

**KENTUCKY CERTIFIED PUBLIC MANAGER PROGRAM**

**APPLIED PROJECT FOR  
ANALYTICAL/CONCEPTUAL, TECHNICAL SKILLS**

**PROJECT MANAGEMENT WORKSHOP**

**LEARNING-BY-EARNING PROGRAM PROJECT**

**CPM Program**

Project # 2

Submitted by

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*(Removed for Privacy)*

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August 23, 2002

## LEARNING-BY-EARNING PROGRAM PROJECT

### Project Identification:

I am the Fiscal Officer at the Morehead Youth Development Center with the Department of Juvenile Justice, which is a twenty-four hour facility for court appointed youths, ages 13 – 18. One aspect of my job is to take care of the thirty- two residents personal funds. The residents at this facility earn income through weekly allowances, the work experience program, and outside work projects. Each week they have the opportunity to spend part or all of their weekly allowance on canteen items (i.e. stamps, envelopes, pens, etc.)

I transferred to this facility in August 2001. Although the allowance, work experience, and canteen programs are all worthwhile, they are each handled independently of each other. Each of these programs is time consuming, requires various forms, and involves many different employees. Being the fiscal officer and responsible for the bookkeeping and accounting system, these three programs, from an accounting point of view, were a complete nightmare. For audit purposes, there must be sound policies followed and paperwork to back up every transaction made by the residents, whether receiving or disbursing their funds. This project is about redesigning these three programs and creating a simplified and unified system that allows the residents to earn money, learn through work experience, and learn responsible spending and budgeting habits.

The definition of a project is something with a beginning and an end. A project must have sequenced phases and activities, and the project ends with a specific accomplishment. This project meets this definition by beginning with three separate programs, each having its own phases and activities, and the result is to have a unified and simplified Learning-By-Earning Program.

#### Workshop Theory and Model Application:

Every project has a beginning and an end, and in-between that constitutes its' life cycle. The first phase of a project is the Initiation Phase, which consists of the who, what, and why. The second phase is the Planning Phase, which actually describes how the activities are going to be done. The third phase or Execution Phase is the implementation phase, the actual doing and monitoring. The last and fourth phase is the Close-Out Phase, which is seeing how the project actually ended up. This phase also includes the celebration and saying thanks to all the team members involved.

All four of these phases were included in the Learning-By-Earning Program project. The beginning phase of this project included what the project was all about, who was to be involved, and why this project was important and how it benefited the facility. In the Planning Phase, the team decided what activities or tasks needed to be done to complete the project, and who was responsible for each activity. During the Execution Phase, the team was actually doing the specific tasks and monitoring these activities to see if any changes or modifications needed to be made. During the Close-Out Phase, we reviewed

how the project actually ended up and celebrated the success of the team in accomplishing our goal.

The three foundation pieces of a project are information, vision, and relationships. These leadership skills are needed throughout the project to insure its' success. The first foundation piece is information. As a team, we had to analyze and organize the information on all three programs currently being used. We also needed to know if the other Youth Development Center facilities had these programs, and if so, how they were being implemented. We also had to look at the relationships of all individuals involved in these three programs, from the residents using these programs, to the employees involved in doing the actual tasks, our facilities' policies and procedures, the Department of Juvenile Justice policies and procedures, and the Finance Cabinet's policies and procedures. The last foundation piece is vision. Since I am the fiscal officer and must deal daily with the accounting and bookkeeping aspects of these programs, I could easily see many problems in the three programs being used, and could visualize one program, implementing the same principles of the other three, with a more streamlined and efficient approach. My task was to help the other staff and administrative personnel see this same vision, and become enthusiastic about improving these services we were offering the residents at our facility.

#### Information Gathering:

As fiscal officer, I could easily see the need for a more streamlined and efficient program.

The first step was to get the stakeholders involved in seeing the problems having three

separate allowance, work experience, and canteen programs evoked, and that together we could simplify, unify, and improve all three programs by inter-relating them into one.

The basic reason for this project was to improve a process. The allowance, work experience, and canteen programs are all inter-related. However, from the beginning of each programs' creation, the processes had remained the same. The need or problem was to eliminate unnecessary steps to these processes, streamline the paperwork, eliminate or decrease materials used, and decrease the number of employees involved and the amount of time each of them spent on these three programs. However, the end result would be the same – the residents would earn income through work projects that focused on teaching good work habits and skills, they would be able to purchase the personal items they needed, while learning good spending and budgeting habits.

Stakeholders are the individuals or organizations who are involved in or affected by a projects activities, or have a stake in the success or failure of a project. A project has both external and internal stakeholders. In the Learning-By-Earning project, the internal stakeholders are the residents utilizing the programs, the youth workers who supervise the residents' day-to-day tasks, the unit directors, the counselors, the recreational leader who manages the canteen sales, the vocational coordinator who manages the work experience program, the Superintendent, and myself, the Fiscal Officer. The external stakeholders are the Department of Juvenile Justice, the Finance Cabinet, the Vocational Department, the Board of Education, and internal and external auditors.

My first objective was to obtain the help and assistance of all the stakeholders involved and to use internal and external stakeholders for gathering information. The project team consisted of the individuals responsible for carrying out the current programs. The executive sponsor was (*Removed for Privacy*), the superintendent of our facility. His role as the executive sponsor was to help remove any roadblocks or barriers that arose. He also provided the time and resources needed, and was the driving force behind the project. My role was that of the project manager, since I envisioned improvements to these programs. Since all three programs required accounting procedures, I was to organize from the beginning to the end the changes and the new processes the team decided upon, and to also structure a plan of implementation, and to help motivate the other team members. The project team also consisted of staff currently involved in the current processes of the three separate programs: the two unit directors, who supervise the staff currently doing the tasks, the Vocational Coordinator, who is responsible for the work experience program, the three counselors, who are responsible for the residents' spending and their restitution, and the recreational leader, who is responsible for the canteen. The SME, subject matter experts, consisted of Department of Juvenile Justice central office staff, and Fiscal Officers at other facilities throughout the state who had experience dealing with these programs. We also had to obtain information from sources outside the Department of Juvenile Justice, such as the Vocational Department central office staff and from the Morehead Youth Development Center School Principal, because some of the work experience program skills learned are incorporated into the facility's classroom requirements for school credits. (See Attachment 1)

The triple constraints to any project are quality, time, and resources. The constraints to quality or performance of a project would be poor communication, poor design, or the goal too ambitious, and unknowns. We worked hard to keep our focus on these constraints throughout the project by keeping communication flowing between the team members. We had to keep focusing on what the project outcome was to be to keep the goal in line and to keep the new program an improvement to the old ones. Time is the second of the triple constraints. The whole team working on this project had not only their own job duties to continue, but also had to find time to collect information, analyze data, revise forms, and hold team project meetings. The time limit set for this project was six months. The third triple constraint is resources - money, people, and supplies/materials. The controlling restraint to this project was resources; specifically, getting the people involved that needed to be. The biggest obstacle was getting the team members involved enough to see the overall vision – the big picture. There were members on the team that were afraid of change and being held responsible if the new program failed or encountered unforeseen obstacles. Although they could see the need for some changes, they thought it would just be easier to keep everything the way it was. They felt, like the old saying, “if it isn’t broken, don’t fix it.” The only way I knew to overcome this problem would be lots of communication, one on one, and in groups, to the executive sponsor and the other team members.

The first thing I had to do to get this project off the ground was to get the executive sponsor to completely understand the need for these improvements and help him visualize what the vision or end result would be. I needed the executive sponsor to be the

superintendent of our facility, so that he could help with the scheduling of employees' time to create a project team. Once he became involved as executive sponsor, he would help remove some of the barriers and roadblocks in the way, so that more time was available for the team members to become involved in this project. Enlisting the superintendent as executive sponsor helped reduce the biggest constraint the project faced – getting the people involved that needed to be on the team.

#### Business Case:

The process change is the key element in the business case. I had to start with a detailed description of what was involved in the current steps of the three programs to the superintendent. He had only recently been hired as the facility superintendent and didn't fully understand the details of these three programs. I gave him detailed descriptions of what the current processes were and areas I felt needed improvements or changes, and what the end-result would accomplish. I gathered this information I needed to present my business case to the superintendent by talking to fiscal officers at other facilities across the state, to see which programs were used at their facility, what staff members were involved in the actual tasks, and how much time and paperwork were involved. I then sifted through all of the information I had collected and formulated a preliminary plan. This plan consisted of what changes and improvements I felt needed to be made in our current programs to make them operate more efficiently and require less time and paperwork on all employees involved. I needed the superintendent's support for this project to get off the ground and be a success. The following is the business case I presented to Superintendent (*Removed for Privacy*):

Mr. (*Removed for Privacy*), I have an idea that I would like to present to you about improving our current work experience, canteen, and allowance programs. I contacted some outside sources and gathered information I would like to present to you. If after reviewing this information you feel as I do, that some or all of these changes should occur, I would like us to present this information at the next management team meeting. I suggest we set up a project team. This team will conduct research to acquire more information on these programs, decide what changes or improvements should be made, and create a plan to implement these changes. This teams primary goal will be to create a Learning-By-Earning program that will unify the current programs, and will be more efficient and less time-consuming.

Here is how all three of these programs currently are handled. The Allowance Program is where all residents are given a \$3.00 per week allowance to spend on canteen items every Friday. The process currently involves typing a weekly list of all current residents and having each resident sign this form. If a resident owes restitution, repaying for items destroyed or broken, this must first be deducted from their allowance each week. After the restitution has been deducted from the residents allowance, then the work experience forms must be checked to make sure that all the residents did turn in their work experience cards for that week and if they worked enough hours to actually earn their \$3.00 or more. If any resident did not work enough to earn the \$3.00, then what they actually earned will be given to them. After determining the actual cumulative amount to be given to the residents, a check has to be written from the Recreational Fund Account and transferred to the Residents Personal Account and the individual amount each resident earned posted to their individual account. After transferring these funds, a second check is then written from the Residents Personal Account made payable to

“Cash” and cashed received for this check in all quarters (the residents cannot carry actual dollars on their person per policy, it must be given in change). This change is then counted out into individual envelopes, with each resident’s allowance in each envelope (32 envelopes each week). These envelopes with their allowance are then separated by the group each resident resides in, and given to the shift supervisor for that group. The shift supervisor (or his designee) then hands out the envelopes to the individual resident who signs the allowance list form typed earlier that they did receive their allowance for that week. This signed form along with any monies the residents wish to deposit back into their accounts come back to me, the fiscal officer. The staff supervisor (or designee) must pass out the individual allowances, give the residents the opportunity to spend on canteen items they wish to purchase that week, and then write up a receipt for each resident wishing to re-deposit any or all of their allowance back into their personal accounts. This involves the staff actually counting what is being deposited, putting this money in an envelope with each resident’s name, writing a receipt in triplicate and giving a copy of that receipt to the individual resident (another 32 envelopes and 32 receipts each week). The copy of the receipt, the envelope with the money being re-deposited, and the signed allowance list for all residents are then returned to the business office the following Monday. When I receive all of this back on Monday, I have to double-check the accuracy of the money being returned for each resident, make any necessary corrections if needed to the receipt and give a corrected copy of the receipt to the resident. This total is then deposited back into the Residents Personal Fund, and posted again to each individual resident’s account.

The vocational coordinator supervises the work experience program. There are four phases to this program with different earnings for each level ranging from \$.75 per hour to \$2.00 per hour. The vocational

coordinator determines the jobs or tasks each resident must do, assigns them their work experience level, and makes a work experience card for each resident, and every Monday distributes these cards to the residents. The residents are responsible for keeping up with these cards, obtaining staff signatures when they complete their tasks, and have the youth worker supervising them rate their job performance on their card. At the end of each week the resident is responsible for returning these cards back into the Vocational Coordinator, who compiles the data from each individual card to a weekly work experience form which is turned into the business office the following Monday of each week. This form is the one used to compare on Friday's to the residents allowance list to see if they earned enough to receive their full \$3.00 allowance for that week. This work experience form is then submitted through MARS for the work experience payment to be made to the residents. I must total this form, subtract the allowance given for that week, and submit for payment through MARS. A check is then cut by Finance to pay for the work completed by the residents. I also must submit the Allowance List each week through MARS. When finance cuts these two checks, they are mailed to our facility. Once received, the allowance reimbursement check must be deposited back into the Recreational Fund and the work experience check is deposited into the Residents Personal Fund, and must be posted to each individual resident's account.

The canteen is set up so that each Friday when the residents receive their \$3.00 allowance they have access to purchase small items not supplied by the state such as stamps, envelopes, pens, snacks, and soft drinks. After the sell of these items each week, the money received for canteen items is deposited into the Miscellaneous Fund Account, to be used to purchase future canteen items for re-sale to the residents.

Although all of these programs are very necessary, my objective is to create a team consisting of members of the staff currently involved in all of these programs for input and ideas on how each could be streamlined in paperwork, time, number of staff involved, and materials used. The goal is to eliminate unnecessary steps, but to keep the end-result the same – the residents receive the correct amount of money earned and are able to purchase the items they need, with savings on time and materials.

I am happy to say that after presenting this business case, Superintendent (*Removed for Privacy*) did agree there was room for improvements in these programs. It was agreed that the following month we would present this new project at the next Management Team meeting. Mr. (*Removed for Privacy*) asked me to provide an outline of what this project would encompass at the next meeting and who needed to be on the team. We presented our information at the next Management Team meeting, and individuals were asked to be on the team themselves or staff they supervised. A team was created and our first project meeting was scheduled.

#### Information Analysis:

Planning a project begins by listing who will be on the team and each team members role and responsibility. This was done in our first meeting so that each member could participate in gathering information, planning schedules for meetings, and creatively brainstorming ideas for revisions or improvements to the current processes. Since I was unsure of whether all of team members understood the work breakdown structure, I had prepared in advance an example of a WBS using each program we were to analyze. I

listed each individual program, then broke each program down into the steps or tasks involved in the current processes. (See Attachment 2)

#### Action Plan and Implementation:

In the next few meetings, I went over the details of what this project was all about, the timeline and constraints, and what was expected of each team member and their roles and responsibilities to the team and the project. We then began working on the WBS, Work Breakdown Structure, for this particular project and the tasks we needed to do to get to the end-result of this project.

Planning a project starts with a work breakdown structure, which is a chart breaking down the milestones and tasks that must be accomplished in a project. By identifying all of the elements required to bring a project to a successful completion, the chances of overlooking or neglecting an essential step is reduced.

The team took the preliminary WBS I had charted and as a team we took each milestone or program (i.e. work experience, allowance, etc.), looked at each task listed, and evaluated options that might improve or provide short-cuts. We agreed each program would have to be analyzed separately, listing each specific task and who done it. We needed to find out exactly which steps were necessary, and which ones should be eliminated or revised. (See Attachment 3)

We looked at several different options on how to do each program, what tasks could be eliminated, what tasks might need to be added, forms that could be revised or combined with another form, which staff should perform which tasks and when, and looked for ways to save time and resources. Specific programs were assigned to each team member and these subgroups were to collect information from other resources.

At the next meeting all of the information collected was shared, options presented and discussed, brainstormed ideas, and began working on revisions and changes to the WBS. Additional tasks were assigned each team member and it was agreed that we would all need more time before our next meeting and agreed to meet back in one month. Our timeline was to have the new procedures in place by the beginning of the fiscal year, which would be July 1, 2002. Over the next few months as the project team meetings continued, we began to make progress towards unifying the programs.

We began to realize that the most time-consuming and the program that required the most supplies was that of the Allowance Program. We also found out in our research that this program was established before the Work Experience Program existed. This allowance was originally the only way residents had of earning money. When the Work Experience Program went into effect, the allowance program was not eliminated, but changed in that it became a form of pre-payment process for the work experience program. We came to the realization that this whole program could be eliminated, and nothing would be lost in the amount earned by the residents. We removed this program completely, and then began to revise the work experience, restitution, and the canteen programs.

## Project Results and Evaluation:

As July 1, 2002 approached, the completion deadline for our project, the Learning-By-Earning program was becoming a reality to our team. We had made several changes and modifications, which eliminated redundant information, and forms were modified and simplified. We also were able to completely eliminate the allowance program.

Eliminating this program was the biggest accomplishment as far as time, materials, and paperwork were concerned. A paper trail is now utilized to follow canteen purchases, so that actual cash is no longer being handled. The resident now signs a withdrawal form for their purchases, a cumulative total is given to the fiscal officer, and all canteen expenses are posted to each individual account without money actually being involved. The restitution owed by residents is now also paid by a monthly withdrawal, instead of a weekly cash payment. Overall, many tasks were eliminated for each program, forms were revised, and fewer staff, supplies, and time are now required to carry out the same programs previously in place.

The project team presented our new ideas and program modifications to the Management Team for their approval in the June meeting. The Management Team approved our revisions and we were given the green light to implement our new procedures and forms beginning July 1. At this time, the new forms are working great, and the new procedures are saving time and resources. The residents are receiving their money earned, still have access to purchasing needed items through the canteen, and are still learning good spending and budgeting habits.

After the completion of the project, all of the team members meet at a local restaurant for an evening of fun, relaxation, food, and celebrating the project's success. As the project manager, I presented a small token gift to team members as a special "thank you" for their effort and hard work. I feel, because of this project, closer relationships were developed between staff. I also feel that since the team actually came up with the revisions and changes, that they now feel like they have a voice in how things are handled and conducted on a daily basis, and have a stronger commitment to their work and our facility.

#### Personal and Agency-Related Benefits:

This project was very beneficial to me personally. This was the first project I was involved in where I was the project manager. I had been a team member on other projects, but had never been in the project manager position to realize how much work, time, and effort is required to actually bring a project from idea inception and follow it through to the end.

I learned many new things about myself. I did many things correctly, but I also realize I have much more to learn. At first I was enthusiastic and eager. Then I began to realize the amount of time, work, and effort changes to these programs were going to entail, and my first reaction was to just quit, that it was not worth it. Then I began to realize that this team could make a difference within our facility and our agency if we stuck together and followed through with our initial goal. There were also some personal conflicts between

team members that had to be dealt with, an area in which I still have a lot to learn.

Fortunately, as a team, we were able to put our personal differences aside, and focus on the actual work we had set out to accomplish. In my third project for the KCPM program I will be writing, I will be taking an in-depth look at the team's forming, norming, storming, and performing stages.

Transferring to this facility from another facility less than a year ago, I had a hard time getting this project off the ground. According to one staff member, "I was the 'new staff' on the block who wanted to come in and change everything." However, once I had the support of the superintendent, the other staff that became involved on the team or who were affected by the task changes, began to realize I was not out "for change" but for improvements; not only in my particular job duties, but also improvements that were worthwhile to the facility as a whole. They also now view me as a "leader" because even though there were some difficult times when we didn't think our project was going to be successful, I wouldn't let the team give up on the goal we had set out to accomplish.

The goal of our agency is to provide the best service possible to the youth we serve. We are there to help them, to provide needed services to them, such as school, medical, counseling, etc. Although the programs our team helped improve were already in place, the processes of these programs were old and out-dated. We needed to take the time to re-evaluate what the goals of these programs were and to find a way to better implement these goals. I feel that the changes made were very beneficial to our particular facility.

Fewer staff, less time, and a savings on materials and supplies was our primary target and our team successfully accomplished these goals.

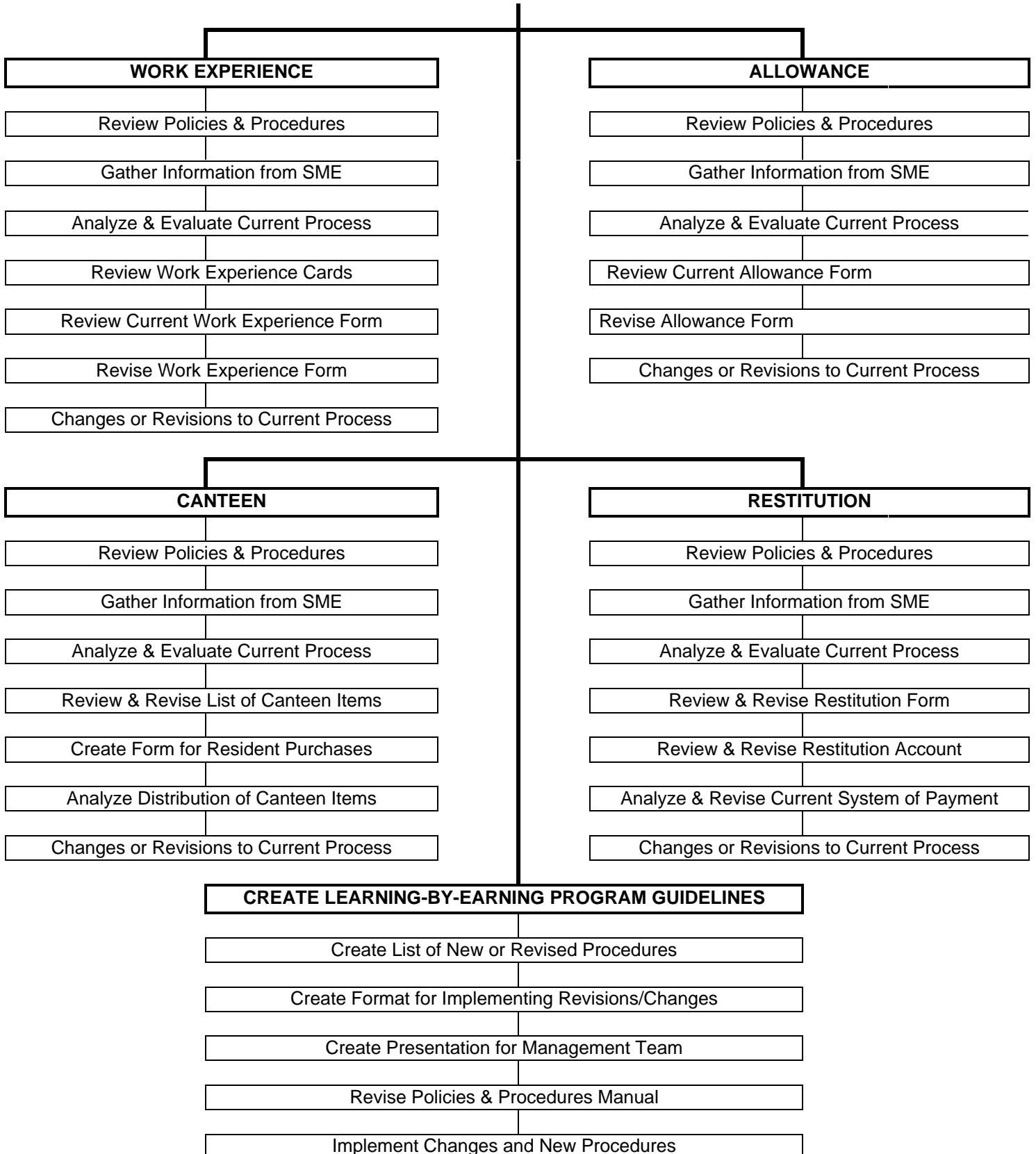
PROJECT MANAGEMENT				
ROLES AND RESPONSIBILITIES				
ROLE	RESPONSIBILITY	FOUNDATION		
		INFO	REL	VIS
<b>Executive Sponsor</b>				
<i>(Removed for Privacy)</i> , Superintendent	Removing Roadblocks & Barriers	X		X
	Providing Resources			
	Communicate Importance of Project			
	Driving the Change			
<b>Project Manager</b>				
Connie Caskey, Fiscal Officer	Facilitate Efforts of Everyone Involved	X	X	X
	Help Project Team			
	Liaison with Executive Sponsor			
	Interface with Subject Matter Experts			
	Coach			
	Communicate Effectively with all Participants			
	Also Acted as Champion or Cheerleader for this Project			
<b>Team Members</b>				
Unit Directors:	Collect Data	X	X	X
<i>(Removed for Privacy)</i>	Think			
<i>(Removed for Privacy)</i>	Be Creative			
Counselors:	Work with Others on Team			
<i>(Removed for Privacy)</i>	Adhere to Project Timeline & Constraints			
<i>(Removed for Privacy)</i>	Set Specifications			
<i>(Removed for Privacy)</i>	Work with Subject Matter Experts			
Vocational Coordinator:	Communicate with Everyone Involved			
<i>(Removed for Privacy)</i>				
Recreational Leader:				
<i>(Removed for Privacy)</i>				
<b>SUBJECT MATTER EXPERTS (SME)</b>				
Fiscal Officers from Other Facilities	Persons with Specific Information and	X		
DJJ Central Office Staff	Expertise in Specific Areas			
Vocational Director	Communicate Information to Team Members			
Morehead YDC School Principal				

**PROJECT MANAGEMENT  
WORK BREAKDOWN STRUCTURE  
LEARNING-BY-EARNING PROGRAM**





**PROJECT MANAGEMENT  
WORK BREAKDOWN STRUCTURE  
NETWORK DIAGRAM  
LEARNING-BY-EARNING PROGRAM**





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