

## **My Experience as Student Project Leader**

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*Abstract- The author worked in an engineering college as a teacher. He completed one semester as a student leader of a class project in hand to investigate, write and produce. This paper describes the management process of organizing the class into groups of writers, highlighting the document into sections, assigning research topics and writing groups, and establishing deadlines for the project timetable.*

While I was working as a professor, student leader of the project was to produce a manual to introduce and explain in writing the manual on the agenda of dot net. Many people in the TC do not know what the program and provide service and demand, and the manual was designed to serve as a reference standard for teachers and for new and continuing students. Ideally, a manual could be produced by students from the program itself.

When I studied the proposal in writing to Dr. Carole Yee, one of the projects involves a kind of response to an RFP (RFP) for a program of TC manual. I have suggested to be the project leader and suggested that next semester the manual for drafting class would be the production team. Since the production of the manual is one of the leading textbooks in the allocation of class, Dr. Yee agreed that could be the project leader for the manual: I had finished school textbooks last year, and I have had experience working on group projects.

#### **MY ROLE AS STUDENT PROJECT LEADER**

As the project leader, my job was to organize a design manual and a plan for the class. First, I sounded easy because I had several naive assumptions. First, it implies that it could divide the tasks and hope that things happen as I wished. Secondly, it assumes that the student writers to work cooperatively together and iron out any differences in a professional manner.

Third, it assumes that there would not be much to do because I was not responsible for any research or writing text. Indeed, even with the rate specified in the final draft on the computer for writers, because I would have much time on my hands. But as the project was started, I realized that the organization of the project and develop the manual would be much longer and more difficult than I had imagined.

Dr. Yee and I have consulted several times about the project before he met with the class. She provided me with the class schedule, and she gave me the direction in planning the project. Three weeks of class time has been allocated for the design and production of a prototype of the guide that would be physically close to a final copy as possible. That the allotted of 3 weeks became 8 weeks to produce the prototype. This paper reports on the events during the 8 weeks.

#### **ORGANIZING INTO GROUPS**

Before the class met, I was planning to organize the class into two separate groups. The first group to help me design and editing, the second group of research and produce the material for the manual. He also made a schedule for the project.

In my first visit to the class, I was very nervous. I was not sure how to react to a strange class, taking charge of your project, but Dr. Yee assured me that the class has been prepared for me. However, since entering class and my classmates recognized me relaxed. I wrote an analysis of the board hearings that describe our audience and purpose of the manual. I asked for comments or suggestions. Although took a while for people to respond, soon the whole class is actively involved.

The class of 15 people was great for this project. When first proposed in two groups brezkng, I met with objections from students and Dr. Yee, who were concerned that students

could not be classified if enough students do not write some text. Instead of dividing the class of tasks to perform, I grouped according to the document structure. Since the manual was to have three main divisions, to divide the class into three groups equally. A group of research and writing "Read about the Department of Humanities" and "Explore the past, present and future of TC with us", Group Two of the research and writing "Concentrate on your future, and Group Three of the research writing and preview your resume TC, TC Meet the Faculty "and" Meet the STC [Society for Technical Communication]. "

Before the end of our first reunion, this has made some decisions on the style and content. For example, a writer and I always draft an introduction in which the whole group to edit the style and content of preliminary decisions. We decided to address the audience in the second person. I met with each group of writers and helped them to decide what information to include in their sections. Before leaving, I advised writers when needed to complete its investigation and suggested that it should meet outside the classroom before our next reunion. I asked a draft for the following week. When the following week arrived, however, many problems that had arisen.

### **CONFUSION ABOUT ROLES**

The problems I found seem small now, but in fact they were a symptom of the difficulties that plagued our entire project. Some writers have not done their job, each research group was incomplete and unfinished projects promised. I discovered that the personality clashes between burns writers. Some writers complain about wasting their time instead of using their time to solve their problems and continue with their work. I talked to the writers who have had problems and complaints, encouraging them to forget their differences and move on with his part in the project.

In the third week, the writers had finally finished sketches, and I read each of the groups section. Dr. Yee decided to defer our time, because the groups to make the necessary corrections in their sections and we wanted the

best possible copy. He has also suggested to the class to do each section title in a sentence, to give as much information as possible. The manual is proving to be much longer than I had thought it would. Some members of the class do not contribute as much as other members of the class. Tempers are getting shorter. Because the writing seems to be done, I was generally optimistic about the production of the manual. However, some writers were decidedly pessimistic. I met with each group during class time. I learned that the manual was moving along their production schedule, but the writers had many complaints. They had no motivation for the project. They did not like the project. Instead of their sleeves and get to work, some writers are unhappy.

The writers were not clear lines of authority for the production of documents. Dr. Yee would be your writing skills, and how it seemed to be their only concern.

Furthermore, it is necessary to constantly make changes to the text, but some writers are inflexible and stubborn. We had to work with a lot of innovation, but some authors feared that the frequent changes in the text written a bad grade.

Writers of the perspective, the project seemed too disorganized and unstructured, but from my point of view that were experimenting with a totally new concept: the production of a handbook for students of TC to be planned, researched and written by TC students, and led by a student of CT. Because this project would be an allocation of graduating class, some writers refused to accept that really was in charge of the project. Dr. Yee and I were sharing the leadership of the project, because I meet with the class in one of two class sessions a week. If it had been able to meet alone with the class during all class meetings, I could have conveyed a stronger sense of being in office. The problem, however, has shown how grades are more important for students from production, ie, an event which marks the difference between the classroom and the workplace.

### **A PARTIAL SOLUTION**

Dr. Yee suggested creating a script to offer a look at our project ourselves, as well as other teachers and students TC. Each group will write a description of the section and include a model of what would be the section. Dr. Yee asked some faculty members and students from TC to review the script and make comments.

Some good suggestions for modifying the text resulting from this review, but the few writers infeliz not take full advantage of this opportunity to resolve their differences and get a general idea of the document. His discontent continued to the end, although we made a prototype for the TC manual.

When Dr. Yee received the second draft of the groups, she and I spent a Saturday afternoon edition of the sections. While generally pleased with the manual, I was disappointed with some simple errors that should have been corrected by the students before completing their revisions on Dr. Yee. The following week, I met with the class and that any document editing to produce the final copy. Dr. Yee classify students, and providing each faculty member with a draft of the TC manual for further corrections and suggestions.

### **CONCLUSIONS**

My experience as a project manager has been invaluable. Working with a large group has taught me patience and tolerance. There were many personalities clash, but most of the class members learned to work with others. I have tried to foster cooperation with individual speaking writers who have had problems, let them complain to me, and then encouraging them to continue their work. In general, however, I failed to convince most of the disgruntled writers to forget their differences and act professionally. In the workplace we have no choice of co-workers, we must learn to get along with others on a professional level.

In addition, a teacher can do much to foster a professional attitude in the classroom, from the classroom is not the workplace. However, students and teachers should strive to create and meet the professional expectations. Our project is based on the simulation of a team of

professional writers. I learned that the organization and patience are essential for a project manager in managing a group of writers, but the differences between the classroom and the workplace are great. Students can not be dismissed, project managers and students do not give the rewards and penalties in the final analysis, ie grades. On the other hand, was successful: the TC manual is useful and easy to read.