

February 2019

## Dallas Refugee Engagement Project

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### Recommended Citation

Landreneau, Anna; Barzani, Kovan; Haris, Uroob; Jiang, Lawrence; Park, Michael; and Schmedding, Thomas (2019) "Dallas Refugee Engagement Project," *SMU Journal of Undergraduate Research*: Vol. 4 , Article 12. DOI: <https://doi.org/10.25172/jour.4.1.12>

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## Dallas Refugee Engagement Project

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# Dallas Refugee Engagement Project

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## ABSTRACT

The full capabilities of well-structured project management are rarely realized outside of the scope of the respective profession. The tools and skills in which project managers specialize are furthermore often considered in high-level business contexts, but are far less remembered as crucial components to many other endeavors. This project portfolio serves as an insight into the structure and process of managing a short-term social awareness project and an exploration and application of various project management tools. It also provides a review of the success of implementing sound project management toward humanitarian work on a community level. Public Equity, the team of university students behind this project and report, ultimately hopes to inspire others to learn how they may increase the impact of their community work through strong planning and goal setting.

## 1. PREFACE

During this project, I collaborated with team of Southern Methodist University students enrolled in the Project Management course at the Cox School of Business. In order to benefit the International Rescue Committee (the IRC), we hosted a computer hardware drive and provided a class on technology literacy and English as a Second Language (ESL) to refugee participants. I, along with two other team members, received a grant under the SMU Engaged Learning Fellowship (ELF) to help fund the project. These funds covered the cost of some computer units and the Rosetta Stone English language software. A total of 11 participants and their families benefitted from the donations, and they were able to take their laptops with them at the end of the class, expediting their English learning from the comfort and convenience of their homes.

As the Outreach Coordinator, I was primarily responsible for creating and managing a network comprised of our donors, hardware suppliers, and grant providers. I contacted corporations and small companies for computer hardware donations and created a business relationship between the IRC and companies who donated in order to encourage future support of the IRC's fundraising endeavors. Furthermore, I guided the team through the training process mandated by the International Review Board (an organization that works with ELF students in order to train those handling sensitive people groups). Furthermore, I handled the bulk software purchase covered by the grant, working with a Rosetta Stone Opportunity Development Specialist to process a tax exemption, assisting the affordability of more computers.

Regarding promotion and media outreach, I planned the promotional aspects (flyers, media placement,

etc) of our small hardware drive, which took place on the SMU campus. Furthermore, I was the point of contact for our KERA media outreach. Coverage by KERA news drew additional donor interest and the project was extended into the Spring 2017 semester with a new ESL class in April. I was also in charge of facilitating participant feedback following the actual class at the IRC, such that my team and I could understand how well we met the participants' needs and how well the class was conducted. We used this feedback to evaluate what strengths and weaknesses our project had. At the end of the Project Management course, we submitted a project portfolio deliverable covering the planning process and execution of the project in detail. The contents of this project portfolio begin on the next page, and the project results and takeaways are reviewed in the Retrospective Report under Appendix H.<sup>1</sup>

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




\* Mentor: Dr. Karin Quinones, Adjunct Professor in Project Management, Cox School of Business

<sup>1</sup> All of the following co-written material is provided in this document by the permission of the members of team Public Equity.

## 2. APPROVAL OF THE FINAL DOCUMENT

The signatories in Figure 1 below confirm that this document will serve as the Project Plan Document for the Dallas Refugee Engagement Project (D-REP). This is not a static contract. Both the project manager(s) and sponsor(s) recognize that the content of this document will serve as the scope, cost, and schedule BASELINE for the project. Subsequent changes will be agreed upon by the sponsor, project manager(s), and professor.

Figure 1: Signatures

Name	Role	Signature / Date
Alex Laywell	Client Sponsor (the IRC Contact)	 7 November 2016
Thomas Schmedding	Team Leader	 17 October 2016
Kavan Barzani	Core Team Member	 17 October 2016
Uroob Harris	Core Team Member	 17 October 2016
Lawrence Jiang	Core Team Member	 17 October 2016
Anna Landreneau	Core Team Member	 17 October 2016
Michael Park	Core Team Member	 17 October 2016
Dr. Karin Quinones	Program Manager (Professor)	 20 October 2016

## 3. INTRODUCTION

### *Purpose of Project Plan*

The project plan document serves as a formal report that enables our sponsor and professor to set agreed-upon expectation levels for the project. Moreover, it enables our team to monitor our progress throughout the execution phase. In this document, the project's goals, objectives, obstacles, challenges, risks, timeline, and schedule are outlined. This document also uses outputs of other planning activities to create a consistent, coherent representation of the project baseline.

### *Acronyms and Definitions*

Acronym	Definition
CT	Core Team
D-REP	Dallas Refugee Engagement Project
ESL	English as a Second Language
The IRC	International Rescue Committee
PM	Project Manager
WBS	Work Breakdown Structure
EL	Engaged Learning
SMU	Southern Methodist University
DFW	Dallas/Fort Worth
MS	Managing Stakeholder
CU	Customer/End-User Representative

Table of Acronyms

## 4. EXECUTIVE SUMMARY

The purpose of this project is to facilitate continued language training for refugees in Dallas by raising awareness in the community about the importance of technology to refugees, with hope to increase technology donations, finding the best ESL software that fits the needs of refugees in this area and making it accessible to refugees, and providing technological literacy training to refugees.

The main deliverables include ESL software installed on functioning hardware for use by refugees, an awareness campaign about the importance of technology in refugee integration, and a final training presentation for the refugees on the use of ESL software. These will assist the IRC with their goal to improve refugee engagement and welfare. The refugees, our end-users, will benefit from the hardware and software provided, as well as from the ESL software training session, which will improve their English language skills and integration into the USA through use of technology.

The project planning will start in September 2016, and the awareness campaign and donation drives will continue through October. During October our team, Public Equity, will also research to acquire suitable ESL software, and we expect that all hardware donations will be collected by the first week of November. By the second week of November, the hardware will be prepared for use, and ESL and security software will be installed. The training session for the refugees at the IRC will be held on:

November 19, 2016 from 12:30 p.m. to 2:30 p.m.  
 The International Rescue Committee  
 6500 Greenville Avenue, Dallas TX 75206  
 Post-event activities (including feedback sessions) will be finished by April 2017.

As of now, D-REP has a cost estimate of \$6000 for use in raising awareness through campaigns, to acquire hardware and ESL software through donations and purchases, and to prepare and conduct a training session for the refugees on the use of the new technology. The main expenditures consist of ESL software, which can cost up to about \$200 per unit, and Operating Software, costing up to \$50 per unit. Additional laptop purchases will cost up to \$200 per unit. Public Equity has also budgeted for food catering to provide lunch for the participants.

The success of D-REP is based on the assumption that access to ESL software and training will be beneficial to the refugees' integration and engagement in the DFW area. Currently identified positive risks for the project include media coverage and donations exceeding capacity, while negative risks include gathering too few donations and technical difficulties during the event.

## 5. PROJECT SCOPE

### Project Objective Statement

In order to help the IRC refugees improve their English and technology literacy, we will provide the hardware, software, and informational necessities to empower them to take their education into their own hands. This will be done by providing a minimum of 5 computers gained through donation drives, supplying a self-paced ESL learning software program and an anti-virus software for the computers, performing an ESL training seminar on November 19, 2016 for 10-20 refugees, helping to build a network between the IRC and businesses in the DFW area.

### Project Flexibility

	Least Flexible (Constrain)	Optimize (Enhance)	Most Flexible (Accept)	Why
Scope			X	Scope is accepted because the IRC has given us freedom in what we do as long as it is for the improvement of technological literacy of the refugees. Therefore, certain parts of our projects can be edited, enhanced, or omitted as the project team sees fit.
Schedule	X			Schedule is constrained because there is an external deadline for the project (end of November), decided by the program manager. The IRC would also appreciate the project being completed as early as possible.
Resources		X		Resources are enhanced because our project is based on the need for money to fund our awareness campaign and ESL software. Donation drives and funding from EL will help fund our project.

Table of Project Flexibility

### Major Deliverables

#	Major Deliverable	Description of Deliverable
1	Hardware donations	Through awareness campaigns and donations drives, we aim to deliver hardware to the IRC. A modest estimate is five computers.
2	ESL software	Our team will conduct thorough research on the current ESL software programs in the market and their advantages and disadvantages. Based on this information, and after consultation with the IRC, we will purchase and install this software on available devices.
3	Training session	After the acquisition of the ESL software, we will create a PowerPoint presentation on the basics of internet security and on the ESL software usage to be presented to the refugees attending the training event.
4	Network of tech companies for the IRC	We will develop a network of companies and individuals who are willing to work with the IRC on the tech literacy program so that the IRC can harness these contacts in the future.

Table of Major Deliverables

### High-level Work Breakdown



Figure 2: Team members draft a Work Breakdown Structure developed using a Post-it note method. (By permission of the members of team Public Equity)

High-level task elements have been identified for each major deliverable below in Figure 3. This outline forms the high-level Work Breakdown Structure (WBS). A copy of the complete WBS can be found in Appendix A.

#	Major Deliverable	High-Level Task elements
1	Hardware donations	1.1 Reach out to tech companies 1.2 Reach out to local business 1.3 Reach out to SMU community
2	Research, acquisition, and installation of ESL software & antivirus	2.1 Research software 2.2 Acquire software 2.3 Installation of software
3	Training session for the refugees	3.1 Presentation on ESL and cybersecurity 3.2 Venue 3.3 Food
4	Network of tech companies for the IRC	4.1 Find contacts 4.2 Email requests 4.3 Compile acceptances 4.4 Compile report

Figure 3

### Critical Success Criteria

The following criteria will determine the success of D-REP:

- A minimum of five computers is acquired and prepared for use for refugees before the training event
- ESL software is installed on the devices
- A 30 minute presentation is conducted about the use of the hardware and ESL software

Feedback from Alex Laywell that 6/10 refugees in attendance found the training session helpful

### Out-of-Scope

Because they are considered out of scope for the project, Public Equity will not be responsible for holding fundraising events for the IRC (all money from donations will be invested into acquisition of hardware and software for refugees), conducting regular technology training sessions, recruiting attendees for the training event, arranging the venue of training event, providing transport or translation services for attendees, the maintenance and upkeep of the acquired hardware and software past the training session, or equipping the venue with audio-visual resources (e.g.: a projector).

## 6. ACTION PLAN AND NETWORK DIAGRAM

### Action Plan

The Action Plan for D-REP in Figure 4 showcases the 19 critical steps and actions that are included in this project. It includes the Durations, Early and Late Start and Finish times, as well as Slack and Free Float for every activity. Dependencies between activities are also shown. The following is a portion of the project's Action Plan. The complete Action Plan is in Appendix B.

Task ID	Description	Preceding Activities	Duration (days)	Early Start	Early Finish	Late Start	Late Finish	Total Slack	Free Float
A	Team Formation	-	1	0	1	0	1	0	0
B	Project Definition	A	5	1	6	1	6	0	0
C	Contact the IRC	B	7	6	13	6	13	0	0
D	Apply for EL funding	C	4	13	17	17	21	4	0
E	Contact computer companies	C	25	13	38	13	38	0	0
F	Awareness campaign	D	5	17	22	21	38	3	16

Figure 4

### Network Diagram

The Project Network Diagram for D-REP in Figure 5 shows the logical order and dependencies between activities for the project. It contains information required to conduct a forward and backward pass, to assess Late Start and Early Start schedules, as well as to determine the critical path. The Network Diagram shows that the shortest project completion time for D-REP is 51 days. The following is a portion of the Network Diagram. Appendix C includes the complete Network Diagram.

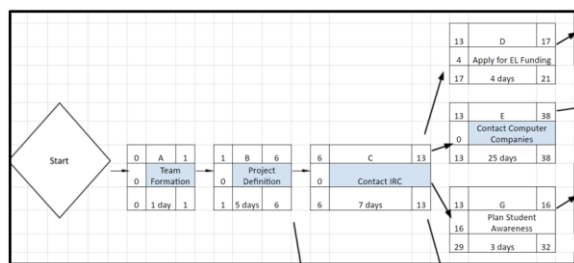


Figure 5

## 7. MAJOR MILESTONES AND SCHEDULE

### Major Milestones

The following in Figure 6 are milestones for D-REP and anticipated completion dates:

#	Major Milestone	Planned Completion Date
1	Engaged Learning Funding Approved	10/03
2	ESL Software Selected	11/07
3	All Hardware Acquired	11/07
3	ESL & Cybersecurity Installed	11/15
4	Training Event Completed	11/19

Figure 6

### Gantt Schedule

The Gantt Schedule outlines all elements of the project listed in the WBS. A detailed schedule for D-REP has been formulated and it reflects the work breakdown structure. The chart has breaks in it to condense space and can be followed with the breaks in the axes. One point of emphasis in the schedule is the duration of computer collections. Computer collections are critical to our project, and we need to allocate significant resources to that activity in order to prevent delay of the project. Beyond that, we have minor tasks and reflections upon our project that are critical for us to evaluate. The Gantt Schedule for D-REP can be found in Appendix D.

## 8. PROJECT ORGANIZATION AND RESPONSIBILITIES

### Stakeholders

There are three Primary Stakeholders of D-REP, as seen in Figure 7 below. First, Team Public Equity gains the intangible benefits of project management experience in working with the IRC and the enjoyment in helping refugees. Second, the refugees at the IRC gain the tangible benefit of new computers and the intangible benefits of improving their English and technological literacy through use of ESL software. Finally, the IRC has the tangible benefit of the computer hardware donations along with the ESL software. They also receive the intangible benefits of increased public awareness about the influx of refugees and the IRC's work in Dallas through our campaigns.

The stakeholder matrix below describes the roles and responsibilities for each stakeholder. Managing Stakeholders (MS) is the class of stakeholders that includes the project manager, the project sponsor or customer, and the program or portfolio manager. The project sponsor or customer in this case is the person paying for the project. These managing stakeholders have influence throughout the organization of and significant decision-making authority for the project. Customer or End-User Representatives (CU) is the class of stakeholders that includes the people who will use the project, service, or other result that the project will be producing. The success of our project will depend on consultation with and buy-in from these stakeholders.

Name or Role	Title	Brief Description	Stakeholder Category
Dr. Karin Quiñones	Program Manager	Professor overseeing the project; should be informed of all major changes or developments	MS
Alexander Laywell	The IRC Contact	Project Sponsor and representative for the IRC	MS
Anna Landreneau	Core Team Member	Project Manager, executes project, facilitates IRB Exempt Status process, organizes awareness campaign, media outreach	MS
Thomas Schmedding	Team Leader	Project Manager, executes project, puts together class presentation	MS
Kovan Barzani	Core Team Member	Project Manager, executes project, contact with the IRC	MS
Lawrence Jiang	Core Team Member	Project Manager, executes project, executes small hardware donation, creates flyers for awareness campaign	MS
Uroob Hadis	Core Team Member	Project Manager, executes project, performs logistics for event setup	MS
Michael Park	Core Team Member	Project Manager, executes project, researches ESL software	MS
Refugees	End User	Refugees from Dallas area who will benefit from the project	CU

Figure 7

### Responsibility Matrix

The Responsibility Matrix in Figure 8 below shows the participation and role of each Core Team Member in the completion of tasks and deliverables for D-REP. The matrix uses the RACI method and shows who is accountable, responsible, consulted, and informed about each major activity.

Activities	Project Team Members					
	Thomas	Kovan	Uroob	Anna	Lawrence	Michael
Computer Donation	I	I	I	A	I	C
Hardware/Software Purchase	I	A	I	R	I	R
Installation of Software	R	R	R	R	R	A
Project Scheduling	R	R	R	R	R	A
Project Budgeting	C	A	C	R	C	R
ESL Programs	I	I	I	C	I	A
Teaching: Presentation	A	R	R	R	C	C
Small Donation Drive	I	I	I	C	A	C
Flyers/Advertisement	C	C	I	A	R	I
IRB approval	I	C	I	A	I	C
Food and Catering	I	C	A	C	I	C
Event setup	R	R	A	R	R	R
Communication with Sponsor	C	A	C	C	C	C
<b>Key</b>						
R= Responsible		A= accountable				
C= Consulted		I= Informed				

Figure 8

## 9. RESOURCES AND SKILLS REQUIRED

Because we are working with a sensitive people group who may be adjusting to American culture, and because in conducting the class we are assuming the attendees have no previous experience with information technology, there are a number of cultural intelligence competencies and skills that will be utilized to provide a comprehensive, fair learning environment for everyone. First, our team members each have a robust background in second languages and experience engaging with those from other cultures, meaning the event coordinators have developed a cultural awareness necessary to engage properly with the refugees. Additionally, our team expertise from a variety of academic backgrounds and diverse perspectives, which can contribute to how we connect with the project beneficiaries.

While the team members would need background checks if this were a recurring event, the IRC has waived that requirement because it is a one-off project. Because the project is associated with Engaged Learning, we each had to complete a short competency training through the International Review Board to ensure the ethics of the project. Additionally, this project requires we have a baseline proficiency in Windows and the Microsoft Office Suite, so we can effectively teach the course. We must also be aware of the complexities of antivirus and desktop security software, so we can overcome any obstacles with implementation and teach best practices to the end users. Working knowledge of the ESL software that is selected is also required in order to conduct the presentation on ESL software use for the refugees.

### Project Skills and Acquisition (Training)

#	SKILLS REQUIREMENT	# NEEDED	# OF AVAILABLE SKILLED ASSOCIATES	SKILL AND AVAILABILITY GAP	ACQUISITION MECHANISM
1	Public Speaking	2	5	N/A	N/A
2	Adobe Photoshop	1	1	N/A	N/A
3	Microsoft OS	5	5	N/A	N/A
4	Antivirus Software	1	3	N/A	N/A
5	Engaged Learning Training	3	0	3	Online training
6	ESL software proficiency	3	0	3	Self-training
7	IRB Training	5	5	N/A	Online training

Table of Project Skills Acquisition Plan

#	PROJECT TEAM MEMBER NAME	METHODOLOGY	POLICIES, PROCESSES, TEMPLATES, TOOLS REQUIRING TRAINING	SCHEDULED DATE OF TRAINING
1	Kovan	Engaged Learning Training	Receive Certificate	10-28-16
2	Anna	Engaged Learning Training	Receive Certificate	10-28-16
3	Michael	Engaged Learning Training	Receive Certificate	10-28-16
4	Uroob	Self-training on navigating ESL software	Team assessment to ensure moderate proficiency	11-1-2016
5	Anna	Self-training on navigating ESL software	Team assessment to ensure moderate proficiency	11-1-2016
6	Thomas	Self-training on navigating ESL software	Team assessment to ensure moderate proficiency	11-1-2016

Table of Project Team Member Training Plan

*Resource Requirements*

#	FACILITY REQUIREMENTS	DESCRIPTION	LATEST RECEIPT DATE	PROVIDED BY
1	The IRC Classroom (with a minimum capacity of 20 desks and chairs)	Obtain Computer Lab from the IRC	11-15-2016	The IRC
#	EQUIPMENT REQUIREMENTS	DESCRIPTION	LATEST RECEIPT DATE	PROVIDED BY
1	Audio/Visual equipment	Projection screen, projector, extension cords, and microphone	11-19-2016	The IRC
#	COMPUTER, HARDWARE OR SOFTWARE RESOURCE REQUIREMENTS	DESCRIPTION	LATEST RECEIPT DATE	PROVIDED BY
1	ESL Software	Receive ESL Licenses, must be compatible with Windows 7	11-15-16	Anna
2	Antivirus Software	Receive licenses for Antivirus software, must be compatible with Windows 7	11-15-16	Kovan
#	OTHER TECHNICAL REQUIREMENTS	DESCRIPTION	LATEST RECEIPT DATE	PROVIDED BY
1	N/A	N/A	N/A	N/A

Table of Resource Requirements

**10. ESTIMATED PROJECT COST**

A large portion of the project depends on the Engaged Learning funding approval. The following in Figure 9 is an estimate of costs we expect to incur:

ITEMS NEEDED FOR PROJECT	COST/UNIT	QUANTITY	TOTAL COST/ITEM
Computer purchase	\$180	11	\$2000 +/- 5%
Supplies for Awareness Campaigns (Posters, Advertisements)	\$2	50	\$100 +/- 5%
ESL Software	\$225	9	\$2025 +/- 5%
Computer Monitors	\$50	4	\$200 +/- 5%
Keyboards & Mice	\$9	14	\$136 +/- 5%
Catering and Food Services from Halal Restaurants	500	2	\$1000 +/- 15%
Operating Software	\$60	7	\$420 +/- 10%
<b>Total Amount Budgeted</b>			<b>\$5,881</b>
<b>EL Funding</b>			<b>\$6,000</b>

Figure 9

**11. PROJECT MONITORING AND CONTROL**

In order to make sure the project remains on track, it will be important to measure time and cost to prevent roadblocks. Each member of the team is recording their work hours on a timesheet to monitor the division of work. These time sheets will be aggregated weekly to make sure we remain on schedule. We will also measure costs in two forms: paper receipts and a spreadsheet. Any costs will be cleared by the team beforehand informally via mobile chat in order to prevent excessive spending. Regarding any potential substantial changes, our group will discuss them at our weekly stand-up meeting. Because the project has a large budget generously funded by the Engaged Learning program, our change control process will largely be submitted through their channels via the appropriate form. To formalize this approach, we have attached a slightly

modified version of the change request form to this document that can be referred to under Appendix E.

The primary mechanism for communicating the project’s status to the sponsor is email, with phone as a secondary mechanism for urgent tasks. Email or in-class communication will be used to communicate with the Program Manager regarding other major changes. Progress reports will be submitted to the Program Manager bi-weekly, with all updates and meeting minutes.

**12. PROJECT TRANSITION**

As decided by the team, the computer hardware and other small collected hardware will be picked up and delivered to the IRC by team members as the donations come in. The week before the event, we will schedule a day to visit the IRC and set up the computers with any needed operating system and the purchased ESL software. Immediately following the setup, we will also test the software and check our ESL presentation outline one last time to make sure that it covers everything in the software’s tutorial. The computer hardware and software license will officially be under the ownership of the IRC and we will inform Alex Laywell of the details of the license (e.g. if, after we install it onto the donated computers, there are any downloads left so he can use the rest at his discretion). We will also provide the Sponsor with our PowerPoint presentation to distribute to the IRC volunteers who will be assisting us at the class, giving refugees individualized attention as needed.

On the day of the event, we will arrive an hour before the class is scheduled to make sure the computers are ready for use, the food is prepped, and the volunteer assistants have any questions they have about their roles answered. The presentation will then be delivered, concluding the execution portion of our project. The distribution of computers, software packages, and training materials will be at the IRC’s discretion.

**13. ENVIRONMENTAL CONCERNS AND PLANS**

The project will have minimal environmental impact as the entire presentation will be done on PowerPoint. We are, however, choosing to be environmentally conscious in the disposal of food and trash. We will provide take out containers and invite refugees to take home extra food. Furthermore, we will recycle all paper that was used for advertising the awareness campaign.



## 14. PROJECT SHUTDOWN

### *Reviewing Project Performance*

We will be in contact with the IRC on the success of our project by holding two follow-up sessions in February and April with Alex Laywell and Case Managers who work closely with the refugees on a daily basis. Utilizing the feedback of those who participated in the class will help remove any biases we might have in measuring the project's success and will also provide convenient feedback for those refugees who may be using the ESL program from home (depending on the limitations of the license, we will encourage refugees who own computers to run the ESL program on their home device).

The project's primary lasting impact is that it provides refugees with the hardware, software, and informational resources needed to take hold of their education and improve their English skills and tech literacy at their own pace. Therefore, the team will use our critical success criteria to evaluate the project, i.e.:

- A minimum of five computers is acquired and prepared for use for refugees before the training event
- ESL software is installed on the devices
- A 30 minute presentation is conducted about the use of the hardware and ESL software
- Feedback from Alex Laywell that 6/10 refugees in attendance found the training session helpful

### *Reviewing Team Performance*

To review team performance, we will perform a team evaluation at the end of the project considering various documents (e.g. personal hour logs, task lists, accountability matrix, etc) to see how each person held up their responsibilities. Each person will be evaluated individually and how they performed within the team, referring to these questions:

- Did the team member contribute a fair amount of work to the completion of group assignments?
- Was the team member honest about their ability to take on high-level tasks? (We are considerate of everyone's schedule, but ask that members be honest about their ability to meet deadlines for planning purposes.)
- Did the team member contribute ideas toward project scope and planning?
- Was the team member present at most or all group meetings?
- Was the team member present during the execution of the project?

The team will be evaluated individually and how it performed will be measured using metrics such as:

- Did the team members keep strong, consistent communication with each other throughout the project period?

- Were there many complaints within the team? How were these complaints addressed?
- Were there team members who weren't sufficiently kept up to date or who weren't a part of the decisions being made during the course of the project period?
- Were all team members provided with development opportunities to strengthen their skills?
- Did the team members build positive relationships with each other?
- How did team members balance their individual need for autonomy with the benefits of mutual interdependence?

### *Documenting Lessons Learned*

Lessons learned from the project will be documented in a reflection paper summarizing the project, listing preliminary feedback from Alex Laywell regarding the project (not including our feedback sessions in 2017), and listing feedback from our professor. We will then document specific ways to address the critiques and expand upon positive remarks. The reflection will also acknowledge how our project fell in line with our estimates on time, cost, and scope, and also include the team and individual team member evaluations discussed above. The reflection paper will be kept on file with other planning documents (scope statement, project plan, risk assessment, etc) and refer to these documents, such as how they lacked and succeeded in various areas. This way, when doing similar projects in the future, enhancements and adjustments can be made in the early planning stages of the project.

## 15. APPENDIX A: DETAILED WORK BREAKDOWN STRUCTURE<sup>2</sup>

- 1) Awareness Campaign & Donation Drive
  - a) Reach out to tech companies: Find contacts and E-mail requests
  - b) Reach out to local business: Create request letter for donations and target technology businesses, Goodwill, and other companies
  - c) Reach out to SMU community: Set up stake signs, posters, and donation drives
- 2) ESL Software
  - a) Research software: Consider recommendations from communication centers along with online research (including cost-benefit analysis), and perform the final selection
  - b) Acquire software: Download/purchase and obtain licenses for software
  - c) Installation of software: Wipe and set up new computers and install the ESL software

<sup>2</sup> A Work Breakdown Structure is a project management tool that allows teams to organize their work into manageable parts.

- 3) Training Event
  - a) Presentation: Finalize content, presenters, translators, and attendees
  - b) Venue: sign contract, confirm date, set-up venue, break-down venue
  - c) Food: Confirm dietary restrictions, contact vendors, order/ set up food, clean after event ends
- 4) Tech Network for the IRC: Find/ email contacts, confirm RSVPs, compile report

**16. APPENDIX B: ACTION PLAN**

Task ID	Description	Precedence	Duration (days)	Early Start	Early Finish	Late Start	Late Finish	Total Slack	Free Float
A	Team Formation	-	1	0	1	0	1	0	0
B	Project Definition	A	5	1	6	1	6	0	0
C	Contact the IRC	B	7	6	13	6	13	0	0
D	Apply for EL funding	C	4	13	17	17	21	4	0
E	Contact computer companies	C	25	13	38	13	38	0	0
F	Create material for awareness campaign	D	5	17	22	21	38	3	16
G	Plan student awareness	C	3	13	16	29	32	16	0
Milestone	Hardware received	N/A							
H	Research ESL software & antivirus	C	6	6	12	24	30	18	0
I	Prepare computers	E	6	16	22	32	38	16	16
J	Acquire ESL software	H	7	12	19	30	37	18	0
K	ESL & cybersecurity software installation	J, I	4	38	42	38	42	0	0
Milestone	ESL & Antivirus selected	N/A							
L	Cybersecurity acquisition	H	1	12	13	36	37	24	6
M	Prepare training Presentation	J	5	19	24	37	42	18	18
N	Conduct training	K, L, M, P, Q	1	42	43	42	43	0	0
O	Confirm date and venue with the IRC	C	5	13	18	36	41	23	0
P	Order food	O	1	18	19	41	42	23	23
Q	Set-up Venue	O	1	18	19	41	42	23	23
R	Tear-down venue	N	1	43	44	43	44	0	0
S	Post project Evaluation	R	5	44	51	44	51	0	0

Table of Action Plan

**18. APPENDIX D: GANTT SCHEDULE**

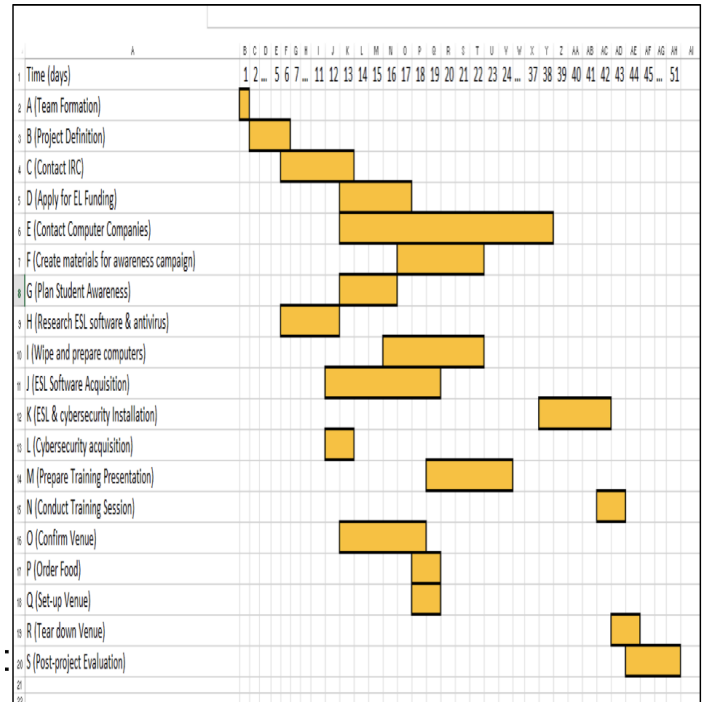


Table of Gantt Schedule

**17. APPENDIX C: FULL PROJECT NETWORK DIAGRAM**

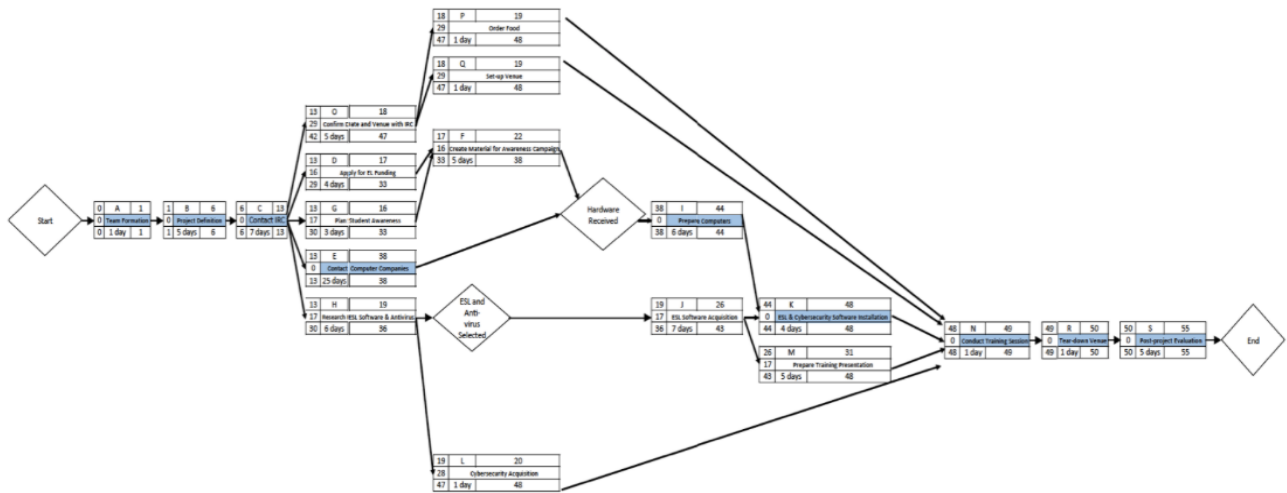


Diagram of Project Network

### 19. APPENDIX E: CHANGE REQUEST FORM

Change Request Form	
Document of Record for a project change request	
Project Name	D-REP
Project	The IRC
Sponsor	
Date of Request	Implementation by:
Type of Change	Description of the change requested with rationale
<input type="checkbox"/> Business Change or Need	
<input type="checkbox"/> Funding Source Plan Change	
<input type="checkbox"/> Scope Change or Need	
<input type="checkbox"/> Schedule Change	
<input type="checkbox"/> Error Correction	
<input type="checkbox"/> Regulatory Requirement	
<input type="checkbox"/> Other	
Priority	<input type="checkbox"/> <b>1 – Critical:</b> "I can't move forward until this change is resolved." <input type="checkbox"/> <b>2 – High:</b> "I'm fine for right now, but unless this change is resolved by the due date, I won't be able to move forward." <input type="checkbox"/> <b>3 – Normal:</b> "I'm fine for the right now, but this may impact my ability to move forward in the near future." <input type="checkbox"/> <b>4 – Low:</b> "This change is not impacting my ability to move forward."
Benefits of Proposed Changed	The additional benefits the proposed change would have.
Alternatives	List any alternatives/work-around to the change that exist.
Impact Severity	<input type="checkbox"/> <b>1 - Critical Impact:</b> Threatens the success of the program <input type="checkbox"/> <b>2 - High Impact:</b> Significant disruption to program schedule, cost, or quality <input type="checkbox"/> <b>3 - Normal Impact:</b> Progress disrupted with manageable extensions to short-term schedule and cost <input type="checkbox"/> <b>4 - Low Impact:</b> Exposure is slight
List of Impacted Deliverables	
Financial Impact (\$)	Estimated Cost of the Change
Schedule Impact (days)	
Time Required for the Change	
Resources Required for Change	
Impact Summary	
Authorizing Signature	Date:
Project Manager Signature	Date:

Picture of Change Request Form

<sup>3</sup> : (As cited by Alex Laywell, personal communication, April 4, 2017. Responses have been

### 20. REFUGEE PARTICIPANT FEEDBACK<sup>3</sup>

The following documents have been attached since receiving feedback from the class and evaluating the project and team's success.

The feedback below was conducted with refugee participants in person by the IRC Case Workers. All respondents are anonymous. Furthermore, Public Equity was only able to conduct one feedback session in April due to external circumstances that put the IRC in a position where they had neither the time nor resources to conduct the February feedback session.

- Is the software easy to use?  
 F.F. (Burma): *Easy to use.*  
 Ad. A. (Syria): *Improved since received the laptop.*  
 J.B. (DR Congo): *He said it was easy to use, but is slow sometimes.*  
 I.A. (Syria): *He feels him and his wife have made significant progress going through the software stages. His wife is better at it than him.*  
 Ab. A. (Syria): *Yes, very easy.*
- Was the ESL software chosen a good match for your needs?  
 F.F.: *Meets their needs.*  
 Ad. A.: *Tech literacy has not improved, being older makes it difficult to pick up new technology.*  
 J.B.: *It has helped him develop his English and technology skills, and is still in the process of perfecting them.*  
 I.A.: *Yes. His wife understands it very well.*  
 Ab. A.: *Yes. We have learned a lot of the basics from the software, but we learn more when we are forced to interact and talk in English.*
- Has the program provided any convenience to the refugees by reducing their need to travel away from home for English class?  
 F.F.: *Good, they don't have to travel.*  
 Ad. A.: *The mentors help using the program and computer. I can't go out because I am always working.*  
 J.B.: *He is able to work on his English skills once he is done with work and is glad that they don't conflict with one another.*  
 I.A.: *The software has been very helpful due to his work hours (works until 6pm and is unable to attend classes outside of his home). His wife takes classes and uses the software.*  
 Ab. A.: *We don't feel that we need to go to classes with this software.*

reformatted to compile them into one Q/A feedback report.)

4. Which donors/types of brands of technology are promising options for any future donation needs the IRC may have?

F.F.: *Holding up, yes.*

Ad. A.: *The laptop has no camera and I could use that feature.*

J.B.: *He said the current hardware has a tendency to be slow, and isn't sure what brand of technology would be best.*

I.A.: *Things are working well.*

Ab. A.: *No problems.*

5. How effective was our training?

F.F.: *She still has trouble logging in by herself. Either way, it useful for kid's homework.*

Ad. A.: *The training was effective.*

J.B.: *He thought the training was very effective and helped him learn to navigate the ESL program.*

I.A.: *It helped us understand the software.*

Ab. A.: *It was helpful.*

## 21. APPENDIX G: RETROSPECTIVE REPORT (SUMMARY AND TAKEAWAYS)

### *Project Overview*

The purpose of this project was to provide aid to refugees who need ESL courses to further their integration. The goal was to host a class for refugee participants at the International Rescue Committee after supplying them with donated and grant-sponsored computer hardware and ESL software. During the course of this project, we applied essential management skills learned in our Project Management course.

Our methodology involved three stages. In stage one, We reached out to major technology firms and computer recycling centers for hardware donations. We then held a donation drive on campus for small hardware items that could provide additional benefits to the participant's learning experience. In stage two, we purchased Rosetta Stone software from grant money provided by SMU Engaged Learning Fellowship (ELF) and installed them onto the computers. In stage three, we put together a presentation on the basics of using the computers donated to the IRC and ran the participants through the first lesson of the software program.

The project was a success. In total, seven CPUs were donated from Forerunner Recycling Center, Dallas, and the ELF grant was enough to cover additional laptops along with the ESL software. Eleven participants were present at the class and were able to take home their laptops to share with their families and friends.

Language barriers stand as a top struggle for refugees all over the world. Our project was critical because it provided an opportunity for continued language training at the participants' own convenience and own pace.

### *Review and Analysis of the Project*

The large hardware donation portion of our project was successful as well as our presentation. Much of our success from the hardware donation comes from reaching out the businesses so early. We were able to apply for donations across multiple companies, which increased our chances of getting more units.

The small hardware donation portion of the project failed. This could have been improved by promoting the donation drive earlier so more students would have been aware that we were hosting it and would have known to bring donation items earlier in advance. Conversely, we could have focused on small businesses that we could approach individually about donations.

Overall, our previously detailed success criteria were met. We successfully acquired a minimum of five computers and prepared them for use by refugees before the training event. In the end, seven CPU units were donated and eleven laptops were purchased with grant funds for class use. The ESL software was also successfully installed on all eleven devices. The presentation about the use of the hardware and ESL software was successfully conducted, although we underestimated our time getting attendees adjusted and the presentation ran about 45 minutes rather than 30 minutes.

Several changes were made to the project during the time period between initial outlay of the project and the execution of the project. Change request forms were submitted and approved for each of the following major changes:

- Add a cybersecurity aspect to training: The preliminary scope statement included having ESL training and computer basics in the training session. During a meeting with the IRC, Alex Laywell suggested having a cybersecurity component since that would be very beneficial for the refugees. Consequently, a cybersecurity and internet usage component was also added to the scope of the presentation. The team researched and decided on Windows Defender, a pre-installed antivirus software on Windows 10.
- Shift from donations to purchase of hardware: Initially, the project scope consisted of securing hardware donations through technology companies. We planned for this to be the main source of hardware for the training event and for the refugees to use in the future. Following conversations with companies like Dell, IBM, and TI, the team realized that the donation process timelines of these large companies did not coincide with the quick turnaround that our project required. The project scope was changed to maneuver around this impediment. The funding for D-REP was re-petitioned by the team so that laptops could be purchased with the funds that were granted.
- Eliminate consultation with ESL training providers: The initial project scope involved consulting with several ESL training providers such as the Melting Pot and Vickery Meadows Learning Center to establish the optimum ESL

software for the refugees. Because of the schedule of the project and the availability of funds to purchase Rosetta Stone, this step was removed from the scope.

- Donate stand-alone CPUs: After the donation of seven CPUs from Forerunner Recycling, the project scope involved using EL funding to purchase monitors, mice, keyboards, and operating software for the CPUs, and install ELS software on them. However, the costs of purchasing these items was almost as much as purchasing refurbished laptops, which would already have Windows installed, as well as have the advantage of portability and advanced speed. After communication with Alex, it was decided that the CPUs would be donated to the IRC separately to distribute at their discretion and that additional laptops would be purchased with the funds and provided for the refugees at the training event.

Overall, the project was completed on time and under budget. Some tasks required more time than the team had originally anticipated. First, the largest schedule delays were caused due to slow communication and response time. Initial contact with the IRC took longer than planned. Reaching out to and hearing back from potential technology donors also took a longer time than planned. Additionally, applying for, getting approval for, and receiving funds from Engaged Learning also took more time than anticipated, which delayed the purchases of software and hardware. Second, purchasing laptop computers from Fry's was estimated to have a duration of 1.5 effort hours, but actually took 6 hours because of having to return non-functioning devices and testing the laptops in the store. Because of the returns, the schedule was affected and had to be extended from 1 day to 3 days. Third, installing Rosetta Stone was expected to last 4 days, but because of the delay caused by having to exchange some laptops, which was a preceding activity, it actually took longer. Finally, we anticipated needing 5 days to prepare the ESL training presentation, however, the team was able to complete the presentation in 2 days, which allowed time to work on installing the Rosetta Stone software on the laptops.

The project remained largely on budget. Major changes involved reallocating funding to purchase of hardware devices instead of on organizing donation drives and events. Despite the change, D-REP did not exceed the allocated budget. The largest costs were of hardware and software purchases. Cost of food was below budget. However, shipping of Rosetta Stone was not accounted for and therefore extra funds from the food budget were allocated to shipping costs.

### *Lessons Learned*

There are a number of lessons from our final analysis of the project and these will provide insight for future projects. First, communication with the project sponsor is highly valuable, but should not be excessive. While we were aware of the necessity of strong communication, we underestimated the difficulty of connecting with the project sponsor. Given today's political

climate, the IRC is very resource-strapped and therefore must coordinate a wide array of fundraising projects. For this reason, it was sometimes difficult to coordinate our schedules with the project sponsor. In the future, it may be helpful to have a weekly standup meeting to make sure everyone receives the updates in a timely manner. Second, we learned that flexibility goes a long way. Though we felt like we over-prepared for the project, we still did not realize that the curiosity of the refugees would be the ultimate driver of the pace and style of the English language session. Once we became cognizant of the need to keep the presentation in a flexible, quasi-montessori style, we found that the refugees gained the most benefit. With the amount of planning we had, we were ready for anything. However, we still needed to be aware that a plan should be able to change at any time. In the future, this balance between organization and flexibility will come in handy on a number of projects. Third, we understand the value of division and specialization of labor. Each of our team members came into this project with a variety of individual strengths and skills and from the beginning, we coordinated tasks in line with each person's aptitudes. We were incredibly fortunate to have a team with a diverse array of talents allowing each person to lead a component of the project. In the future, we will each continue to build teams that allow for a small group to have a wide scope of potential impact. Fourth, having more money is very helpful for projects like this one. Applying for Engaged Learning was a phenomenal way to institutionalize our project and receive additional funding to operationalize our intended goals. Receiving three fellowships supported an injection of cash that allowed for the purchase of eleven laptops and licences of ESL software. Despite the substantial grant received, the group could have scaled this project further with additional funding. In the future, the group will attempt to expand their options for financial capital so that projects can be implemented on a large and sustainable scale.

### *Role of Civic Engagement*

With SMU's increasing commitment to shaping world changers in the Dallas community, it is more important than ever to build a university legacy of civic and community engagement. Our engagement specifically targeted a vulnerable refugee population segment that faces seemingly perpetual obstacles to resettlement and integration. By using a human-centered design approach from external projects, we realized that one of the key needs to improving the quality of life for this population was to provide a fundamental background in English language training. As many of these refugees are new to the United States from oppressive regimes and we wanted to provide a welcoming and educational environment to demonstrate an engaged Dallas community.

Our work had a number of success stories, particularly noted in recognition by SMU and the KERA radio news service regarding the community impact of refugee resettlement work. Beyond the traditional media outlets, we received more personal accolades alluding to the success of the program. For example, we received an email

with a quote from a Congolese beneficiary saying: “This a dream come true. I still can’t believe it.”<sup>3</sup>

Regarding the business sector, where most of Public Equity’s team members will settle upon graduation, we feel this beneficiary’s quote reflects why companies should devote time to improving their corporate social responsibility and furthermore their triple bottom line. As social impact will take a greater role in the twenty-first century, it is important to train tomorrow’s business leaders on the importance of mitigating today’s social challenges. These projects promote a cognizance of cultural intelligence that will build the social acumen necessary to shape future business and policy.

Each member in Public Equity has had experience working toward social welfare in the past, but no one in our group has completed a project of the same magnitude as D-REP. This project brought a necessary service-learning component that will provide lifelong lessons on community engagement. Projects like D-REP ensure that SMU students can make a difference in the lives of others, and this will continue to impact each of us for years to come.

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<sup>3</sup> (As cited by Alex Laywell, personal communication, November 19, 2016).