as shown in Fig 1.7: Priorities and college profile for approach 1

Approach 1					
Timelines	Activities	Teenage Kids	Priority	Outcome	College Profile
Timeline 1	Activity 1: Standard Courses	Anitha,PadmaVanitha,Eshwar,Bhusan,Vasavi,Simran	1	Good Grade	○○○
	Activity 4: Dance	Anitha,Vanitha,Pranav,Shiva,Eshwar,Vasavi,Simran	4	Good Performance	
	Activity 5: Swimming	Anitha,Padma,Vanitha,Shiva,Eshwar,Vasavi,Farah,Simran	5	Behind	
	Activity 6: Karate	Anitha,Padma,Vanitha,Shiva,Eshwar,Bhushan,Vasavi,Farah,Simran	6	Behind	
	Activity 7: Chess	Anitha,Padma,Shiva,Eshwar,Bhushan,Vasavi,Farah	7	Behind	
	Activity 8: Family Events	Anitha,Padma,Vanitha,Pranav,Shiva,Eshwar,Bhushan,Vasavi,Farah,Simran	2	Happy	
	Activity 9: School Events	Anitha,Padma,Vanitha,Pranav,Shiva,Eshwar,Bhushan,Vasavi,Farah,Simran	3	Social	
	Activity 10: Vacations	Anitha,Padma,Vanitha,Pranav,Shiva,Eshwar,Bhushan,Vasavi,Farah,Simran	8	Low General Knowledge	
	Activity 9: Volunteer	Anitha,Padma,Vanitha,Pranav,Shiva,Eshwar,Bhushan,Vasavi,Farah,Simran	9	Sharing/Helping - lower side	

Fig 1.7: Priorities and college profile for approach 1

### 5.2 Approach 2:

As seen below, based on the priorities and the outcome of the teenagers, the college profile in an agile way has been developed based on approach 2 as shown in Fig 1.8: Priorities and college profile for approach 2

Approach 2					
Timelines	Activities	Teenage Kids	Priority	Outcome	College Profile
Timeline 1	Activity 1: Standard Courses	Anitha,PadmaVanitha,Eshwar,Bhusan,Vasavi,Simran	1	Good Grade	○○○○○○
	Activity 4: Dance	Anitha,Vanitha,Pranav,Shiva,Eshwar,Vasavi,Simran	3	Good Performance	
	Activity 5: Swimming	Anitha,Padma,Vanitha,Shiva,Eshwar,Vasavi,Farah,Simran	7	Behind	
	Activity 6: Karate	Anitha,Padma,Vanitha,Shiva,Eshwar,Bhushan,Vasavi,Farah,Simran	8	Behind	
	Activity 7: Chess	Anitha,Padma,Shiva,Eshwar,Bhushan,Vasavi,Farah	9	Behind	
	Activity 8: Family Events	Anitha,Padma,Vanitha,Pranav,Shiva,Eshwar,Bhushan,Vasavi,Farah,Simran	2	Happy	
	Activity 9: School Events	Anitha,Padma,Vanitha,Pranav,Shiva,Eshwar,Bhushan,Vasavi,Farah,Simran	4	Social	
	Activity 10: Vacations	Anitha,Padma,Vanitha,Pranav,Shiva,Eshwar,Bhushan,Vasavi,Farah,Simran	5	High General Knowledge	
	Activity 9: Volunteer	Anitha,Padma,Vanitha,Pranav,Shiva,Eshwar,Bhushan,Vasavi,Farah,Simran	6	Sharing/Helping - higher side	

In Fig 1.8: Priorities and college profile for approach 2



## **6.0 Quantified benefits/RESULTS to the parent**

Based on sample approach 1 and approach 2, for a junior teenager to be successful and balanced, an approach is selected for a quarter so on an overall basis through four quarters in the entire year, the teenager is all rounded equipped with many skills needed to be successful and become a good citizen.

## **7.0 Lessons learnt:**

The activities may be too many during the school year, but based on the kid's psychology, the junior age group 16-17 years is the time when knowledge could be absorbed very well. During this age, it's always a good approach to provide exposure to as many activities as possible to mold them as good independent successful adults and good citizens.

## **8.0 CONCLUSIONS**

Based on the comfort and availability of parent's time and not disrupting the peace, happiness, and harmony of the family, junior teenagers could be proficient with many skills to be successful.

## **8.1 MISCELLANEOUS OBSERVATIONS**

Another worth observation is to understand kid's interest in the activities. Interest in the activity will always lead to more learning.

## **9.0 REFERENCES**

[1] PMBOK

[2] Grandparents knowledge transfer