Tab IV—Work Experience

IV-

Dates of employment (mm/yy, e.g., 10/11 to 06/14)
From: 12/10 **To:** 9/14 **Months on job:** 46
Full-time? ✔
Part-time? ☐   **# of hrs/wk:** 40

Exact title of position, rank, and salary:
Project Manager

Name of employer (firm, organization, etc.) and address including Zip Code:
Management Firm

Name and title of immediate supervisor:
Dr. Supervisor

Address of supervisor: 123 Main Street, AnyTown, AnyState
Phone #: (555 **)** 555-5555

STOP!

Before completing Parts A through C of this IV-tab form, look at the appropriate chart below to determine the number of potential credits you are eligible to receive for the learning you acquired in this position (if your self-assessment is effective). **For every 3 credits for which you are eligible, you will write a self-assessment of ONE competency.** For example, if you worked 45 months in this position and are eligible for 9 credits, then you will write a self-assessment for three (3) competencies and no more. If you worked more than 99 months and are eligible for 15 credits, include no more than five (5) competencies.

Undergraduate Credit for each position (IV tab)	
Months on Job	**Max potential credit hours**
0 - 9	0
10 – 12	1
13 – 15	2
16 – 18	3
19 – 22	4
23 – 28	5
29 – 33	6
34 – 38	7
39 – 43	8
44 – 50	9
51 – 57	10
58 – 64	11
65 – 71	12
72 – 80	13
81 – 89	14
90 – 99+	15

Graduate Credit for each position (IV tab)	
Months on job	**Max potential credit hours per job**
0 – 9	0
10 – 15	1
16 – 20	2
21 – 25	3
26 – 30	4
31 – 35	5
36 – 40	6
41 – 45	7
46 – 50	8
51 – 55	9
56 – 84+	10

If you need help thinking of titles for your competencies, look at list of "Sample Competency Titles" on the page of the Prior-Learning Credit web site titled "Worksheets, Charts, and Fillable Forms."

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Part A. Job Description:

Identify and give a full description of the responsibilities you had while in this position. Your description should relate to your official job title/rank and description.

As a project manager for the Digitization Department, I am responsible for managing project schedules, managing technical attributes of the content as it relates to digital applications and platforms, and ensuring content is delivered for use in Company X's digital products. My key functions include managing the successful delivery of content to propriety and third party platforms, and communicating effectively with technical support, vendors, stakeholders and other cross-functional team members as needed. It is critical to my job to be very familiar with the documents for each platform/program I work on, as it holds vendors accountable to what has been legally agreed upon between parties.

Part B. Competencies and Self-Assessments

Using the chart on the previous page to determine of how many credits your months on the job are worth, complete one of the competency self-assessment sheets on the next few pages for *each 3-credit competency* you for which you are requesting credit. Do NOT submit more than five (5) competency self-assessment sheets, and do NOT submit more sheets than you are entitled to (e.g., if your number of months on the job is worth only 9 credits, then include no more than three (3) self-assessment sheets, one for each 3-credit competency).

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Competency Title 1: External Relations/Vendor Relations

What did you learn about this competency? Provide a 750 to 1,000-word self-assessment of your learning, i.e., write an argument to support of your claim about what you learned. Be sure to provide specific examples and reasoning to support your claim about what you learned and how you applied what you learned. Do not just tell us what you *did*; tell us what you *learned* and how you applied it.

As a project manager on the Product X Team, I was responsible for managing end-to-end production of eBooks from PDF (Portable Document Format) to digital, online format. This was a multi-faceted role involving management of offshore vendor activity, and collaboration with cross-functional teams upstream and downstream in the process. This high-visibility project was piloted with aggressive deadlines and high expectations for success, since Company X owned the platform for the software application. The Product X offers robust capability for eBooks, including embedded multi-media and student interactivity capabilities such as quizzes, videos, and tutorials. Due to the many moving parts in the workflow process and the complexity of the supply chain, I learned how to take a systems approach when working on projects, considering them from a larger, organizational context.

In addition to working with vendors on QA, I held bi-weekly calls with the vendor to whom I was assigned. Vendor X was struggling with QA, and my persistence with regular constructive feedback and communication improved their QA performance to propel them from lowest performing vendor tot the top performing vendor. This experience taught me how to communicate more effectively with people who speak English as a second language. I wanted to improve upon these skills and took a self=paced course called Communicating across Cultures. This course taught me the importance of using global English, communicating with clear, concise grammar free of ambiguity and terms from the American vernacular.

As part of my QA Lead responsibilities, I collaborated with cross-functional teams and subject matters experts to help improved the schema (coding) which controlled the digital content of the Product X eBook products. A UNIX shell script called the "schematron" ran an automated check against all content delivered by conversion vendors. I initiated five schematron script changes which led to process improvements due to elimination of specific errors when validating digital content against the schema and faster time to market. From this, I learned that process improvements can be implemented at any step in the process and that improvements early in the process are especially efficient, because it positively affects all downstream process steps, eliminating errors and waste.

My skills in managing vendor relations were further strengthened by the process Company X calls "ramping up" and "ramping down" vendors. This entails a slow, steady process in which a project manager prepares the vendor to take on more or less volume, depending on the needs of the project. A plan is detailed which projects the number of eBook titles to be send to the vendor over time, to reach the desired level of volume. I was responsible for ramping up Customer X and two other vendors to receive twice the volume. This required more time and attention to quality as new vendors were added. Though vendor user turnover was supposed to be seamless to Company X, we often experienced lapses in quality and increases in errors which we attributed to user turnover. I successfully ramped down two vendors. I had to maintain control of their remaining assigned eBooks and confirm receipt of all outstanding work.

Tab IV—Work Experience

Competency Title 1 continued.

In 2012, I served as both a Vendor User and participated in Vendor Strategies meetings in which we discussed, as a group, the performance of each vendor on specific platforms and projects, in an effort to strengthen vendor relationships and to learn from each other where certain vendors were failing short or excelling. As a member of this group, I gained skills in collaboration, by drawing from the experiences of other project managers, and sharing those of my own, which helped make business decisions in the future, regarding vendors.

In 2013, I championed the vendor password reset initiative, in which I successfully coordinated the update of all vendor user VPN (Virtual Private Network) passwords for the departments. This mandated that all vendor-users doing business with Company X have their passwords reset from the default (which was the same for all users) to a unique alpha-numeric password, in an effort to increase network security and prevent the sharing of user login credentials. This one-off project, which was originally slated to be completed within two weeks, evolved into a more complicated project, in which new vendor users were added (new credentials requested), and obsolete user credentials were deleted from the Company X system. During this project, Company X also migrated vendor users from its Firepass VPN client to a new VPN client called CISCO AnyConnect. I created a vendor matrix spreadsheet with multiple tabs, to track vendor login credentials, new users and deleted users, as well as which VPN each vendor was currently using, since the migration was done over time.

The customer for the Product X Production team was the Editorial department who was responsible for the ensuring the final product was pedagogically accurate and stayed true to the print book. This was made challenging by the styling of the digital product, which was further complicated due to the robust nature of the final product. In order to strike a balance between the print book and the stylistically enhanced eBook appearance, it was necessary to employ the skill of "influencing without authority" to get stakeholders to bend on their expectations for a digital product that mimics a print product. Influencing without Authority was one of the training courses I took, which provided me invaluable skills leading to my professional development. I worked extensively with editorial stakeholders to coordinate fixes on eBook titles which underwent a rigorous character-by-character QA process.

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Competency Title 2: Stakeholder Management

What did you learn about this competency? Provide a 750 to 1,000-word self-assessment of your learning, i.e., write an argument to support of your claim about what you learned. Be sure to provide specific examples and reasoning to support your claim about what you learned and how you applied what you learned. Do not just tell us what you *did*; tell us what you *learned* and how you applied it.

The most important skillset I learned as a Project Manager at Company X was stakeholder management. I quickly learned who the stakeholders were on each of the projects I managed, and stayed in close communication in the event anything in the project scope needed to change, or if the stakeholders themselves had questions or concerns.

From the VS platform experience, I learned the importance of stakeholder management and how to keep stakeholders informed at all times regarding risk, consequences, and contingency plans in the event of challenges throughout the production process. The software we used, which aided stakeholder management, was the Sales Intake Database (SID). With the SID, I learned how to effectively communicate to internal stakeholders when circumstances for their particular eBook requests.

Another project I championed while on the Team, was the electronic publication pilot in which four vendors were selected to provide two sample chapters of content converted for electronic publication format. Electronic publication is a distribution and interchange format standard for digital publications and documents, commonly used for libraries and designed for reflowable content on specific electronic devices. Electronic publication provides a means of representing, packaging, and encoding structured and semantically enhanced Web content for distribution in a single-file format.

I composed and sent each vendor an RFQ (Request for Quote), with the scope and terms of the project. Upon managerial review of the returned RFQs, I drafted and sent details of the pilot project and arranged for an FPT location for the vendors to retrieve source files and deliver finished files. Though the pilot was not a paid project, vendors were providing sample content free of charge. Throughout the six-week pilot, I maintained weekly communication with each vendor to ensure each vendor's pilot was on track for the delivery date.

Upon delivery of the sample electronic publication files, I downloaded the data from the FPT server and uploaded it to our e-reader owned by VS. In BS, I was able to view the electronic publications content as an e-Book; and, I performed QA using a matrix to provide "weight" and a quality scale to several categories of content types, according to what my program manager was seeking. For example, on a scale of 1-5 (1 being poor quality, 5 being excellent quality), I rated the clarity of images and the layout of the equations, as well as the overall format of the pages. I also tested hyperlinks and footnotes for functionality. The Table of Contents (TOC) was coded differently by each vendor, so I rated the TOC structure as well. Vendors were instructed to add mathematical markup language (MATHML) content, a sophisticated form of XML, specifically for eBook content with equations, such as math, science, or accounting disciplines. I organized by findings in an Excel spreadsheet and provided the overall metrics from each vendor's performance to my program manager, who also shared it with our Executive Director.

Once the pilot was completed by all vendors, I used my QA results to provide each vendor with constructive feedback on their delivered content. I gained valuable skills from this project in evaluating and making informed business decisions based on the timing, scope, and cost dimensions of a project, while considering constraints such as quality, resources, and risks. Both the electronic publication pilot and the Product X programs provided me experience in planning procurement regarding SOWs, RFQs, and vendor resources.

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Competency Title 2 continued.

One of my most recent experiences as a Project Manager entailed management of the National Instructional Materials Accessibility Standard (NIMAS), which is used by publishers to produce source files (in XML) that may be used to develop multiple, specialized formats (such as Braille or audio books) for students with print disabilities. The XML and image source files may be used not only for printed materials, but to create Braille, large-print, HTML, DAISY talking books using human voice or text-to-speech, audio files derived from text-to-speech transformations, among other uses. The files are uploaded to a national data repository called the National Instructional Materials Access Center (NIMAC), which is federally funded.

My specific duties for the NIMAS platform included metadata review to ensure that source files provided to the offshore vendor included the correct data, records updating in the NIMAS titles database, milestone tracking, and communicating with stakeholders concerning due dates and content complexity concerns. While managing this project, I learned how to use Outlook as a tool for tracking specific production milestones as vendors communicated via email at each stage of a five-stage production process. I also learned skills in gleaning invoices for accuracy and how to electronically prepare and approve invoices using DS software.