# PMPP 201 Unit 1: Project Management Basics and Why Projects Go Wrong

## Overview

Welcome to PMPP 201. Project Management is at the core of most organizational behavior. Organizations are either in the midst of project work to create a process (or a product), or they function in the processes they have created. Organizations and their structures vary. Processes (and products) can vary. But Project Management (PM) systems remain constant. Great Project Management tends to lead toward more favorable results, while poor Project Management creates the highest risk of project failure.

This unit will consider a high-level view of the PM world.

The Project Management Institute is considered by most as the world’s foremost authority in the sphere of Project Management (PM). Given that, PMI’s Body of Knowledge (called the ‘PMBOK’) is at the core of our curriculum and Learning Outcomes. Every PMPP course textbook is geared to lineup with the PMBOK and offers a (more) detailed analysis. For more details about PMI, visit [www.pmi.org](http://www.pmi.org)

## Topics

This unit is divided into the following topics:

1. What Constitutes a Project?
   1. Projects are all around us. In fact, most of us use Project Management constantly. Throughout the PMPP courses, we will discover the components of a project, their ‘systems’, and the skills to keep them on track.
2. The Traits of a Project Manager
   1. Being a great PM is more than just being a ‘good communicator’. We will start into a detailed view as to the personal skills, talents, and passions that a PM needs to drive a project to success.
3. How Innovation can Mean the Difference between Success and Failure in Project Work.
   1. It is quite common for the best solution during a project is a ‘creative’ solution. Studying Innovation will open the doors to allowing access to that creativity.
4. How Personal Leadership Styles Affect PM success.
   1. We will consider several Leadership Styles. There is power in understanding yours. Then, if there are styles you might be ‘lesser’ at, you can surround yourself with team members that excel in those areas, providing a stronger team bond and a driven leadership focus.

## Learning Outcomes

When you have completed this unit, you should be able to:

* Comprehend that projects are all around and using PMI’s terms, techniques, and concepts aid in improving project success.
* Begin to assimilate the (best) personal skills that a PM needs, and recognize how that fits into your personality, skills, and passions.
* Consider that there may be several answers to a solution and that sometimes creative/ innovative solutions are the ones that work best
* Self-assess and determine one’s Leadership Styles, aiding in team building and management.

## Activity Checklist

Below is a checklist of learning activities you will benefit from in completing this unit. You may find it useful for planning your work.

It is important to complete ALL Personal Activity PRIOR to Far Center sessions.

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| 🗹 | **Activities** | **Expected Time Commitment** |
|  | **Personal Activity 1.1.1**: Read Moodle and Syllabus | 30 minutes |
|  | **Personal Activity 1.1.2:** Watch web video “Managing Sources in Word” | 10 minutes |
|  | **Personal Activity 1.1.3**: Watch Instructor Video (PowerPoint file included for later reference) found in Moodle | 25 minutes |
|  | **Personal Activity 1.1.4:** Read Fundamentals of PM (FPM), Chapters 1-2 | 60 minutes |
|  | **Personal Activity 1.1.5**: Read All In One (AIO), Chapters 1-3 | 60 minutes |
|  | **Personal Activity 1.1.6:** Read Courageous Leadership, Chapter 7 | 30 minutes |
|  | **FAR Centre Activity 1.2.0:** Watch web video “Good vs Bad PM’s” by ProjectManager.com | 10 minutes |
|  | **FAR Centre Activity 1.2.1:** Consider the 13 areas of self-evaluation from Activity 1.2.0 and determine your top 3 and your bottom three skills…and what they can do to minimize their ‘gaps’. Use the file provided to assist. | 5 minutes |
|  | **FAR Centre Activity 1.2.2:** Share the 3 top and bottom skills with the class, including their plan to overcome gaps. (Time varies by student headcount, about 3 minutes each) | 30 minutes |
|  | **FAR Centre Activity 1.3.0:** Watch web video “The 4 Essentials of Innovation” by Craig Groeschel | 25 minutes |
|  | **FAR Centre Activity 1.3.1:** Consider the 4 Essentials and determine their order of importance, being ready to share your choice and rationale with the class. | 5 minutes |
|  | **FAR Centre Activity 1.3.2:** You will present your lists and justifications to the class (Time varies by student headcount, about 3 minutes each) | 30 minutes |
|  | **FAR Centre Activity 1.4.0:** Consider the readings from Activity 1.1.4 & 1.1.5 and files (found in Moodle) on Leadership styles… you are to determine your Primary, Secondary, and Tertiary Styles and be ready to share these with the class | 5 minutes |
|  | **FAR Centre Activity 1.4.1:** You will share your styles with the class, and how this is evident in your life. (Time varies by student headcount, about 2 minutes each) | 20 minutes |
|  | **Assessment 1.1: Written Assignment:** Considering AIO’s chapters 2 & 3, select 5 aspects/traits (the most important to you) that increase a PM’s influence. Of these 5, denote why you chose them. (At least 3 APA sources). These will be uploaded into Moodle. | **Tbd** |
|  | **Assessment 1.2: Far Center Participation:** Weeklyfeedback concerning thepresentations and discussion participation will be submitted to the instructor and be graded for the week. This feedback comes from the Facilitator (emailed) PLUS, you need to submit a Weekly Recap Status Report (using the template provided and uploaded into Moodle). | **Tbd** |

## Resources

Purchased Resources (textbooks):

* Fundamentals of PM (FPM), (Heagney), Chapters 1-2
  + ISBN: 978-0-8144-3736-0
* All In One (AIO), (Phillips), Chapters 1-3
  + ISBN: 978-1-2598-6162-8
  + Be sure to buy the version with the DVD/CD!!!
* Courageous Leadership (CL), (Hybels), Chapter 7
  + ISBN: 978-0-3102-4823-1

Provided Resources (files, video, website links):

* Read Moodle and the Syllabus
* Web Video: “[Managing Sources in Word](https://www.youtube.com/watch?v=_LWwcl01uUE)” (various)
* File: Weekly Instructor Video Recording
* File: Weekly PowerPoint
* Web Video: “[Good vs. Bad PM’s](https://www.youtube.com/watch?v=raeKqKp4xdE)” by ProjectManager.com
* File: 13 Traits of a Good Project Manager
* Web Video: “[The 4 Essentials of Innovation](https://www.youtube.com/watch?v=ue49Tw2WwaI&t=3s)” by Craig Groeschel
* Files: Courageous Leadership Exercise, Part 1 and 2
* File: Weekly Recap Status Report Template
  + What topics did I learn this week?
  + What are the key terms I learned this week?
  + What am I going to do with this knowledge?

The most recent PMPP Textbook List for all PMPP courses can be found in Moodle.

## Notes on ALL Learning Activities

Note that the learning activities in this course are ungraded, unless specified. All Learning Activities are designed to help you succeed in their assessments in this course, so you are strongly encouraged to complete them.

## Topic 1: What constitutes a project?

A project can be defined as systematic approach to achieve a particular objective. Nearly every project falls into two categories: Creating/Improving a process OR creating/improving a product. Most people are unaware as to how much project-based work they have participated in.

As you considering the components of project work, you will begin to collect (project management) ‘tools” for your ‘personal life toolbox’.

#### Personal Activity 1.1.1: Read Moodle and Syllabus

It is important for you to get a running start in PMPP courses by reading all Moodle and Syllabus content for this course. Don’t worry about not understanding all terms and concepts, but this overview will help you better contextualize course content as your progress in. Both Moodle and the Syllabus are full of valuable content that help you begin to assimilate PM topics and content., including, but not limited to, guidance on strategies for tackling assignment work.

#### Personal Activity 1.1.2: Watch YouTube’s “Managing Sources in Word”

Fitting with academic appropriateness, all Written Assignment work must include properly formatted citations. Plus, this skill will carry through into additional university efforts and lifelong project work. This activity is a web video tutorial on how to ‘Manage Sources in Word’. Be sure to know the exact version of Word you possess so you can search accordingly. The weblink provided in the Resources section above provides a sample of a tutorial.

#### Personal Activity 1.1.3: Read Fundamentals of PM (FPM), Chapters 1-2

The first two chapters of your FPM textbook begins your journey into specific PM topics. These two offer an overview of the role of the Project Manager and the processes of project work. After reading you should walk away with a firm knowledge of the importance of using a systematic approach to project work to give a better chance for success; and, the realization that personal skills play heavily into the ‘people’ side of projects.

#### Personal Activity 1.1.4: Read All In One (AIO), Chapters 1-3

This textbook is strongly tied to the Project Management Institute’s Body of Knowledge (PMBOK). For this week, the first three chapters are to be assimilated. There is a strong discussion on the value of obtaining a certificate in PM, project Life Cycles and project Process Groups, how an organization’s (structure/culture) environments affect project work, and what personal skills and qualities a Project Manager must possess.

#### Personal Activity 1.1.5: Read Courageous, Chapter 7

As you read Chapter 7 of Courageous Leadership, it is important for you to have a firm understanding of the definitions of the 10 Leadership Styles that the author presents. You will need to understand these styles and then identify which styles that pertain to you (Primary, Secondary and Tertiary); and be able to share these (and why you chose them) with the class.

## Topic 2: The traits of a Project Manager.

A good Project Manager possesses a strong understanding of self and a solid collection of tools to understand and communicate with people. “Being a good communicator” is not enough… there are numerous ‘people skills’ that go beyond (just) being a good communicator. These skills/tools will be constantly discovered and discussed during this course and used at times of Stakeholder Management, as a PM navigates problem solving, risk mitigation, and other project management actions.

There are times when a PM must deal with problematic team members. It may seem like childcare, but the strongest PM’s have people-management skills that minimize these challenges.

#### Far Center Activity 1.2.0: Watch YouTube’s ‘Good vs Bad PM’s”

This video discusses 13 areas to evaluate yourself as a Project Manager. There are a couple of assumptions that drive this, and they are presented at the beginning. As you watch, think of the top three that pertain to you (those you have the strongest skills at). Plus, think of the three that you are the weakest at. A handout is provided to assist you in this. You’ll be sharing your self-assessment, so take good notes.

* Facilitator Note: Handout: “The 13 Traits of a Good Project Manager.” **[insert link]** This is just a list of the words noted in the video as a refresher to students.

#### Far Center Activity1. 2.1: Personalizing the 13 Areas to Evaluate Yourself as a PM

After watching the video, you are to consider the 13 areas presented in the video and determine which 3 you are strongest in… plus, you are to determine your weakest areas.

#### Far Center Activity 1.2.1: Sharing their Top and Bottom 3 Areas

All students will present their top and bottom 3 areas, AND providing examples to support their choices. This should take about 3 minutes per student.

* Facilitator Note: Provide feedback to the instructor on the student’s self-honesty and openness. There is no wrong answer! But students must be able to defend their choices.

## Topic 3: How Innovation can Mean the Difference Between Success and Failure in Project Work.

It is common for a PM to process through challenging situations. There are times when the best solution is a creative one. This could happen when fixing a current process or product, but could also be required when establish a new process or product. Understanding the value of innovation and how it fits into success offers and important advantage to a PM.

Having a Plan B sometimes helps. But having a Plan C and Plan D may need to be invoked. Plus, getting input from non-typical stakeholders could also prove to be valuable… for example, I try to include the newest hire into a company’s brainstorming meetings, as they are not yet tainted by the organizational culture and can provide ‘out of the box’ solutions.

#### Far Center Activity 1.3.0: Watch YouTube’s “The 4 Essentials of Innovation”

Watch this video and take notes to help develop a fuller understanding of all 4 Essentials. You will be discussing these 4 Essentials during the next two Activities.

#### Far Center Activity 1.3.1: The 4 Essentials of Innovation ‘In Order’

Considering the ‘4 Essentials of Innovation’, put these in order of importance (viewpoints can, and will vary). You are to explain your choices and will need to include examples.

#### Far Center Activity 1.3.2: The 4 Essentials Presentation

All students will share their findings with the class; not only the list, but why they have chosen this order. This should take about 3 minutes per student.

* Facilitator Note: Students will be presenting their opinions, which is not gradable. Students will have a varying amount of personal creativity and this may ‘come out’ during their presentations. But either way, they need to provide a clear and concise justification for their choices.

## Topic 4: How Personal Leadership Styles Affect PM Success

From Personal Activity 1.1.4, in the textbook AIO, page 101, the author presents 6 Leadership Styles. Plus, from Personal Activity 1.1.5, chapter 7, there are 10 additional styles listed. For this exercise, we will use the list from Courageous Leadership (CL), as it is more descriptive. Most people relate to ONE form the AIO list; plus, three from the CL textbook. You are expected to self-evaluate and determine your styles.

One’s Leadership Styles typically no not change over time, but they can certainly DEVELOP. For many this exercise can be life-changing. For example, many do not consider themselves as leaders (this is common with introverts). My goal is to help you discover your Styles and work to grow them during this course, and beyond.

#### Far Center Activity 1.4.0: Determining Styles

From the AIO list on Page 101, You are to select the ONE style you relate to the most. And, from the CL list in Chapter 7, you are to determine your Primary, Secondary, and Tertiary styles. It is NOT an exercise of picking the ones they aspire to, but to pick the styles that best describe you.

* Facilitator Note: TWO handouts: Leadership Styles 1 & 2. This will be a list of the Styles and a ‘grid’ for students to take notes.

#### Far Center Activity 1.4.1: Discussion of Styles

Each student will then share their AIO style with the class, and give a brief statement as to why they chose that one. Then, they are to share their Primary, Secondary, and Tertiary styles from the CL list, and include examples as to why they selected those as best describing their leadership styles. Please understand that some leaders are not experts in more than one or two, but can present several styles. Whereas, others are experts in one and don’t spend much time in a Secondary or Tertiary style

* Facilitator Note: It is common for people that know each other to provide feedback during the presentation portion of this exercise. DO NOT STOP THIS! There can be major revelations come to light during this process. After each student shares, ask the group, “Do you disagree? Can you give a reason or example why? Repeat this for every student.

## Unit 1 Summary

In this first unit, you have had the opportunity to learn about…

1. The basic elements that make up a project… and based on that you have likely participated in several projects
2. There are certain traits that make up a good PM. Given that it is impossible to contain skills in all the traits, we can try to constantly improve ourselves to fill our educational voids, but we must know when to surround ourselves with others that possess skills in the areas we lack. This improves teamwork and usually contributes to greater project success.
3. Sometimes the best solutions are the most creative. It is common for project planning to begin without a firm grasp on the solution… and you may discover this during the project work. Grit and bravery come into play here.
4. It is important to know your leadership style, and like #2 above, high-functioning teams usually contain a well-rounded collection of styles, skills, and abilities.

## Assessments

### Assessment 1.1: Written Assignment

Considering AIO’s chapters 2 & 3, select 5 aspects/traits (the most important to you) that increase a PM’s influence. Of these 5, denote why you chose them.

* Use at least 3 APA-formatted citations

### Written Assignment Grading Criteria:

The grading of the Written Assignment will be based on the PMPP Standard Rubric:

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| --- | --- | --- | --- |
| **Syntax and Spelling:** | |  |  |
|  | Emerging (0 to 6 points) | Developing (7 to 8 points) | Mastering (9 to 10 Points) |
|  | Student appears to not have checked for spelling and grammatical errors. Sentence structure is difficult to follow. Basic composition rules may not be followed. APA formatting has errors. | There are limited minor errors in spelling or grammar. The content may not flow smoothly and may be disjointed in thought and application. APA formatting is adequate. | There is either no errors or just a minor error in spelling or grammar. The content flows well and are a solid example of proper composition elements of style. APA formatting is exemplary. |
|  |  |  |  |
| **Thorough Answers to Assignment:** | |  |  |
|  | Emerging (0 to 21 points) | Developing (22 to 30 points) | Mastering (31 to 35 Points) |
|  | Student may have simply just answered the assignment demonstrating limited knowledge of the content, lacked depth, and offered limited (or no) sources. Major points of the assignment are not developed. | Student answered the minimum of the assignment and offered undeveloped use of sources. They may need to cultivate some portion(s) of the assignment more in order to head toward mastery. | Student has clearly mastered the assignment content and properly used sources to thoroughly prove their thesis Content is clear and concise, without being too wordy; finishing with a great conclusion. |

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| --- | --- | --- | --- |
| **Personalization/Examples:** | |  |  |
|  | Emerging (0 to 21 points) | Developing (22 to 25 points) | Mastering (26 to 30 Points) |
|  | Student offers shallow or no personal examples to support their thesis. | Student shows personalization, but may be offering 'someone else's story' or one that doesn’t fit the assignment. Application of the content may not be thoroughly explained (to fit their thesis). | Student offers are least one strong example from personal experience, and fits well with their thesis and conclusion. Impact on faith may be included in the answer. |
|  |  |  |  |
| **Professional Presentation:** | |  |  |
|  | Emerging (0 to 9 points) | Developing (10 to 12 points) | Mastering (13 to 15 Points) |
|  | Paper is offered in an acceptable presentation but lacks consistent formatting. Paragraphs are too large. Word choice may not be appropriate for the ‘business style’ required for this course. Overall appearance detracts from the content. | Paper is better than an ‘acceptable’ presentation. Paragraph size is appropriate (limited to 4 sentences each) and word choice is fitting. Overall appearance is on the brink of greatness. | Paper is very professional looking. Paragraphs are well formulated. Excellent word choice and appearance add to the overall content. Total appearance is exceptional. |
| **Sources:** | |  |  |
|  | Emerging (0 to 5 points) | Developing (6 to 8 points) | Mastering (9 to 10 Points) |
|  | Student use of citation(s) does not comply with the assignment minimums; and sources are (just) from textbooks. | Student uses minimum quantity of required citations, but a majority are from the textbook(s). | Sources are rarely from textbooks and often from creative sources. |

### Assessment 1.2: Far Center Participation

You are expected to complete your reading assignments prior to Far Center Sessions. Then during class, opening (with honesty and respect) join in on class discussions, small group discussions, and presentations. Your Facilitator will complete and submit a Facilitator’s Weekly Participation Overview each week.

Furthermore, you are to complete and upload a Weekly Recap Status Report, using the following template **[insert link]**.

### Far Center Participation Grading Criteria:

Using the TWU General Guide to Grading found in the syllabus, the Facilitator will provide a score (and any applicable feedback) to the Instructor, namely, an evaluation of each student’s participation in the weekly sessions.

For the Facilitator’s Weekly Participation Overview, scoring is based on the below rubric.

* Attendance: 0 points for missing, 10 for being late, and 25 for full attendance
* Attentiveness, up to 25 points
* Quality of Participation in Class & Small group discussions, up to 25 points
* Quality of Presentations, up to 25 points
  + In the event of Group presentations, the group will share the same score

Since these sessions cannot be made up, attendance is mandatory.

Plus, you will submit (upload into Moodle) a Weekly Recap Status Report, using the template provided **[insert link]**. You can score up to 100 points for this.

The Instructor will grade you based on the AVERAGE of the Facilitator’s Weekly Participation Overview and your Weekly Recap Status Report.

## Checking your Learning

Before you move on to the next unit, you may want to check to make sure that you are able to:

* Determine what constitutes a project and develop your vocabulary of important PM words, like:
  + Process Groups
  + Project Life Cycles
  + Deliverables
  + Data Gathering
  + Stakeholder Management
  + The Triple Constraints
  + Enterprise Environments
* Discern the good and bad Project Leadership Traits (within project teams) and how these affect project successes.
* Recognize that a ‘creative’ (or non-traditional) solution to an issue may not be known at the time a project starts. This may include you having to adjust the Scope or a Deliverable of the project even after project work has begun.
* Accurately identify your personal Leadership Styles and how these fit into great Project and Stakeholder Management.