# PMPP 201 Unit 7: Resources Knowledge Area

## Overview

Welcome to Unit 7 of PMPP 201. In this Unit, we will consider the tools that allow a project manager to form and develop their project teams. Arguably, the quality of the team is proportional to the quality of the project outcome.

This unit will consider the Knowledge Area of **Resources**.

Projects require people and equipment to accomplish their project activities. Plus, there may be additional supplies and services that have to be secured for use within the project, too (specific to the project). The project manager needs to oversee that all the resources within the projects, as fitting with the *enterprise* *factors* of their organization.

This unit focuses on how to ‘project resource management’.

Plenty of the project resource focus is on supplies and services. Team members are commonly assigned without much *choice* (or input) from the project manager. But the project manager must take this collection of people and develop them into a high-functioning team.

We target our assignments to prepare you for use in real-world project management. You will commonly perform work based on a given scenario or use samples/templates from the web. Plus, each week, you’ll be submitting a Weekly Recap Status Report that discusses lessons learned.

## Topics

This unit is divided into the following topics:

1. Team Selection and Development
   * Regardless of your team being made from people you select, or are forced to use, a project manager must develop them to fit the project’s needs.
   * Every team member must be evaluated, then developed as necessary, to better their performance within project work
2. Project Organizational Charts
   * A great tool for a project manager is to establish an organizational chart for their project. The ‘Org Chart’ must also fit the *enterprise* *factors* of the organization.
3. Project Conflict Log
   * There will ALWAYS be conflicts on a project team. Sometimes they are internal to the team and sometimes they reach to stakeholders outside of the team.
   * A Conflict Log will help to track the issues and resolutions. This is a powerful way to reduce the emotionalism that conflict can induce.
4. Behavior Theories and Team Performance
   * To better understand human interaction, as team members are usually human, a project manager can benefit from understanding what motivates people.
   * Knowledge of behavior theories can aid in a project manager’s *relating* skills.

## Learning Outcomes

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

* Select Strong Team Members and Develop Them to be High-Performers
* Plot a Project Organizational Chart, Fitting the Enterprise Factors
* Develop a Project Conflict/Issue Log
* Use the Power of Existing Behavior Theories to Maximize Team Performance

## 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 Centre sessions.

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| 🗹 | **Activities** | **Expected Time Commitment** |
|  | **Personal Activity 7.0.1:** Watch Instructor Video (PowerPoint file included for reference). | 30 minutes |
|  | **Personal Activity 7.0.2:** Read Fundamentals of PM (FPM), chapters 12-14 | 50 minutes |
|  | **Personal Activity 7.0.3:** Read All In One (AIO), chapter 9. | 60 minutes |
|  | **Personal Activity 7.0.4:** Watch AIO Video “Human Resource Theory” by Phillips. | 10 minutes |
|  | **Personal Activity 7.0.5:** Watch Web Video “Motivation Theories, Maslow’s Hierarchy, Herzberg Two Factor Theory, and McGregor Theory X and Y. | 20 minutes |
|  | **FAR Centre Activity 7.1.1:** Form groups of 3 to 5. Open the file, “Resource List” and list the strengths and weaknesses for each person listed (include their names, titles, and project functions). | 20 minutes |
|  | **FAR Centre Activity 7.1.2**: Continue in the file and, knowing your project only has $10,000 in budget for equipment and supplies, select the best resources from the list. | 15 minutes |
|  | **FAR Centre Activity 7.1.3**: As a full group, discuss and justify your choices. This should take about 3 to 5 minutes for each. | 15 minutes |
|  | **FAR Centre Activity 7.2.1:** Return to your groups. Using the “Resource List” file, create an organizational chart for your project team in a *traditional* enterprise. (It may be best to use Excel/Insert/Smart Art to build your chart.) | 20 minutes |
|  | **FAR Centre Activity 7.2.2:** Using the same list, build another chart, but for a *balanced* *matrix* style organization. | 10 minutes |
|  | **FAR Centre Activity 7.2.3:** Share your results with the class and revise as necessary. Each group should take 3 to 5 minutes. | 15 minutes |
|  | **FAR Centre Activity 7.3.1:** As a full group, watch the web video, “What is an Issue Log?” | 4 minutes |
|  | **FAR Centre Activity 7.3.2:** Return to your teams. In Excel, create an Issue Log using the headers from the prior video | 10 minutes |
|  | **FAR Centre Activity 7.3.3:** In Excel or Word, create a Conflict/Issue Log Form that a stakeholder would use to denote their conflict/issue (this would be transposed into the Conflict/Issue Log) | 15 minutes |
|  | **FAR Centre Activity 7.3.4:** Share your results with the class, and revise as necessary. This should take 2 to 3 minutes per group. Your group’s final version will be shared among your team. Each student is to upload these into Moodle. | 10 minutes |
|  | **FAR Centre Activity 7.4.1:** As a full group, watch the web video, “Motivation Theories, Maslow’s Hierarchy, Herzberg 2 Factor Theory, and McGregor Theory X and Y” | 20 minutes |
|  | **FAR Centre Activity 7.4.2:** Return to your groups and open the web link, “Four Types of Managers.” With the content from file, “Team Member Traits,” classify each team member listed as a 1, 2, 3, or 4. Be prepared to justify your results. | 20 minutes |
|  | **FAR Centre Activity 7.4.3:** Share your results with the class and explain your choices. This should take 2 to 3 minutes per group. | 15 minutes |
|  | **Assessment 7.1:** Written Assignment: Consider the scenario from Week 5, “Scenario: You are a concert promoter in your area and you want to host a large concert for 5k people,” and write a Resource Plan (take a look at AIO pages 344 and 345 for content, and web search for a sample/template) Be sure to include:   * Lean aspects of materials and/or supplies * Organizational environmental factors that affect the project * Classifying materials and/or supplies * Identify the roles and responsibilities of each team member (up to 8) * HR evaluations of Personality Typing and location on the Jack Welch quadrant. | Tbd |
|  | **Assessment 7.2: Far Centre Participation:** Yourdiscussion and presentation participation will be considered by Facilitator and an evaluation will be submitted weekly to the Instructor. Plus, you will submit your Weekly Recap Status Report (using the template provided). | **Tbd** |

## Resources

Purchased Resources (textbooks, DVD):

* Fundamentals of PM (FPM), (Heagney), Chapter 12-14
* All In One (AIO), (Phillips), Chapter 9
  + AIO Video, “Human Resource Theory” (from CD that comes with the textbook)

Provided Resources (files/weblinks):

* File: Week 7 Instructor Video Recording [Link]
* File: Week 7 PowerPoint [Link]
* File: “Resource List” [Link]
* Web video: “[What is an Issue Log](https://www.youtube.com/watch?v=kQMaJ5GA7r4)” by Projectmanager.com
* Web video: “[Motivation Theories, Maslow’s Hierarchy, Herzberg 2 Factor Theory, and McGregor Theory X and Y](https://www.youtube.com/watch?v=pjgdvp2f_cs)” by Management Adda
* Web link: “[Four Types of Managers](http://www.rightattitudes.com/2008/02/06/jack-welch-four-types-of-managers/)” by Jack Welch
* File: “Team Members Traits” [Link]

The most recent PMPP Textbook List, including ISBN’s, 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.

## Personal Activity:

The following activities are to be completed **before** your FAR Centre weekly session. Be sure to complete them to be fully prepared. Your familiarity with the topics and concepts will greatly help you participate with confidence during FAR Centre Activities.

#### Personal Activity 7.0.1: Watch Instructor Recorded Video

The weekly video is a preview of the topics to be studied for this unit. They are usually 15 to 30 minutes and have a supplemental PowerPoint file. You may find this gives you an edge in retaining the content you are ‘about to read’.

* Watch the video here: [link to file added when available].
* Find the supplemental PowerPoint file here: [link to file added when available].

#### Personal Activity 7.0.2: Read Fundamentals of PM (FPM), Chapter 12-14

These chapters of FPM discuss the human side of project management. Team recruiting and development are cornerstones to the process of team building. There will be times when you team needs strong development when the skill-base is limited.

And considering the human factor, conflict will rise and there needs to be systems in place to reduce the conflict.

Motivating your team can be a challenge. This text discusses and offers some points on how to accomplish an acceptable level of effort/participation.

#### Personal Activity 7.0.3: Read All In One (AIO), Chapter 9

“We’re only human.” These words simultaneously bring to light the power and the challenges of human relations/communications… that affects all of our lives, but certainly in the context of project management, as well.

This chapter helps guide a project manager in the quest toward properly managing the resources, human and materials, during project work. Clearly, the biggest variable is human resources, so most of the text is geared toward that topic.

You’ll take a look at the organizational structure and its effect on project HR, and learn to develop a fitting organizational chart. And, recruiting and development of your team (it is common to have the right person, but they lack some education that your project could maximize). Plus, throughout a project, you may need to evaluate your team, or potential team candidates… this text offers great ideas to strengthen and motivate your team members.

#### Personal Activity 7.0.4: Watch Web Video: “Human Resource Theory”

This video highlights the key theories that exist on organizational human behavior. With an understanding of these theories, you, as project manager could better guide and motivate your team.

#### Personal Activity 7.0.5: Watch Web Video “Motivation Theories, Maslow’s Hierarchy, Herzberg Two Factor Theory, and McGregor Theory X and Y”

This video allows another view of the predominate behavior theories. These are powerful tools to understand, as project managers need to know how to motivate team members.

## Topic 1: Selecting and Developing Your Project Team Members

How your team is formed can vary. Some members are *given* to you, and the perception may be that they are forced. Others, you might have the opportunity to recruit them. Either way, your understanding human behavior and communication will be a tremendous help in your selection process.

With your people in place, you’ll need to take the steps for them to congeal into a team. Plus, there may be individuals that lack talent… in these cases, you’ll have to take the steps to up-talent them. This can be done inside or outside of the project – and these efforts should be budgeted. Organizations that expend funds to educate members are commonly rewarded with a more-skilled and motivated *player*.

#### FAR Centre Activity 7.1.1: Classifying Strengths and Weaknesses

Forming groups of 3 to 5, your team is to open the file, “Resource List”, with the link provided in the Resources section, above. You are to list the strength and weaknesses for each person listed in the file. Consider their title, skills, and project function(s).

#### FAR Centre Activity 7.1.2: Classifying Equipment and Supplies

Your team will continue in this file and, with a budget of $10,000, select the equipment and supplies that your team considers to be the most valuable to the project. You’ll need to justify what is and *isn’t* included.

#### FAR Centre Activity 7.1.3: Justifying Equipment and Supplies

After 7.1.2 is completed, your team will share the results with the class. The key is to be able to justify the selections your group made.

## Topic 2: Project Organizational Chart

One can say that each project team is its own organization. And given that, it is important to communicate the organizational structure of the project team to the team and to the rest of the organization. When this chart is developed, it must fit within the existing enterprise factors of the organization.

This activity is best when you have at least some basic knowledge of Excel’s feature to easily build organizational charts (Insert/Smart Art). You may increase your skill in this by watching web tutorials prior to the FAR Centre session.

#### FAR Centre Activity 7.2.1: Org Chart for Traditional-Style Enterprise

Returning back to your groups, your team is to look at the file, “Resource List” and build an Org Chart (in Excel) reflecting how these team members would fit in a *traditional* enterprise structure.

#### FAR Centre Activity 7.2.2: Org Chart for Traditional-Style Enterprise

Repeat the above exercise, but this time, the enterprise factor that reflects a *balanced* *matrix* style of organization.

#### FAR Centre Activity 7.2.3: Present your Org Chart

Your team will share your Org Charts with the group. You’ll need to defend your choices.

## Topic 3: Conflict/Issue Log

Every project has some semblance of conflict. These issues need to be documented and logged. The bigger picture of this is to include the logging of the resolutions, too. Then, within this project and in future projects, the knowledge of these resolutions can be used to smoothly navigate future conflicts/issues.

#### FAR Centre Activity 7.3.1: Watch Web Video, “What is an Issue Log?”

As a full group, watch this quick video, link above. Be sure to take notes on the headers used in the sample.

#### FAR Centre Activity 7.3.2: Build a Conflict/Issue Log

Return to your teams. Use Excel to create an Issue Log.

#### FAR Centre Activity 7.3.3: Draft a Conflict/Issue Log Form

Considering the prior activity, using Excel or Word, put together a form that one could use to denote all of the details of a conflict. This form would be used to enter its content into the Conflict/Issue Log.

#### FAR Centre Activity 7.3.4: Share Your Results

Share your results with the class and revise as necessary. Each member of your team will be uploading this into Moodle

## Topic 4: Team Member Motivation

Referring back to human nature, there are activates that we are more motivated in, while there are others that we are not motivated. As a project manager, you will constantly be faced with the need for efforts to motivate members of your team.

Sometimes these are simply helping one reach a higher level. Conversely, there are many times when the person is in desperate need to be motivated… even to the point to needing to remove that person from the project team.

#### FAR Centre Activity 7.4.1: Watch Web Video “Motivation Theories, Maslow’s Hierarchy, Herzberg 2 Factor Theory, and McGregor Theory X and Y”

The whole class is to watch this video, with the link in Resources, above. This is a restating of reading, but your knowledge of these theories is critical to understand what motivates people.

#### FAR Centre Activity 7.4.2: Classifying People Using the Jack Welch Quadrant

Return to your teams and open the web link, “Four Types of Managers”, listed above. Then open the file, “Team Member Traits”, link above, too. Using these resources, classify each member on the team and suggest action to be taken.

#### FAR Centre Activity 7.4.3: Present Your Results

Share your results and your justifications with the group.

## Unit 7 Summary

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

1. Every project requires resources to carry it through to completion. These resources, human and materials/services, must be managed to maximize their adherence to the budget.
2. Materials/services resources may be the easiest to manage.
3. Once you introduce the human element, skills are required by the project manager to oversee the actions that humans take.
   1. Team members may volunteer, or be assigned, or both. There are dynamics for each person involved in the project.

## Assessments

### *Assessment 7.1: Written Assignment*

Consider the scenario from Week 5, “Scenario: You are a concert promoter in your area and you want to host a large concert for 5k people,” and write a Resource Plan (take a look at AIO pages 344 and 345 for content, and web search for a sample/template) Be sure to include:

* Lean aspects of materials and/or supplies
* Organizational environmental factors that affect the project
* Classifying materials and/or supplies
* Identify the roles and responsibilities of each team member (up to 8)
* HR evaluations of Personality Typing and location on the Jack Welch quadrant.

You will upload this into Moodle for grading.

### *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. |
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| **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. |
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| **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. |

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| **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 7.2: FAR Centre* *Participation*

You are expected to complete your reading assignments prior to class. Then during class, opening (with honesty and respect) join in on class discussions, small group discussions, and presentations.

Plus, you will submit a Weekly Recap Status Report (uploaded onto Moodle), using the template provided. You can score up to 100 points for this.

### *FAR Centre 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. Since these cannot be made up, attendance is mandatory.

For the Facilitator feedback, scoring is based on the below rubric.

* Attendance: 0 points for an absence, 10 for being late, and 25 for full attendance
* Attentiveness, up to 25 points
* Quality of 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

Plus, you will submit a Weekly Recap Status Report (uploaded onto Moodle). You can score up to 100 points for this.

## Checking your Learning

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

* Use your knowledge (what you know about individuals) to reduce the risk of selecting team members that are not a ‘good fit’.
* After the team is collected, you have to identify and share the organizational structure of the team, ensuring it is fitting within the enterprise factors (especially organizational structure and culture) of the total organization.
* Conflicts and other *issues* commonly occur within a project. It is important to identify them, denote them on a Conflict/Issue Form, and to log them in a Conflict/Issue Log.
  + This reduces emotionalism and to prevent the situation from happening again.
* Use behavior theories to your advantage as you lead your team.
  + Understanding what motivates each person is very important.