Chapter 7: Executing Projects

Note: See the text itself for full citations.
Learning Objectives

- List several processes and outputs of project execution

- Discuss what is involved in directing and managing project work as part of project integration management, including the importance of producing promised deliverables, implementing solutions to problems, evaluating work performance data, and requesting changes to a project

- Explain the importance of recommending corrective actions and updating project–related information as part of quality assurance

- Describe the executing processes performed as part of human resource management, summarize important concepts related to managing people, and explain what is involved in leveling resources, assigning staff, reviewing resource calendars, and assessing team performance
Learning Objectives (continued)

- Discuss important communications concepts, and describe the process of managing communications

- Describe the process of managing stakeholder engagement and how to create and use an issue log

- Explain the executing processes performed as part of procurement management, and describe what is involved in selecting sellers and preparing agreements or contracts
Introduction

- Project execution is the most noticed process group.
- Research shows that without a doubt, the main reason CEOs failed was poor execution; the same is true for project managers.
- Recall that, in general, the majority of a project’s time and budget is spent on project execution.
- Many of the deliverables and outputs created in the other process groups are fairly similar from project to project, but no two projects are ever executed in the exact same way due to uncertainties and unique challenges.
<table>
<thead>
<tr>
<th>Knowledge area</th>
<th>Executing process</th>
<th>Outputs</th>
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<tr>
<td>Project integration management</td>
<td>Direct and manage project work</td>
<td>Deliverables</td>
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<td>Work performance data</td>
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<td>Change requests</td>
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<tr>
<td></td>
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<td>Project documents updates</td>
</tr>
</tbody>
</table>
Project Integration Management

To direct and manage project stakeholders, project managers can follow several important practices:

- Coordinate planning and execution
- Develop and use soft skills
- Provide a supportive organizational culture.
- Break the rules when needed
- Capitalize on product, business, and application area knowledge
- Use project execution tools and techniques

Main outputs during execution are deliverables, work performance data, change requests, project management plan updates, and project documents updates.
Deliverables

Most project sponsors would say that the most important output of any project is its deliverables.

For the VAPR project, key product-related deliverables include the new data warehouse tables, the data in those tables, the scripts to build the tables, the procedures around supporting those tables and scripts, the new clinical workflows, and the training program.

Process-related deliverables include research of the existing data warehouse tables, analysis of the IHI VAP bundle elements, and the review of the sources of the IHI elements within the AHS systems.
During project execution, project managers must collect, assess, and communicate work performance information.

Many project managers, like Jeff and Pat, use the “management by wandering around” (MBWA) approach, meaning they informally observe and talk to project team members, suppliers, and other stakeholders as much as possible.

They also used formal communications, such as status reports, survey results, and course evaluations, to address work performance on the project.
A common way to summarize work performance information is by using a milestone report.

Recall that a milestone is a significant event on a project, such as completing a major deliverable or awarding a major contract.

In addition to listing the milestones, the report lists the planned date for completion (in month/day format), the status, the person responsible for the milestone, and issues/comments.
<table>
<thead>
<tr>
<th>Milestone</th>
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<th>Status</th>
<th>Responsible</th>
<th>Issues/Comments</th>
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<tr>
<td>IHI Bundle Defined</td>
<td>7/25</td>
<td>Complete</td>
<td>Pat</td>
<td>IHI Bundle defined as of 7/25 but IHI is considering changing the bundle based on new research on sedation vacation efficacy.</td>
</tr>
<tr>
<td>Current Data Extracted</td>
<td>9/27</td>
<td>Complete</td>
<td>Larry</td>
<td>Some source data is questionable for IHI bundle purposes.</td>
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<tr>
<td>Database Designed</td>
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<td>Complete</td>
<td>Mark</td>
<td></td>
</tr>
<tr>
<td>Data Initial Load</td>
<td>2/21</td>
<td>Complete</td>
<td>Larry</td>
<td>Completed early on 2/11.</td>
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</table>
Change Requests

- Often, a number of requests for changes emerge during project execution.

- Recall that a process for handling changes should be defined during project planning as part of the project management plan.

- It is important during project execution to formally and informally request appropriate changes.
Date Request Submitted: September 22

Title of Change Request: Use the vendor’s online training system instead of the AHS internal online training system for go live training.

Change Order Number: A200-17
Submitted by: Nick Whatley, Training Manager
Change Category:  X  Scope  ___  Schedule  X  Cost  ___  Technology  ___  Other

Description of change requested:
We do not have the resources to migrate the vendor’s training program into the AHS online training system prior to go live. We request that we use the vendor’s online training program system for go live and then migrate to our system for annual renewal training.

Events that made this change necessary or desirable:
The IT person assigned to our project has several other important projects on-hand and is not a full-time project resource. The IT department does not expect to be able to migrate the vendor’s training program to the AHS system prior to go live based on the schedule.

Justification for the change/why it is needed/desired to continue/complete the project:
We can use the vendor’s online training system for the initial training cycle and then migrate the package to the AHS system after go live to handle the annual renewal training. If we do not we may delay the VAPR project by 10 days or more.
Implemented Solutions to Problems

- Of course, all project teams face numerous problems

- Some problems can be avoided by doing a good job of initiating, planning, or monitoring and controlling the project, but other problems cannot be avoided

- Some common problems encountered during project execution are described in this chapter, but project managers must be creative and flexible in dealing with problems that occur on their projects
Common Problems During Execution

- The project sponsor and/or other senior managers are not very supportive of the project.
- Project stakeholders, such as people who would use the products and services the project is attempting to create, are not sufficiently involved in project decision-making.
- The project manager is inexperienced in managing people, working in a particular organization, or understanding the application area of the project.
- Project stakeholders most impacted by the project are covertly or overtly working to undermine the project as it will change their workflows, or perhaps cut jobs, in their areas.
- Organizational leadership across the required disciplines is not engaged or supportive of the project. For example, a project that is being driven by nursing is not supported by physicians.
- The project objectives/scope are unclear.
- Estimates for time and cost goals are unreliable or unrealistic.
- Business needs/technology changes have impacted the project.
- People working on the project are incompetent or unmotivated.
- There are poor conflict-management procedures.
- Communications are poor.
- Suppliers are not delivering as promised.
Sample Implemented Solution to Problems

- Jeff and Pat encountered several problems during execution, such as:
  - Incompetent or unmotivated people working on the project
  - Poor conflict-management procedures
Blake and Mouton (1964) delineated five basic modes for handling conflicts. Each strategy can be considered as being high, medium, or low on two dimensions: importance of the task or goal, and importance of the relationship between the people having the conflict (high/low, medium/medium, and so on).

1. **Confrontation** or problem-solving: Directly face a conflict (high/high).
2. **Compromise**: Use a give-and-take approach (medium/medium).
3. **Smoothing**: De-emphasize areas of differences and emphasize areas of agreement (low/high).
4. **Forcing**: The win-lose approach (high/low).
5. **Withdrawal**: Retreat or withdraw from an actual or potential disagreement (low/low).

More recent mode is

- **Collaborating**: Decision makers incorporate different viewpoints and insights to develop consensus and commitment.
Figure 7-4. Conflict Handling Modes

The diagram illustrates the relationship between Task Importance and Relationship Importance, showing the four main modes of conflict handling:

- **Smoothing/Accommodating (High, High)**
- **Confrontation/Problem-solving (High, Low)**
- **Compromise (Medium, Medium)**
- **Forcing (Low, High)**
- **Withdrawal/Avoidance (Low, Low)**
More on Conflict

- Conflict can be good; it often produces important results, such as new ideas, better alternatives, and motivation to work harder and more collaboratively.

- Project team members might become stagnant or develop groupthink—conformance to the values or ethical standards of a group—if there are no conflicting viewpoints on various aspects of a project.

- Research suggests that:
  - Task-related conflict, which is derived from differences over team objectives and how to achieve them, often improves team performance.
  - Emotional conflict, however, which stems from personality clashes and misunderstandings, often depresses team performance.
Managing conflict can be especially complex within a healthcare organization where there are multiple disciplines, and each discipline has an assumed rank in relation to the others. Then within each discipline there are further ranks, resulting in multiple hierarchies that can influence, control, or impact a project team.

Project managers may find themselves considering falling on their swords to keep the peace, but this is a short-term solution that encourages unprofessional behavior between the disciplines. A better approach is to quickly recognize unproductive conflict and confront it, respectively and professionally, when it occurs.

To do this successfully, it is critical that project managers build trusting relationships and form alliances with high-ranking physicians, nurses, therapists, administrators, and other leaders within the organization. This takes time and a history of proven successes by project managers, so new project managers must rely on the relationships built by their sponsors and champions while they work to build their own.
Project Quality Management

- **Quality assurance** includes all the activities related to satisfying the relevant quality standards for a project.

- Another goal of quality assurance is continual quality improvement.

- Key outputs of quality assurance include change requests, project management plan updates, and project documents updates, and updates to organizational process assets.
Quality Assurance Techniques

- **Benchmarking** generates ideas for quality improvements by comparing specific project practices or product characteristics to those of other projects or products within or outside of the organization itself.

- A **quality audit** is a structured review of specific quality management activities that helps identify lessons learned, which could improve performance on current or future projects.

- Process analysis involves analyzing how a process operates and determining improvements. Many organizations use **lean**, a system based on the Toyota Production System to help improve results and efficiency by eliminating waste and reducing idle time and non-value added activities. **Cause-and-effect diagrams**—also called fishbone diagrams (because their structure resembles a fishbone) or Ishikawa diagrams (named after their founder)—can assist in ensuring and improving quality by finding the root causes of quality problems.
Figure 7-5. Sample Cause and Effect Diagram

- **Database**
  - Data pulled from wrong field in nursing system
  - Data type wrong in nursing system
  - Data type wrong in VAPR system
  - Nurses told to only collect at shift change
  - Nurses not trained correctly
  - Nurses don’t use the data so they don’t care

- **Equipment**
  - Different PCs used during shift changes
  - Checkbox does not turn on/off with click
  - Laptop screens too small
  - Font too small to read on screen

- **Interfaces**
  - Data being changed within interface
  - Data being posted to wrong patient
  - Cross reference tables invalid

- **Nursing Workflow**
  - Nurses too busy and must prioritize work

- **Potential Causes**

- **Effect**
  - Invalid HOB Nursing Observations Except at Shift Change
Effective project human resource management is crucial to project execution

The main processes project managers perform include acquiring, developing, and managing the project team

Key outputs include project staff assignments, resource calendars, team performance assessment, change requests, and updates to the project management plan, enterprise environmental factors, and organizational process assets
Motivation

- Project managers must understand motivation theories to effectively execute projects

- Psychologists, managers, coworkers, teachers, parents, and most people in general still struggle to understand what motivates people, or why they do what they do

- **Intrinsic motivation** causes people to participate in an activity for their own enjoyment

- **Extrinsic motivation** causes people to do something for a reward or to avoid a penalty

- Maslow suggested that people’s behaviors are guided or motivated by a sequence of needs
Figure 7-6. Maslow’s Hierarchy of Needs

- **Physiological**
  - Air, food, water

- **Safety**
  - Shelter, lack of mental/physical abuse, low crime environment

- **Social**
  - Friendship, group belonging, sense of community

- **Esteem**
  - Personal achievement, recognition, respect

- **Self**
  - Sense of fulfillment

A satisfied need is no longer a motivator!
Herzberg’s Motivational and Hygiene Factors

Frederick Herzberg wrote several famous books and articles about worker motivation. He distinguished between the following:

- Motivational factors: Factors that cause job satisfaction, such as achievement, recognition, the work itself, responsibility, advancement, and growth

- Hygiene factors: Factors that cause dissatisfaction if not present, but do not motivate workers to do more. Examples include larger salaries, more supervision, and a more attractive work environment
Figure 7-7. Herzberg’s Two Factor Theory

Motivating Factors:
- Challenging Work
- Recognition
- Responsibility
- Achievement
- Personal Growth

Hygiene Factors:
- Job Security
- Salary
- Fringe Benefits
- Work Conditions
- Company Policies
- Supervisor Practices

Once the hygiene factors are met, the motivating factors may increase employee motivation.

If missing, no amount of motivating factors will improve employee motivation.
McClelland’s Acquired-Needs Theory

- Specific needs are acquired or learned over time and shaped by life experiences, including:
  - Achievement (nAch): People with a high need for achievement like challenging projects with achievable goals and lots of feedback
  - Affiliation (nAff): People with high nAff desire harmonious relationships and need to feel accepted by others, so managers should try to create a cooperative work environment for them
  - Power: (nPow): People with a need for power desire either personal power (not good) or institutional power (good for the organization). Managers should provide institutional power seekers with management opportunities
Douglas McGregor popularized the human relations approach to management in the 1960s

Theory X: Assumes workers dislike and avoid work, so managers must use coercion, threats and various control schemes to get workers to meet objectives

Theory Y: Assumes individuals consider work as natural as play or rest and enjoy the satisfaction of esteem and self-actualization needs
Thamhain and Wilemon’s Ways to Have Influence on Projects

1. Authority: The legitimate hierarchical right to issue orders.

2. Assignment: The project manager's perceived ability to influence a worker's later work assignments.

3. Budget: The project manager's perceived ability to authorize others' use of discretionary funds.

4. Promotion: The ability to improve a worker's position.

5. Money: The ability to increase a worker's pay and benefits.
6. Penalty: The project manager's ability to cause punishment.

7. Work challenge: The ability to assign work that capitalizes on a worker's enjoyment of doing a particular task.

8. Expertise: The project manager's perceived special knowledge that others deem important.

9. Friendship: The ability to establish friendly personal relationships between the project manager and others.
Ways to Influence that Help and Hurt Projects

- Projects are more likely to succeed when project managers influence with the following:
  - Expertise
  - Work challenge

- Projects are more likely to fail when project managers rely too heavily on the following:
  - Authority
  - Money
  - Penalty
Video Highlights

- Jimmy Kimmel’s video on the Handsome Men’s Club provides an amusing example of Jimmy’s Theory X approach to management

- Another popular, more educational video is narrated by Daniel Pink. He suggests that managers focus on three motivators:
  - Autonomy
  - Mastery
  - Purpose
Effectiveness

- Project managers can apply Stephen Covey’s 7 habits to improve effectiveness on projects
  - Be proactive
  - Begin with the end in mind
  - Put first things first
  - Think win/win
  - Seek first to understand, then to be understood
  - Synergize
  - Sharpen the saw
Empathic Listening and Rapport

- Good project managers are **empathic listeners**—they listen with the intent to understand.

- Before you can communicate with others, you have to have **rapport**—a relation of harmony, conformity, accord, or affinity.

- **Mirroring** is the matching of certain behaviors of the other person, a technique to help establish rapport.
Most medical schools and other healthcare programs include courses related to communications, especially when it comes to understanding and building rapport with patients. For example, NBC’s Nightly News on June 12, 2012 aired a story called “Teaching Doctors to Listen.” In the story, Dr. Nancy Snyderman interviewed Dr. Rachel Remen, creator of a course for medical students called “The Healer’s Art.” Remen said the course enables service-oriented medical students to bring their full humanity to their work by using experiential learning and reflection.

Remen explained that several years ago she noticed that several journal articles documented the problem of many young medical students and doctors becoming cynical, depressed, and burned out. She decided to create a course to help students learn to connect better with their patients. First created over twenty years ago at the University of California San Francisco, the course is now in place in half of U.S. medical schools.
Acquiring the Project Team and Making Staff Assignments

- There’s a saying that the project manager who is the smartest person on the team has done a poor job of recruiting!

- After developing a staffing management plan during project planning, project managers must work with other managers in their organizations to assign personnel to their project or to acquire additional human resources

- Managers must also motivate their staff and remember why people choose to leave their jobs
Top Three Reasons People Leave Their Jobs (from Fast Company Study)

1. They feel they do not make a difference
2. They do not get proper recognition
3. They are not learning anything new or growing as a person

- Managers can ensure these reasons do not occur by doing a good job of motivating and managing their people
Figure 7-8. Best Place to Work If You Can Get Hired (www.xkcd.com)

Have you read about Google HQ? It sounds like an incredible place to work.

Man, I ain’t gonna be chained down in no corporate idea factory. They think just ‘cause they’ve got a nice building and a laid-back culture, I’m gonna want to come in all day long and work on fascinating problems with the smartest people in the world.

So, what, they turned you down?

I don’t understand it! I even baked them a cake shaped like the Internet!
Resource Loading

- **Resource loading** refers to the amount of individual resources an existing schedule requires during specific time periods.

- Helps project managers develop a general understanding of the demands a project will make on the organization’s resources and individual people’s schedules.

- **Overallocation** means more resources than are available are assigned to perform work at a given time.
Figure 7-9. Sample Resource Histogram Showing an Overallocated Individual
Resource Leveling

- **Resource leveling** is a technique for resolving resource conflicts by delaying tasks.

- The main purpose of resource leveling is to create a smoother distribution of resource usage and reduce overallocation.
Figure 7-10. Resource Leveling Example

The project network with Activities A, B, and C and durations as shown. Activity A has 3 days of slack, and Activity C has 2 days of slack. Assume Activity A has 2 workers, B has 4 workers, and C has 2 workers.

Resource usage if all Activities start on day one

Resource usage if Activity C is delayed 2 days, its total slack

Benefits of Resource Leveling

- When resources are used on a more constant basis, they require less management.
- It may enable project managers to use a just-in-time inventory type of policy for using subcontractors or other expensive resources.
- It results in fewer problems for project personnel and accounting department.
- It often improves morale.
Jeff worked with the functional managers in IT to staff Phase I for the VAPR project. As usual he could not get commitments from the managers for some of his first choices, but he had a very good relationship with all of the functional teams and knew that they would try to provide him the staffing he needed.

Pat had a bit more difficulty staffing for Phase II, as she primarily needed time from clinicians whose primary jobs were caring for patients, not working on projects.
## Figure 7-11. Sample Team Roster

<table>
<thead>
<tr>
<th>Name</th>
<th>Role on Project</th>
<th>Position</th>
<th>Email</th>
<th>Office</th>
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<tbody>
<tr>
<td>Dr. Marilyn Shoemaker</td>
<td>Project Sponsor</td>
<td>Chief Nursing Officer</td>
<td>shoemaker_m</td>
<td>MH205</td>
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<tr>
<td>Casey Lidwell</td>
<td>Phase I Project Champion</td>
<td>Chief Analytics Officer</td>
<td>Lidwell_c</td>
<td>MH237</td>
</tr>
<tr>
<td>Dr. Danielle Scheerer</td>
<td>Phase II Project Champion</td>
<td>Chief Quality Officer</td>
<td>scheeerer_d</td>
<td>MH239</td>
</tr>
<tr>
<td>Jeff Birdwell</td>
<td>Project Manager, Phase 1</td>
<td>Sr. Project Manager</td>
<td>birdewell_j</td>
<td>BB209</td>
</tr>
<tr>
<td>Pat Wager</td>
<td>Project Manager, Phase 2</td>
<td>Sr. Clinical Analyst</td>
<td>wagstaff_p</td>
<td>CD223</td>
</tr>
<tr>
<td>Larry Storm</td>
<td>Team Member, Ph I</td>
<td>Database Administrator</td>
<td>storm_l</td>
<td>BB103</td>
</tr>
<tr>
<td>Stan Budding</td>
<td>Team Member, Ph I</td>
<td>Sr. Analyst</td>
<td>Budding_s</td>
<td>BB201</td>
</tr>
<tr>
<td>Jack Hotman</td>
<td>Team Member, Ph I</td>
<td>Systems Administrator</td>
<td>Hotman_j</td>
<td>PH301</td>
</tr>
<tr>
<td>Crystal Droyd</td>
<td>Team Member, Ph I</td>
<td>Sr. Data Analyst</td>
<td>Droyd_c</td>
<td>BB104</td>
</tr>
<tr>
<td>Mark Danner</td>
<td>Team Member, Ph I</td>
<td>Manager, Data Analytics</td>
<td>Danner_m</td>
<td>BB201</td>
</tr>
<tr>
<td>Peter Land</td>
<td>Team Member, Ph I</td>
<td>Data Developer</td>
<td>Land_p</td>
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<tr>
<td>Nursing Pool</td>
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<tr>
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<td>Team Member, Ph II</td>
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<td>TBD</td>
<td>TBD</td>
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<tr>
<td>Training Vendor</td>
<td>Training Supplier</td>
<td>Training Development</td>
<td>TBD</td>
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</tbody>
</table>
Many failed projects have been staffed by highly talented individuals; however, it takes teamwork to complete projects successfully.

The main goal of team development is to help people work together more effectively to improve project performance.

Project managers should understand and apply good team-building practices because it takes teamwork to successfully execute most projects.
Tuckman Model of Team Development

- Forming
- Storming
- Norming
- Performing
- Adjourning
Training

- Project managers often recommend that people take specific training courses to improve individual and team development.

- Team-building activities include using physical challenges and psychological preference indicator tools, such as the Meyers-Briggs Type Indicator and the Wilson Learning Social Styles Profile.
Meyers-Briggs Type Indicator (MBTI)

- MBTI is a popular tool for determining personality preferences and helping teammates understand each other.

- Four dimensions include:
  - Extrovert/Introvert (E/I)
  - Sensation/Intuition (S/N)
  - Thinking/Feeling (T/F)
  - Judgment/Perception (J/P)

- Project managers might want to make sure that they have a variety of personality types on their team.
People are perceived as behaving primarily in one of four zones, based on their assertiveness and responsiveness:

- Drivers
- Expressives
- Analyticals
- Amiables

People on opposite corners (drivers and amiables, analyticals and expressives) may have difficulties getting along.
Figure 7-12. Social Styles of Wilson Learning

Reward and Recognition Systems

- Team-based reward and recognition systems can promote teamwork
- Focus on rewarding teams for achieving specific goals
- Allow time for team members to mentor and help each other to meet project goals and develop human resources
Sample Team Performance Assessment

- Project managers assess team performance in several ways.
  - Jeff believed in management by wandering around, and he liked to have many short, informal discussions with various stakeholders, especially his project team members.
  - He also observed people working alone and as a team, and assessed the quality of deliverables they produced.
  - Jeff periodically asked her project team members to fill out self-assessments to assist in performance assessment; he discussed each person’s assessment and took corrective actions as needed.
Individual’s Name: _____________________       Project Manager: Jeff Birdwell
Date: ________________
1. Using a scale of 0-100, assess how you think the project team is performing: ___
2. Briefly explain your rationale behind the score in #1.
3. Using a scale of 0-100, assess how you are performing on this project: _____
4. Briefly explain the rationale behind your score in #3.
5. Of the current project work underway, what do you feel is most critical to complete?
6. What can you do to improve your performance?
7. What can project leadership do to help you meet your goals on this project?
8. Is there anything you see that can prevent the project team from meeting project objectives? If so, explain.
9. What suggestions do you have for improving team performance?
Managing the Project Team

- Managing a project team is no small task!

- Project managers must use their soft skills to find the best way to motivate and manage each team member

- Tools and techniques include:
  - Observation and conversation
  - Project performance appraisals
  - Conflict management
  - Interpersonal skills
Be patient with your team and treat everyone with respect. Assume the best about people; do not assume that your team members are lazy and careless.

Fix the problem instead of blaming people. Help people work out problems by focusing on behaviors.

Establish regular, effective meetings. Focus on meeting project objectives and producing positive results.

Allow time for teams to go through the basic team-building stages of forming, storming, norming, performing, and adjourning. Do not expect teams to work at the highest performance level from the start; not all teams will even reach that level. However, help them move along the stages as quickly as possible.

Clinical projects may bring the team members face-to-face with physicians, nurses, therapists, and administrators who may have limited interest in the project. Further, the clinicians’ focus is on patient care, and often projects take them away from their patients. Help the team understand that the behavior of clinicians and others is not personal.
Project Communications Management

- Good communications management is also crucial to project execution

- The process of managing communications involves gathering information to create, distribute, store, retrieve, and dispose of project communications in accordance with the communications management plan

- The main outputs are project communications and updates to project documents, the project management plan, and organizational process assets
Important Project Communications Concepts

- It is important to address important concepts related to improving project communications

- Key concepts include:
  - Formal and informal communications
  - Nonverbal communications
  - Using the appropriate communications medium
  - Understanding individual and group communication needs
  - The impact of team size on project communications
Formal and Informal Communications

- It is not enough for project team members to submit formal status reports to their project managers and other stakeholders and assume that everyone who needs to know that information will read the reports.

- In fact, many people may prefer to have an informal, two-way conversation about project information.

- Project managers must be good at nurturing relationships through good communication.
Nonverbal Communications

- Research poses the theory that in a face-to-face interaction, 58 percent of communication is through body language, 35 percent is through how the words are said, and a mere 7 percent is through the content or words that are spoken.

- Even if the actual percentages are different in verbal project communications today, it is safe to say that it is important to pay attention to more than just the actual words someone is saying.

- Nonverbal communications, such as a person’s tone of voice and body language, are often more important than the words being used.
Understanding Individual and Group Communication Needs

- People are not interchangeable parts

- As illustrated in Brooks’ book, *The Mythical Man-Month*, you cannot assume that a task originally scheduled to take two months of one person’s time can be done in one month by two people; nine women cannot produce a baby in one month!

- Individuals prefer different ways to communicate

- Geographic location and cultural backgrounds also affect communications
The Impact of Team Size on Project Communications

- As the number of people involved increases, the complexity of communications increases because there are more communications channels, or pathways, through which people can communicate.

- Number of communications channels = \( \frac{n(n-1)}{2} \)

  where \( n \) is the number of people involved.

- For example, two people have one communications channel: \( \frac{(2(2-1))}{2} = 1 \).
  Five people have ten channels \( \frac{(5(5-1))}{2} = 10 \).

- It is often helpful to form several smaller teams within a large project team to help improve project communications.
Figure 7-14. Channels of Communications

channels = \frac{n(n-1)}{2}

Where \( n \) is the number of people

1 channel

3 channels

15 channels
Getting project information to the right people at the right time and in a useful format is just as important as developing the information in the first place.

During execution, project teams must address important considerations for creating and distributing information.
As part of the VAPR project, Pat’s Phase II team followed several existing business processes and provided new information to update some of them.

For example, they used several communications media already well established at AHS, such as e-mail and project Web sites.

Pat’s team also used several new technologies to enhance communications and processes, such as instant messaging, texting, and Webcasts.
Project Stakeholder Management

- The process of managing stakeholder engagement involves working with various project stakeholders to meet their needs and expectations, addressing stakeholder issues as they occur, and fostering engagement in project decisions and activities.

- The key benefit of managing stakeholder engagement, if done well, is that it allows the project manager to increase support and minimize resistance from stakeholders, significantly increasing the chances to achieve project success.
Managing Stakeholder Engagement

- Good teachers use several techniques to engage students; project managers also need to actively engage project stakeholders

- Need to set the stage early so stakeholder engagement is expected and welcomed

- Outputs of the process to manage stakeholder engagement include issue logs (documents used to document, monitor, and track issues that need to be resolved for effective work to take place), change requests and updates to the project management plan, project documents, and organizational process assets

- An issue is a matter under question or dispute that could impede project success
## Figure 7-15. Sample Issue Log

<table>
<thead>
<tr>
<th>Issue #</th>
<th>Issue Description</th>
<th>Impact on Project</th>
<th>Date Reported</th>
<th>Reported By</th>
<th>Assigned To</th>
<th>Priority (H/M/L)</th>
<th>Due Date</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HOB data from nursing documentation not valid except at shift change</td>
<td>IHI bundle requires this data. Can’t deliver reports, or improve VAP rates if data is missing or wrong</td>
<td>Aug 2</td>
<td>Larry</td>
<td>Stan</td>
<td>H</td>
<td>Sep 2</td>
<td>Open</td>
<td>Stan working with Pat to resolve. Appears to be a problem with the way the nursing documentation input form was designed</td>
</tr>
<tr>
<td>2</td>
<td>Not all ICU doctors have iPads</td>
<td>May have to purchase 30-40 iPads to cover the remaining doctors. Max cost of $200k</td>
<td>Aug 5</td>
<td>Crystal</td>
<td>Danielle</td>
<td>M</td>
<td>Apr 15</td>
<td>Open</td>
<td>Do not need until just prior to training. Can push purchase into next fiscal year. Management wants iPad report delivery</td>
</tr>
</tbody>
</table>
Project Procurement Management

- The main executing process performed as part of project procurement is conducting procurements

- Key outputs include selected sellers, agreements or contract awards, resource calendars, change requests, and updates to the project management plan and project documents
Conducting Procurements

- Involves obtaining seller responses to proposals or bids, selecting sellers, and awarding contracts

- Organizations can use several different methods to approach and select qualified sellers or suppliers:
  - Approaching a preferred supplier
  - Approaching several qualified suppliers
  - Advertising to many potential suppliers

- A procurement document package generally includes a summary letter, a request for proposal or quote, and a contract statement of work
## Figure 7-16. Sample Qualified Sellers List

<table>
<thead>
<tr>
<th>Seller Name/ Web Site</th>
<th>Areas of Expertise</th>
<th>Staff (FTE)</th>
<th>Reputation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek Geeks greek-geeks.com</td>
<td>E-learning, custom course development, higher education course development (curriculum, video, exams, grading, forums).</td>
<td>18</td>
<td>Very good reputation, but mainly within the higher education market where they do 70% of their work. Higher price per hour than all others.</td>
</tr>
<tr>
<td>All About Training (AAT) aat.com</td>
<td>E-learning, custom course development, department of defense focus.</td>
<td>35</td>
<td>Has many partnerships with other companies, prices higher than TechTalk, but AAT has more flexibility due to larger staff size.</td>
</tr>
<tr>
<td>TechTalk techtalk.com</td>
<td>E-learning, custom course development</td>
<td>9</td>
<td>Very small firm but well respected by customers. Long time vendor of choice by AHS.</td>
</tr>
</tbody>
</table>
Selecting Sellers and Writing Contracts

- Selecting sellers, often called source selection, involves evaluating proposals or bids from sellers, choosing the best one, negotiating the contract, and awarding the contract.

- Often, buyers develop a **short list** of the top three to five suppliers to reduce the work involved in selecting a source, and they are often asked to prepare a best and final offer (BAFO).

- It is good practice to include a detailed statement of work and schedule as part of the contract to clarify exactly what work the seller will perform and when.
Title of Work: Online Training Program for VAP Clinical Workflows

This is an Agreement made as of __________ by Greek Geeks, 2255 River Road, Boston, MA (the “Seller”), and Academic Health Systems, 4300 Medical Parkway, Providence, RI (the “Buyer”).

THE SELLER AND THE BUYER AGREE THAT:

1. The Work: The Seller will create the Work as set forth in Exhibit A hereto. The Buyer will provide the Seller with the format and specifications in which each element of the Work is to be submitted. The Seller agrees to conform to such format and specifications.

2. Delivery of the Work: The Seller agrees to deliver to the Buyer the Work in form and content acceptable to the Buyer on or before the dates outlined in Exhibit B of this Agreement, time being of the essence to the Buyer.

3. Right to Terminate: If the Seller materially departs from the agreed-upon schedule or if the Work is not satisfactory to the Buyer (based on reviews of drafts, market conditions, and/or other criteria as determined by the Buyer), the Buyer may at its option:
   A. Allow the Seller to finish, correct, or improve the Work by a date specified by the Buyer;
   B. Terminate this Agreement by giving written notice to the Seller.

4. Payments: The Buyer will pay the Seller a fixed price of $11,200 upon accepted completion of the Work.

5. Exhibit: The following Exhibit is hereby incorporated by reference into this Agreement:
   Exhibit A: Statement of Work
   Exhibit B: Schedule

IN WITNESS WHEREOF, THE PARTIES HERETO HAVE EXECUTED THIS Agreement as a sealed instrument as of the date first above written.

<table>
<thead>
<tr>
<th>Academic Health Systems</th>
<th>Greek Geeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>By:</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>
Good execution is crucial to project success. Without it, the products, services, and results planned from the project cannot materialize.

This chapter summarizes the executing processes and key outputs for project integration, quality, human resource, communications, and procurement management.

Samples of several executing outputs are provided.