

Chapter 14

Student: _____

1. The most common circumstance for project closure is simply a _____ project.
 - A. Completed
 - B. Overdue
 - C. Over-budget
 - D. Underachieving
 - E. Successful
2. Which of the following is NOT a wrap-up closure activity that might be found on a checklist?
 - A. Getting delivery acceptance from the customer
 - B. Reassigning project team members
 - C. Closing accounts and seeing all bills are paid
 - D. Evaluation of team performance
 - E. Creating a final report
3. _____ of lessons learned are designed to improve performance on current and future projects.
 - A. Retrospectives
 - B. Corrective action plans
 - C. Introspectives
 - D. Culminations
 - E. Evolutions
4. The content of the final report typically includes the following topics EXCEPT
 - A. Lessons learned.
 - B. Review and analysis.
 - C. Recommendations.
 - D. Executive summary.
 - E. Team reviews.

5. When the project may be completed early with some parts of the project eliminated this is considered to be _____ closure.
- A. Normal
 - B. Premature
 - C. Perpetual
 - D. Changed priority
 - E. Failed project
6. This type of closure occurs when the project may never seem to end. At some point the review group should recommend methods for bringing final closure to this type of project. This is considered to be _____ closure.
- A. Normal
 - B. Premature
 - C. Perpetual
 - D. Changed priority
 - E. Failed project
7. Because of circumstances beyond the control of the project team, many projects are easy for a review group to close down. This type of project closure is called
- A. Normal.
 - B. Premature.
 - C. Perpetual.
 - D. Failed project.
 - E. Changed priority.
8. When a project starts with a high priority but it is canceled because its rank erodes or crashes during its project life cycle. This is an example of what type of project closure?
- A. Normal
 - B. Premature
 - C. Perpetual
 - D. Failed project
 - E. Changed priority
9. Which of the following summarizes project performance and provides useful information for continuous improvement?
- A. Customer acceptance
 - B. The final report
 - C. Team evaluation
 - D. 360-degree feedback
 - E. Project summary

10. Which part of the final report highlights the key findings and facts relating to the project implementation?
- A. Executive summary
 - B. Review and analysis
 - C. Recommendations
 - D. Lessons learned
 - E. Appendix
11. Which part of the final report examines in detail the underlying causes of problems, issues, and successes relative to the project and includes concise, factual review statements of the project?
- A. Executive summary
 - B. Review and analysis
 - C. Recommendations
 - D. Lessons learned
 - E. Appendix
12. Which part of the final report presents major improvement actions that should be made?
- A. Executive summary
 - B. Review and analysis
 - C. Recommendations
 - D. Lessons learned
 - E. Appendix
13. Which part of the final report is designed to be the most useful on future projects?
- A. Executive summary
 - B. Review and analysis
 - C. Recommendations
 - D. Lessons learned
 - E. Appendix
14. Which part of the final report includes backup data or details of analysis that would allow others to follow up if they wished?
- A. Executive summary
 - B. Review and analysis
 - C. Recommendations
 - D. Lessons learned
 - E. Appendix

15. The purpose of project evaluation is to assess how well

- A. The project team performed.
- B. The team members performed.
- C. The project manager performed.
- D. The project team and team members performed.
- E. The project team, team members and project manager performed.

16. Which of the following would NOT be appropriate to assess when evaluating team performance?

- A. How well the team performed in terms of time, cost, and specifications
- B. Effectiveness of group decisions
- C. Individual strengths and weaknesses
- D. Customer satisfaction with project deliverables
- E. Trust among group members

17. Before an evaluation of the project team can be effective and useful, a minimum core of conditions needs to be in place before the project begins. Which of the following would NOT be one of those conditions?

- A. Individuals have the skill set necessary to successfully complete the project
- B. Evaluation criteria beyond time, cost and specifications has been established
- C. Rewards are adequate
- D. Individual, team responsibilities and performance standards are known by all team members
- E. Standards for measuring performance exist

18. Performance appraisals generally fulfill two functions. The first is to identify individual strengths and weaknesses and to develop action plans for improving performance. The second involves salary or merit adjustments. Why should these two functions be addressed at different times?

- A. It is too much information to discuss at once
- B. Employees are so eager to learn about a potential raise that they tend to tune out constructive feedback
- C. Managers tend to spend too much time talking about how the employee can improve his or her performance and not on justifying the salary adjustment
- D. If employees are upset over a salary adjustment, they will more willing to listening to ways they can improve
- E. If the manager is giving employees good news regarding their salary adjustment, they will not have to discuss the employees' strengths and weaknesses

19. The following are general tips for conducting performance reviews EXCEPT

- A. Begin the process by asking the individual to evaluate his or her own contributions to the project.
- B. Use other team members' performance as a method to compare and evaluate.
- C. When you have to be critical, focus the criticism on specific examples of behavior and not on the individual personally.
- D. Be fair and consistent in your treatment of all team members.
- E. Treat the review as only one point in an ongoing process.

20. An analysis carried out during and shortly after the project life cycle that attempts to capture positive and negative learning is represented in which of the following?

- A. Scenario analysis
- B. Variance analyses
- C. Lessons learned
- D. Performance evaluation
- E. Strategic objectives

21. The process for capturing lessons learned continues to evolve, but there are still many barriers to effectively capitalizing on lessons learned that have been identified. The following are examples of these barriers EXCEPT

- A. Lack of time.
- B. Teams get little direction or support after lessons are reported.
- C. Lessons learned often degenerate into blame sessions.
- D. Lessons learned are being used across different locations.
- E. The organizational culture doesn't support the effort that it takes to capitalize on lessons learned.

22. The following are distinguishing characteristics of retrospectives methodology EXCEPT

- A. It uses an independent facilitator.
- B. It establishes in-process learning gates during the project life cycle.
- C. An owner, typically a team member, is assigned.
- D. Reviews cannot be linked to percent complete.
- E. A repository is developed that is easy to use.

23. Project closures can fall into all of the following categories EXCEPT

- A. Premature.
- B. Perpetual.
- C. Failed.
- D. Changed priority.
- E. Successful.

24. A guide who leads the project team through an analysis of project activities that went well and of what needs improvement and aids in the development of a follow-up action plan with goals and accountability is a(n)
- A. Owner.
 - B. Project sponsor.
 - C. Project manager.
 - D. Project facilitator.
 - E. Mediator.
25. It is imperative that the closure facilitator possess the following characteristics EXCEPT
- A. Has direct involvement or direct interest in the project.
 - B. Is perceived as impartial and fair.
 - C. Has respect for senior management and other project stakeholders.
 - D. Is willing to listen.
 - E. Is perceived as having the best interests of the organization in making decisions.
26. The typical mechanism for the evaluation of teams is normally
- A. A survey completed by the team members.
 - B. A personal interview of each team member.
 - C. An analysis by an outside consultant.
 - D. A survey completed by members of top management.
 - E. A survey completed by the internal or external customers.
27. More and more companies are discarding the traditional superior-subordinate performance feedback process and replacing it with a multi-rater appraisal called
- A. Critical incidences review.
 - B. Management by objectives.
 - C. The 360-degree feedback.
 - D. Team evaluation survey.
 - E. Retrospectives.
28. Which of the following is NOT a role of the closure facilitator?
- A. Create an environment in which stakeholders feel safe to provide input
 - B. Lead the team in exploring new ways for solving problems
 - C. Use several questionnaires as a starting point to conduct the post-project retrospective
 - D. Get delivery acceptance from the customer
 - E. Elicit a 360-degree view and input from all stakeholders to create a more complete picture of project issues

29. In organizations where projects are managed within a _____, the team member's area manager, not the project manager, is responsible for assessing performance.
- A. Functional organization
 - B. Matrix organization
 - C. Flat organization
 - D. Project organization
 - E. Strong organization
30. Each retrospective is assigned a(n) _____, typically a team member who is very interested in and familiar with the retrospective. This individual will serve as the contact point for anyone needing information relating to the retrospective.
- A. Owner
 - B. Project sponsor
 - C. Project manager
 - D. Project facilitator
 - E. Mediator
31. _____ project closure is the most common circumstance for project closure and is simply a completed project.
- _____
32. When a project is completed early with some parts of the project eliminated this is known as _____ project closure.
- _____
33. A _____ project closure is usually easy to identify and easy for a review group to close down.
- _____
34. Projects in process may need to be altered or canceled. Thus, a project may start with a high priority but see its rank erode or crash during its project life cycle as conditions change. This is called _____ project closure.
- _____
35. When the review group recommends methods for bringing final closure to a project that never seems it will end, this is an example of a _____ project closure.
- _____
36. Within the final report, a summary that simply highlights the key findings and facts relating to project implementation is called the _____.
- _____

37. Implementing the closure process includes several _____ activities, including getting delivery acceptance from the customer.
- _____
38. The _____ section of the final project report includes concise, factual review statements of the project, such as project mission and objectives, procedures and systems used, and organizational resources used.
- _____
39. Perhaps the _____ section of the final report is the most valuable contribution of the closure process.
- _____
40. The _____ section of the final project report is often technical in nature and focuses on solutions to problems that surfaced.
- _____
41. Within the final report, the _____ may include backup data or details of analysis that would allow others to follow up if they wish.
- _____
42. The purpose of project _____ is to assess how well the project team, team members, and project manager performed.
- _____
43. _____ of performance is essential to encourage changes in behavior and to support individual career development and continuous improvement through organizational learning.
- _____
44. The _____ feedback approach gathers anonymous feedback solicited from others that is compared with the individual's self-evaluations.
- _____
45. The typical mechanism for evaluation of teams is a _____ administered by a consultant.
- _____
46. The retrospective approach stresses gathering _____ during project execution and using them to change remaining work.
- _____

47. In organizations where projects are managed within a functional organization, the team member's _____ manager is responsible for assessing performance.

48. The most common reason given for not creating lessons learned is the lack of _____.

49. A _____ is a methodology that analyzes a past project event to determine what worked and what didn't, develops lessons learned, and creates an action plan that ensures lessons learned are used to improve management of future projects.

50. Retrospective reviews should be set up in the project _____ stage.

51. The _____ report summarizes project performance and provides useful information for continuous improvement.

52. A guide who leads the project team through an analysis of project activities that went well and of what needs improvement and development of a follow-up action plan with goals and accountability is known as a project _____.

53. _____ represent an analysis carried out during and shortly after the project life cycle; they attempt to capture positive and negative project learning.

54. Each retrospective is assigned a(n) _____, typically a team member who is very interested in and familiar with the retrospective.

55. Motivation can be the chief challenge when wrapping up closure activities.

True False

56. In premature project closure, the project may be completed early with some parts of the project eliminated.

True False

57. Retrospectives of lessons learned are designed to improve performance on current and future projects.

True False

58. When a project starts as a high priority but its rank erodes or crashes during its project life cycle resulting in closure of the project, this is an example of changed priority project closure.

True False

59. The final report typically includes profit made on the project.

True False

60. During the closing phase, the project manager's challenge is to keep the project team focused on the remaining project activities and delivery to the customer until the project is complete.

True False

61. Implementing project closure includes getting delivery acceptance from the customer.

True False

62. Within the final report, the project summary is the summary that simply highlights the key findings and facts relating to the project implementation.

True False

63. Expectations, standards, supportive organizational culture, and constraints must be in place before project implementation; if not, the effectiveness of the evaluation process will suffer.

True False

64. Evaluation of performance is essential to encourage changes in behavior and to support individual career development and continuous improvement through organizational learning.

True False

65. The processes for capturing lessons learned continue to evolve, but there are still barriers to effectively mining lessons learned.

True False

66. Project managers should wait to give feedback to the project team and team members until the project has been completed. Giving feedback throughout the project can distract project teams.

True False

67. Assessing what fundamental organizational culture properties affect project successes and failures, or become a hindrance to project teams, is a part of the retrospectives methodology.

True False

68. In organizations where projects are managed within a functional organization, the team member's area manager, not the project manager, is responsible for assessing performance.

True False

69. The most common circumstance for project closure is simply a completed project such as building a new facility or creating a customized information system.

True False

70. A project closure where the project is completed early with some parts of the project eliminated would be classified as a failed project.

True False

71. The key requirement in selection of the facilitator is one who is the end-user.

True False

72. The retrospective facilitator should be able to deliver bad news to the project sponsor or senior management without recriminations.

True False

73. Retrospective methodology is one positive step toward ensuring lessons learned are developed and implemented.

True False

74. A 360-degree performance evaluation includes feedback from peers, project managers, subordinates, and even customers.

True False

75. Project managers should, when possible, draw comparisons to other team members when conducting individual team member reviews.

True False

76. The retrospective methodology is more inclusive and disciplined than past lessons learned approaches.

True False

77. Why would a manager begin the evaluation process by asking the individual to evaluate his or her contributions to the project?

78. Evidence today suggests that performance evaluations are not done well. What are two major reasons that have been recognized as contributors to this?
79. Before an evaluation of the project team can be effective and useful, a minimum core of conditions needs to be in place before the project begins. Identify four of these conditions.
80. During the closure process, how does the project manager meet the challenge to keep the project team focused on the remaining project activities and delivery to the customer until the project is complete?
81. Identify the five common parts to the final project report. Which is considered the most valuable and why?

82. Identify and briefly describe four out of the five most common classifications for the way that projects end.
83. Identify three reasons it is important to use an independent facilitator to collect and implement lessons learned to improve management of current and future projects.
84. Identify four wrap-up activities that are included in the closure process.
85. Why should performance reviews and pay reviews be done separately?

86. What is 360-degree feedback? How can it be useful when conducting individual performance reviews?
87. What are three barriers to effective lessons learned?
88. What is the difference between lessons learned and retrospectives? Why is the retrospective methodology more effective?

Chapter 14 Key

1. The most common circumstance for project closure is simply a _____ project.

- A. Completed
- B. Overdue
- C. Over-budget
- D. Underachieving
- E. Successful

The most common circumstance for project closure is simply a completed project.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #1
Learning Objective: Types of Project Closure
Level of Difficulty: 1 Easy*

2. Which of the following is NOT a wrap-up closure activity that might be found on a checklist?

- A. Getting delivery acceptance from the customer
- B. Reassigning project team members
- C. Closing accounts and seeing all bills are paid
- D. Evaluation of team performance
- E. Creating a final report

A major wrap-up task is to ensure the project is approved and accepted by the customer. Other wrap-up activities include closing accounts, paying bills, reassigning equipment and personnel, finding new opportunities for project staff, closing facilities, and creating the final report.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #2
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 2 Medium*

3. _____ of lessons learned are designed to improve performance on current and future projects.

- A. Retrospectives
- B. Corrective action plans
- C. Introspectives
- D. Culminations
- E. Evolutions

A retrospective is a methodology that analyzes a past project event to determine what worked and what didn't, develop lessons learned, and create an action plan that ensures lessons learned are used to improve management of future projects.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #3
Learning Objective: Retrospectives
Level of Difficulty: 1 Easy*

4. The content of the final report typically includes the following topics EXCEPT

- A. Lessons learned.
- B. Review and analysis.
- C. Recommendations.
- D. Executive summary.
- E. Team reviews.

The content of the final report typically includes the following topics: executive summary, review and analysis, recommendations, lessons learned, and appendix.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Remember
Larson - Chapter 14 #4
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 1 Easy*

5. When the project may be completed early with some parts of the project eliminated this is considered to be _____ closure.

A. Normal
B. Premature
C. Perpetual
D. Changed priority
E. Failed project

For a few projects, the project may be completed early with some parts of the project eliminated. For example, in a new-product development project, a marketing manager may insist on production models before testing. This is an example of premature project closure.

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #5
Learning Objective: Types of Project Closure
Level of Difficulty: 1 Easy

6. This type of closure occurs when the project may never seem to end. At some point the review group should recommend methods for bringing final closure to this type of project. This is considered to be _____ closure.

A. Normal
B. Premature
C. Perpetual
D. Changed priority
E. Failed project

Some projects never seem to end. The major characteristic of this kind of project is constant "add-ons," suggesting a poorly conceived project scope. At some point the review group should recommend methods for bringing final closure to a perpetual project.

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #6
Learning Objective: Types of Project Closure
Level of Difficulty: 1 Easy

7. Because of circumstances beyond the control of the project team, many projects are easy for a review group to close down. This type of project closure is called
- A. Normal.
 - B. Premature.
 - C. Perpetual.
 - D.** Failed project.
 - E. Changed priority.

Failed projects are usually easy to identify and easy for a review group to close down; however, every effort should be made to communicate the technical (or other) reasons for termination of the project. In any event, project participants should not be left with an embarrassing stigma of working on a project that failed. Many projects will fail because of circumstances beyond the control of the project team.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #7
Learning Objective: Types of Project Closure
Level of Difficulty: 1 Easy*

8. When a project starts with a high priority but it is canceled because its rank erodes or crashes during its project life cycle. This is an example of what type of project closure?
- A. Normal
 - B. Premature
 - C. Perpetual
 - D. Failed project
 - E.** Changed priority

Organizations' priorities often change and strategy shifts directions. For example, during the 2008-2010 financial crisis organizations shifted their focus from money making projects to cost savings projects. The oversight group continually revises project selection priorities to reflect changes in organizational direction. Projects in process may need to be altered or canceled. Thus, a project may start with a high priority but see its rank erode or crash during its project life cycle as conditions change. When priorities change, projects in process may need to be altered or canceled.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #8
Learning Objective: Types of Project Closure
Level of Difficulty: 1 Easy*

9. Which of the following summarizes project performance and provides useful information for continuous improvement?

- A. Customer acceptance
- B. The final report**
- C. Team evaluation
- D. 360-degree feedback
- E. Project summary

The final project report summarizes project performance and provides useful information for continuous improvement. Although the final report will be customized to your project and organization, the content of the final report typically includes the following topics: executive summary, review and analysis, recommendations, lessons learned, and appendix.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #9
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 1 Easy*

10. Which part of the final report highlights the key findings and facts relating to the project implementation?

- A. Executive summary**
- B. Review and analysis
- C. Recommendations
- D. Lessons learned
- E. Appendix

The executive summary highlights the key findings and facts relating to the project implementation.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #10
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 1 Easy*

11. Which part of the final report examines in detail the underlying causes of problems, issues, and successes relative to the project and includes concise, factual review statements of the project?

- A. Executive summary
- B. Review and analysis**
- C. Recommendations
- D. Lessons learned
- E. Appendix

Data are collected to record the project history, management performance, and lessons learned to improve future projects. Analysis examines in detail the underlying causes of problems, issues, and successes. The analysis section includes succinct, factual review statements of the project.

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #11
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 2 Medium

12. Which part of the final report presents major improvement actions that should be made?

- A. Executive summary
- B. Review and analysis
- C. Recommendations**
- D. Lessons learned
- E. Appendix

The recommendations section represents major improvement actions that should be made. They often are technical in nature and focus on solutions to problems that surfaced.

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #12
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 1 Easy

13. Which part of the final report is designed to be the most useful on future projects?

- A. Executive summary
- B. Review and analysis
- C. Recommendations
- D.** Lessons learned
- E. Appendix

Perhaps lessons learned are the most valuable contribution of the closure process. Given the process of evaluation and input from the stakeholder meetings, lessons learned should be succinctly and clearly set out.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #13
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 1 Easy*

14. Which part of the final report includes backup data or details of analysis that would allow others to follow up if they wished?

- A. Executive summary
- B. Review and analysis
- C. Recommendations
- D. Lessons learned
- E.** Appendix

The appendix may include backup data or details of analysis that would allow others to follow up if they wished. It should not be a dumping ground used for filler; only critical pertinent information should be attached.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #14
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 1 Easy*

15. The purpose of project evaluation is to assess how well

- A. The project team performed.
- B. The team members performed.
- C. The project manager performed.
- D. The project team and team members performed.
- E.** The project team, team members and project manager performed.

The purpose of project evaluation is to assess how well the project team, team members, and project manager performed.

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #15
Learning Objective: Post-Implementation Evaluation
Level of Difficulty: 1 Easy

16. Which of the following would NOT be appropriate to assess when evaluating team performance?

- A. How well the team performed in terms of time, cost, and specifications
- B. Effectiveness of group decisions
- C.** Individual strengths and weaknesses
- D. Customer satisfaction with project deliverables
- E. Trust among group members

Individual strengths and weaknesses would be evaluated during individual team member or project manager performance reviews.

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #16
Learning Objective: Post-Implementation Evaluation
Level of Difficulty: 2 Medium

17. Before an evaluation of the project team can be effective and useful, a minimum core of conditions needs to be in place before the project begins. Which of the following would NOT be one of those conditions?

- A. Individuals have the skill set necessary to successfully complete the project
- B. Evaluation criteria beyond time, cost and specifications has been established
- C. Rewards are adequate
- D. Individual, team responsibilities and performance standards are known by all team members
- E. Standards for measuring performance exist

When recruiting team members, their ability to complete project work will be determined. Effective ways to evaluate performance should be set into place before implementation. Performance evaluation includes making sure standards for measuring performance exists, making sure the team understands what is being asked of them, making sure rewards are adequate and that there is a clear career path for successful project managers, ensuring the team is empowered to manage short-term difficulties and that they have a high level of trust. Finally, team evaluation should go beyond time, cost and specifications.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #17
Learning Objective: Post-Implementation Evaluation
Level of Difficulty: 2 Medium*

18. Performance appraisals generally fulfill two functions. The first is to identify individual strengths and weaknesses and to develop action plans for improving performance. The second involves salary or merit adjustments. Why should these two functions be addressed at different times?

- A. It is too much information to discuss at once
- B. Employees are so eager to learn about a potential raise that they tend to tune out constructive feedback
- C. Managers tend to spend too much time talking about how the employee can improve his or her performance and not on justifying the salary adjustment
- D. If employees are upset over a salary adjustment, they will more willing to listening to ways they can improve
- E. If the manager is giving employees good news regarding their salary adjustment, they will not have to discuss the employees' strengths and weaknesses

These two functions are not compatible. Employees, in their eagerness to find out how much pay they will receive, tend to tune out constructive feedback on how they can improve their performance. Likewise, managers tend to be more concerned with justifying their decision than engaging in a meaningful discussion on how the employee can improve his or her performance.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #18
Learning Objective: Post-Implementation Evaluation*

19. The following are general tips for conducting performance reviews EXCEPT
- A. Begin the process by asking the individual to evaluate his or her own contributions to the project.
 - B. Use other team members' performance as a method to compare and evaluate.**
 - C. When you have to be critical, focus the criticism on specific examples of behavior and not on the individual personally.
 - D. Be fair and consistent in your treatment of all team members.
 - E. Treat the review as only one point in an ongoing process.

Avoid, when possible, drawing comparisons with other team members; rather, assess the individual in terms of established standards and expectations. Comparisons tend to undermine cohesion and divert attention away from what the individual needs to do to improve performance.

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #19
Learning Objective: Post-Implementation Evaluation
Level of Difficulty: 2 Medium

20. An analysis carried out during and shortly after the project life cycle that attempts to capture positive and negative learning is represented in which of the following?
- A. Scenario analysis
 - B. Variance analyses
 - C. Lessons learned**
 - D. Performance evaluation
 - E. Strategic objectives

Lessons learned represent an analysis carried out during and shortly after the project life cycle that attempts to capture positive and negative learning. That is, "what worked and what didn't?"

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #20
Learning Objective: Retrospectives
Level of Difficulty: 1 Easy

21. The process for capturing lessons learned continues to evolve, but there are still many barriers to effectively capitalizing on lessons learned that have been identified. The following are examples of these barriers EXCEPT

- A. Lack of time.
- B. Teams get little direction or support after lessons are reported.
- C. Lessons learned often degenerate into blame sessions.
- D.** Lessons learned are being used across different locations.
- E. The organizational culture doesn't support the effort that it takes to capitalize on lessons learned.

Lessons learned should be used across different locations. When they are not, this becomes another barrier.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #21
Learning Objective: Retrospectives
Level of Difficulty: 2 Medium*

22. The following are distinguishing characteristics of retrospectives methodology EXCEPT

- A. It uses an independent facilitator.
- B. It establishes in-process learning gates during the project life cycle.
- C. An owner, typically a team member, is assigned.
- D.** Reviews cannot be linked to percent complete.
- E. A repository is developed that is easy to use.

Retrospective methodology has several embedded, distinguishing characteristics to ensure its effectiveness and value: uses an independent facilitator, includes a minimum of three in-process learning gates during the project life cycle, has an owner, develops a repository that is easy to use, and mandates a discipline that ensures retrospectives are used.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #22
Learning Objective: Retrospectives
Level of Difficulty: 3 Hard*

23. Project closures can fall into all of the following categories EXCEPT

- A. Premature.
- B. Perpetual.
- C. Failed.
- D. Changed priority.
- E.** Successful.

Project closures can be normal, premature, perpetual, failed or due to changed priorities.

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Remember
Larson - Chapter 14 #23
Learning Objective: Types of Project Closure
Level of Difficulty: 2 Medium

24. A guide who leads the project team through an analysis of project activities that went well and of what needs improvement and aids in the development of a follow-up action plan with goals and accountability is a(n)

- A. Owner.
- B. Project sponsor.
- C. Project manager.
- D.** Project facilitator.
- E. Mediator.

A project facilitator is a guide who leads the project team through an analysis of project activities that went well and of what needs improvement and development of a follow-up action plan with goals and accountability.

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #24
Learning Objective: Retrospectives
Level of Difficulty: 1 Easy

25. It is imperative that the closure facilitator possess the following characteristics EXCEPT

- A.** Has direct involvement or direct interest in the project.
- B. Is perceived as impartial and fair.
- C. Has respect for senior management and other project stakeholders.
- D. Is willing to listen.
- E. Is perceived as having the best interests of the organization in making decisions.

A retrospectives facilitator should have no direct involvement or direct interest in the project.

AACSB: Reflective Thinking

26. The typical mechanism for the evaluation of teams is normally

- A. A survey completed by the team members.
- B. A personal interview of each team member.
- C. An analysis by an outside consultant.
- D. A survey completed by members of top management.
- E. A survey completed by the internal or external customers.

With survey information in hand, the facilitator then visits one-on-one with project team members, the project manager, and other stakeholders to dive deeper into cause-effect impacts. Fundamentally, the attempt is to isolate "the lack of x resulted in y."

27. More and more companies are discarding the traditional superior-subordinate performance feedback process and replacing it with a multi-rater appraisal called

- A. Critical incidences review.
- B. Management by objectives.
- C. The 360-degree feedback.
- D. Team evaluation survey.
- E. Retrospectives.

More and more companies are discarding the traditional superior-subordinate performance feedback process and replacing it with 360-degree feedback systems. The 360-degree feedback approach gathers behavioral observations from many sources within the organization and includes employee self-assessment.

28. Which of the following is NOT a role of the closure facilitator?

- A. Create an environment in which stakeholders feel safe to provide input
- B. Lead the team in exploring new ways for solving problems
- C. Use several questionnaires as a starting point to conduct the post-project retrospective
- D.** Get delivery acceptance from the customer
- E. Elicit a 360-degree view and input from all stakeholders to create a more complete picture of project issues

It is not a role of the closure facilitator to get delivery acceptance from the customer.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #28
Learning Objective: Retrospectives
Level of Difficulty: 2 Medium*

29. In organizations where projects are managed within a _____, the team member's area manager, not the project manager, is responsible for assessing performance.

- A.** Functional organization
- B. Matrix organization
- C. Flat organization
- D. Project organization
- E. Strong organization

In organizations where projects are managed within a functional organization, the team member's area manager, not the project manager, is responsible for assessing performance.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #29
Learning Objective: Post-Implementation Evaluation
Level of Difficulty: 1 Easy*

30. Each retrospective is assigned a(n) _____, typically a team member who is very interested in and familiar with the retrospective. This individual will serve as the contact point for anyone needing information relating to the retrospective.

- A.** Owner
- B. Project sponsor
- C. Project manager
- D. Project facilitator
- E. Mediator

Each retrospective is assigned an owner, typically a team member who is very interested in and familiar with the retrospective. This individual will serve as the contact point for anyone needing information relating to the retrospective.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #30
Learning Objective: Retrospectives
Level of Difficulty: 1 Easy*

31. _____ project closure is the most common circumstance for project closure and is simply a completed project.

Normal

Normal is the most common circumstance for project closure and is simply a completed project.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #31
Learning Objective: Types of Project Closure
Level of Difficulty: 1 Easy*

32. When a project is completed early with some parts of the project eliminated this is known as _____ project closure.

premature

For a few projects, the project may be completed early with some parts of the project eliminated; this is called premature project closure.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #32
Learning Objective: Types of Project Closure
Level of Difficulty: 1 Easy*

33. A _____ project closure is usually easy to identify and easy for a review group to close down.

failed

Failed projects are usually easy to identify and easy for a review group to close down; however, every effort should be made to communicate the technical (or other) reasons for termination of the project. In any event, project participants should not be left with an embarrassing stigma of working on a project that failed.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #33
Learning Objective: Types of Project Closure
Level of Difficulty: 2 Medium*

34. Projects in process may need to be altered or canceled. Thus, a project may start with a high priority but see its rank erode or crash during its project life cycle as conditions change. This is called _____ project closure.

changed priority

The oversight group continually revises project selection priorities to reflect changes in organizational direction. Projects in process may need to be altered or canceled. Thus, a project may start with a high priority but see its rank erode or crash during its project life cycle as conditions change. When priorities change, projects in process may need to be altered or canceled.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #34
Learning Objective: Types of Project Closure
Level of Difficulty: 2 Medium*

35. When the review group recommends methods for bringing final closure to a project that never seems it will end, this is an example of a _____ project closure.

perpetual

Some projects never seem to end. The major characteristic of this kind of project is constant "add-ons." At some point the review group should recommend methods for bringing final closure to this type of a project. This is an example of a perpetual project closure.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #35
Learning Objective: Types of Project Closure
Level of Difficulty: 2 Medium*

36. Within the final report, a summary that simply highlights the key findings and facts relating to project implementation is called the _____.

executive summary

The executive summary is the summary that simply highlights the key findings and facts relating to the project implementation.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #36
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 1 Easy*

37. Implementing the closure process includes several _____ activities, including getting delivery acceptance from the customer.

wrap-up

Implementing the closure process includes several activities. Many organizations develop lengthy lists for closing projects as they gain experience. These are very helpful and ensure nothing is overlooked.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #37
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 2 Medium*

38. The _____ section of the final project report includes concise, factual review statements of the project, such as project mission and objectives, procedures and systems used, and organizational resources used.

analysis

The analysis section includes succinct, factual review statements of the project—for example, project mission and objectives, procedures and systems used, and organizational resources used.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #38
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 2 Medium*

39. Perhaps the _____ section of the final report is the most valuable contribution of the closure process.

lessons learned

Perhaps lessons learned are the most valuable contribution of the closure process. Lessons learned should stress the need to help others in future projects.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #39
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 2 Medium*

40. The _____ section of the final project report is often technical in nature and focuses on solutions to problems that surfaced.

recommendations

Usually, review recommendations represent major improvement actions that should take place. Recommendations are often technical in nature and focus on solutions to problems that surfaced.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #40
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 2 Medium*

41. Within the final report, the _____ may include backup data or details of analysis that would allow others to follow up if they wish.

appendix

Within the final report, the appendix may include backup data or details of analysis that would allow others to follow up if they wish. It should not be a dumping ground for filler; only critical pertinent information should be attached.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #41
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 2 Medium*

42. The purpose of project _____ is to assess how well the project team, team members, and project manager performed.

evaluation

The purpose of project evaluation is to assess how well the project team, team members, and project manager performed.

*AACSB: Reflective Thinking
Blooms: Understand*

43. _____ of performance is essential to encourage changes in behavior and to support individual career development and continuous improvement through organizational learning.

Evaluation

The purpose of project evaluation is to assess how well the project team, team members, and project manager performed. It is essential to encourage changes in behavior and to support individual career development and continuous improvement through organizational learning.

AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #43
Learning Objective: Post-Implementation Evaluation
Level of Difficulty: 2 Medium

44. The _____ feedback approach gathers anonymous feedback solicited from others that is compared with the individual's self-evaluations.

360-degree

When feedback is anonymous, solicited from others, compared with the individual's self-evaluations, and the individual may form a more realistic picture of his or her strengths and weaknesses, this is called 360-degree feedback.

AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #44
Learning Objective: Post-Implementation Evaluation
Level of Difficulty: 2 Medium

45. The typical mechanism for evaluation of teams is a _____ administered by a consultant.

survey

The typical mechanism for evaluation of teams is a survey administered by a consultant. The survey is normally restricted to team members, but in some cases, other project stakeholders interacting with the team may be included in the survey.

AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #45
Learning Objective: Post-Implementation Evaluation
Level of Difficulty: 2 Medium

46. The retrospective approach stresses gathering _____ during project execution and using them to change remaining work.

lessons learned

Having a facilitator available at the start of a project is preferred. The retrospective approach stresses gathering lessons learned during project execution and using them to change remaining work. If lessons learned are not captured early, they may be lost.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #46
Learning Objective: Retrospectives
Level of Difficulty: 2 Medium*

47. In organizations where projects are managed within a functional organization, the team member's _____ manager is responsible for assessing performance.

functional or area

Organizations vary in the extent to which their project managers are actively involved in the appraisal process of team members. In organizations where projects are managed within a functional organization, the team member's functional or area manager is responsible for assessing performance. The functional manager may solicit the project manager's opinion on the individual's performance on a specific project.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #47
Learning Objective: Post-Implementation Evaluation
Level of Difficulty: 2 Medium*

48. The most common reason given for not creating lessons learned is the lack of _____.

time

The processes for capturing lessons learned continue to evolve, but there are still many barriers to effectively mining the lessons learned that have been identified by practitioners. The most common reason given for not creating lessons learned is lack of time.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #48
Learning Objective: Retrospectives
Level of Difficulty: 1 Easy*

49. A _____ is a methodology that analyzes a past project event to determine what worked and what didn't, develops lessons learned, and creates an action plan that ensures lessons learned are used to improve management of future projects.

retrospective

A retrospective is a methodology that analyzes a past project event to determine what worked and what didn't, develops lessons learned, and creates an action plan that ensures lessons learned are used to improve management of future projects. The major goals of retrospectives are to reuse solutions and stop repetitive mistakes across the organization.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #49
Learning Objective: Retrospectives
Level of Difficulty: 2 Medium*

50. Retrospective reviews should be set up in the project _____ stage.

planning

Regardless of how retrospective reviews are set up, they should be set up in the project planning stage, before the project begins.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #50
Learning Objective: Retrospectives
Level of Difficulty: 2 Medium*

51. The _____ report summarizes project performance and provides useful information for continuous improvement.

final

The final report summarizes project performance and provides useful information for continuous improvement. Although the final report will be customized to your project and organization, the content of the final report typically includes the following topics: executive summary, review and analysis, recommendations, lessons learned, and appendix.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #51
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 1 Easy*

52. A guide who leads the project team through an analysis of project activities that went well and of what needs improvement and development of a follow-up action plan with goals and accountability is known as a project _____.

facilitator

The retrospective methodology uses an independent facilitator to collect and implement lessons learned to improve management of current and future projects. A project facilitator is a guide who leads the project team through an analysis of project activities that went well and of what needs improvement and development of a follow-up action plan with goals and accountability.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #52
Learning Objective: Retrospectives
Level of Difficulty: 1 Easy*

53. _____ represent an analysis carried out during and shortly after the project life cycle; they attempt to capture positive and negative project learning.

Lessons learned

Lessons learned represent an analysis carried out during and shortly after the project life cycle; they attempt to capture positive and negative project learning. That is, "what worked and what didn't?"

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #53
Learning Objective: Retrospectives
Level of Difficulty: 1 Easy*

54. Each retrospective is assigned a(n) _____, typically a team member who is very interested in and familiar with the retrospective.

owner

Each retrospective is assigned an owner, typically a team member who is very interested in and familiar with the retrospective. This team member/owner will serve as the contact point for anyone needing information relating to the retrospective.

*AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #54
Learning Objective: Retrospectives
Level of Difficulty: 2 Medium*

55. Motivation can be the chief challenge when wrapping up closure activities.

TRUE

The project manager's challenge is to keep the project team focused on the remaining project activities and delivery to the customer until the project is complete.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #55
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 1 Easy*

56. In premature project closure, the project may be completed early with some parts of the project eliminated.

TRUE

For a few projects, the project may be completed early with some parts of the project eliminated. This type of project closure is called premature.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #56
Learning Objective: Types of Project Closure
Level of Difficulty: 2 Medium*

57. Retrospectives of lessons learned are designed to improve performance on current and future projects.

TRUE

Retrospectives of lessons learned are designed to improve performance on current and future projects. The major goals of retrospectives are to reuse solutions and stop repetitive mistakes across the organization.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #57
Learning Objective: Retrospectives
Level of Difficulty: 1 Easy*

58. When a project starts as a high priority but its rank erodes or crashes during its project life cycle resulting in closure of the project, this is an example of changed priority project closure.

TRUE

Organizations' priorities often change and strategy shifts directions. For example, during the 2008-2010 financial crisis organizations shifted their focus from money making projects to cost savings projects. The oversight group continually revises project selection priorities to reflect changes in organizational direction. Projects in process may need to be altered or canceled. Thus, a project may start with a high priority but see its rank erode or crash during its project life cycle as conditions change. When priorities change, projects in process may need to be altered or canceled.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #58
Learning Objective: Types of Project Closure
Level of Difficulty: 2 Medium*

59. The final report typically includes profit made on the project.

FALSE

The content of the final report typically includes the following topics: executive summary, review and analysis, recommendations, lessons learned, and appendix.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #59
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 2 Medium*

60. During the closing phase, the project manager's challenge is to keep the project team focused on the remaining project activities and delivery to the customer until the project is complete.

TRUE

Motivation can be the chief challenge when wrapping up closure activities. The project manager's challenge is to keep the project team focused on the remaining project activities and delivery to the customer until the project is complete.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #60
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 2 Medium*

61. Implementing project closure includes getting delivery acceptance from the customer.

TRUE

Implementing the closure process includes several activities. Many organizations develop lengthy lists for closing projects as they gain experience. These are very helpful and ensure nothing is overlooked.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #61
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 2 Medium*

62. Within the final report, the project summary is the summary that simply highlights the key findings and facts relating to the project implementation.

FALSE

The executive summary is the summary that simply highlights the key findings and facts relating to the project implementation.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Remember
Larson - Chapter 14 #62
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 2 Medium*

63. Expectations, standards, supportive organizational culture, and constraints must be in place before project implementation; if not, the effectiveness of the evaluation process will suffer.

TRUE

Evaluation implies measurement against specific criteria. Experience corroborates that before commencement of a project, the stage must be set so expectations, standards, supportive organizational culture, and constraints must be in place; if not, the effectiveness of the evaluation process will suffer.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #63
Learning Objective: Post-Implementation Evaluation
Level of Difficulty: 2 Medium*

64. Evaluation of performance is essential to encourage changes in behavior and to support individual career development and continuous improvement through organizational learning.

TRUE

Evaluation of performance is essential to encourage changes in behavior and to support individual career development and continuous improvement through organizational learning. Evaluation implies measurement against specific criteria. Experience corroborates that before commencement of a project, the stage must be set so expectations, standards, supportive organizational culture, and constraints must be in place; if not, the effectiveness of the evaluation process will suffer.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #64
Learning Objective: Post-Implementation Evaluation
Level of Difficulty: 1 Easy*

65. The processes for capturing lessons learned continue to evolve, but there are still barriers to effectively mining lessons learned.

TRUE

The processes for capturing lessons learned continue to evolve, but there are still many barriers to effectively mining the lessons learned that have been identified by practitioners. The most common reason given for not creating lessons learned is lack of time.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #65
Learning Objective: Retrospectives
Level of Difficulty: 1 Easy*

66. Project managers should wait to give feedback to the project team and team members until the project has been completed. Giving feedback throughout the project can distract project teams.

FALSE

Project managers should be constantly giving team members feedback throughout the project so that individual team members can have a pretty good idea how well they have performed and how the manager feels before a formal evaluation.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #66
Learning Objective: Post-Implementation Evaluation
Level of Difficulty: 2 Medium*

67. Assessing what fundamental organizational culture properties affect project successes and failures, or become a hindrance to project teams, is a part of the retrospectives methodology.

TRUE

One of the themes of this text is that project performance is strongly influenced by organizational culture. It is, therefore, important to assess what fundamental organizational culture properties affect project successes and failures or become a hindrance to project teams.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #67
Learning Objective: Retrospectives
Level of Difficulty: 1 Easy*

68. In organizations where projects are managed within a functional organization, the team member's area manager, not the project manager, is responsible for assessing performance.

TRUE

The area manager may solicit the project manager's opinion of the individual's performance on a specific project; this will be factored into the individual's overall performance.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #68
Learning Objective: Post-Implementation Evaluation
Level of Difficulty: 2 Medium*

69. The most common circumstance for project closure is simply a completed project such as building a new facility or creating a customized information system.

TRUE

Normal is the most common circumstance for project closure and is simply a completed project.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #69
Learning Objective: Types of Project Closure
Level of Difficulty: 1 Easy*

70. A project closure where the project is completed early with some parts of the project eliminated would be classified as a failed project.

FALSE

For a few projects, the project may be completed early with some parts of the project eliminated. For example, in a new-product development project, a marketing manager may insist on production models before testing. This is premature project closure.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #70
Learning Objective: Types of Project Closure
Level of Difficulty: 2 Medium*

71. The key requirement in selection of the facilitator is one who is the end-user.

FALSE

The key requirement in selection of the facilitator is no direct involvement or direct interest in the project.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #71
Learning Objective: Retrospectives
Level of Difficulty: 1 Easy*

72. The retrospective facilitator should be able to deliver bad news to the project sponsor or senior management without recriminations.

TRUE

In the words of one project manager, "The facilitator takes the monkey off my back."

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #72
Learning Objective: Retrospectives
Level of Difficulty: 2 Medium*

73. Retrospective methodology is one positive step toward ensuring lessons learned are developed and implemented.

TRUE

The retrospective approach stresses gathering lessons learned during project execution and using them to change remaining work.

*AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand*

74. A 360-degree performance evaluation includes feedback from peers, project managers, subordinates, and even customers.

TRUE

One process that appears to be gaining wider acceptance is the multi-rater appraisal or "360-degree feedback," which involves soliciting feedback concerning team members' performance from all the people their work affects. This would include not only project and area managers, but also peers, subordinates, and even customers.

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #74
Learning Objective: Post-Implementation Evaluation
Level of Difficulty: 2 Medium

75. Project managers should, when possible, draw comparisons to other team members when conducting individual team member reviews.

FALSE

Avoid, when possible, drawing comparisons with other team members; rather, assess the individual in terms of established standards and expectations. Comparisons tend to undermine cohesion and divert attention away from what the individual needs to do to improve performance.

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #75
Learning Objective: Post-Implementation Evaluation
Level of Difficulty: 1 Easy

76. The retrospective methodology is more inclusive and disciplined than past lessons learned approaches.

TRUE

Retrospective methodology is one positive step toward ensuring lessons learned are developed and implemented.

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Understand
Larson - Chapter 14 #76
Learning Objective: Retrospectives
Level of Difficulty: 2 Medium

77. Why would a manager begin the evaluation process by asking the individual to evaluate his or her contributions to the project?

Answer will vary

Feedback: This approach may yield valuable information that the manager was not aware of. This approach may also provide an early warning for situations in which there is disparity in assessments. Finally, this method reduces the judgmental nature of the discussion.

AACSB: Analytic
Blooms: Analyze
Larson - Chapter 14 #77
Learning Objective: Post-Implementation Evaluation
Level of Difficulty: 2 Medium

78. Evidence today suggests that performance evaluations are not done well. What are two major reasons that have been recognized as contributors to this?

Answer will vary

Feedback: (1) Evaluations of individuals are still left to the supervisors of the team member's home department. (2) Typical measures of team performance center on time, cost, and specifications.

AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #78
Learning Objective: Post-Implementation Evaluation
Level of Difficulty: 3 Hard

79. Before an evaluation of the project team can be effective and useful, a minimum core of conditions needs to be in place before the project begins. Identify four of these conditions.

Answer will vary

Feedback: Standards for measuring performance must exist. Individual and team responsibilities and performance standards must be known by all team members. Team rewards must be adequate. A clear career path for successful project managers should be in place. The team should be empowered to manage short-term difficulties. There should be a high level of trust between team members and between the team and the organization. Lastly, team evaluations should go beyond time, cost, and specifications.

AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #79
Learning Objective: Post-Implementation Evaluation
Level of Difficulty: 2 Medium

80. During the closure process, how does the project manager meet the challenge to keep the project team focused on the remaining project activities and delivery to the customer until the project is complete?

Answer will vary

Feedback: Communicating a closure and review plan and schedule early allows the project team to (1) accept the psychological fact that the project will end and (2) prepare to move on. The ideal scenario is to have the team member's next assignment ready when project completion is announced. Project managers need to be careful to maintain their enthusiasm for completing the project and hold people accountable to deadlines, which are prone to slip during the waning stages of the project.

AACSB: Analytic
Blooms: Analyze
Larson - Chapter 14 #80
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 3 Hard

81. Identify the five common parts to the final project report. Which is considered the most valuable and why?

Answer will vary

Feedback: (1) Executive summary; (2) Analysis of information gathered; (3) Recommendations; (4) Lessons learned; (5) Appendix. The lessons learned are the most valuable contribution of the closure process because this section stresses the need to help others in future projects.

AACSB: Reflective Thinking
Blooms: Understand
Larson - Chapter 14 #81
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 2 Medium

82. Identify and briefly describe four out of the five most common classifications for the way that projects end.

Answer will vary

Feedback: (1) Normal-project ended as planned; (2) Premature-project ended early with some parts eliminated; (3) Perpetual-project extend due to increases in scope; (4) Failed-project could not be completed; (5) Changed priority-shifts in organization priorities due to changes in market or technology.

AACSB: Reflective Thinking
Blooms: Remember

83. Identify three reasons it is important to use an independent facilitator to collect and implement lessons learned to improve management of current and future projects.

Answer will vary

Feedback: A trained facilitator is often capable of gathering information from stakeholders that would not be forthcoming to the project manager. A facilitator can deliver bad news to the upper management without recriminations. A facilitator can elicit 360-degree view/input from all stakeholders to create a richer, fuller picture of project issues and successes. A facilitator can lead the team in exploring new ways to solve problems.

AACSB: Analytic
Blooms: Analyze
Larson - Chapter 14 #83
Learning Objective: Retrospectives
Level of Difficulty: 3 Hard

84. Identify four wrap-up activities that are included in the closure process.

Answer will vary

Feedback: (1) Getting delivery acceptance from the customer; (2) Shutting down resources and releasing to new uses; (3) Reassigning project team members; (4) Closing accounts and seeing all bills are paid; (5) Delivering the project to the customer; (6) Creating the final report.

AACSB: Reflective Thinking
Blooms: Remember
Larson - Chapter 14 #84
Learning Objective: Wrap-up Closure Activities
Level of Difficulty: 2 Medium

85. Why should performance reviews and pay reviews be done separately?

Answer will vary

Feedback: Performance appraisals generally fulfill two important functions. The first focuses on identifying individual strengths and weaknesses and developing action plans for improving performance. The second involves how well the person has performed in order to determine salary adjustments. These two functions are not compatible. Employees are eager to find out about the pay adjustment and tend to tune out constructive feedback. Managers are more concerned with justifying their decision than engaging in a meaningful discussion on how the employees can improve their performance.

AACSB: Analytic

86. What is 360-degree feedback? How can it be useful when conducting individual performance reviews?

Answer will vary

Feedback: 360-degree feedback is a performance evaluation technique that is gaining popularity in project management. It solicits feedback from all the people that the team member's work affects, e.g., project managers, peers, subordinates and customers.

87. What are three barriers to effective lessons learned?

Answer will vary

Feedback: (1) Lack of time. (2) Most lessons learned are captured when the project is complete; teams get little direction or support after the lessons are reported. (3) Lessons learned often degenerate into blame sessions. (4) Lessons learned are not being used across different locations. (5) Lessons learned are seldom used to improve the remaining work in the project. (6) The organizational culture doesn't value lessons learned.

88. What is the difference between lessons learned and retrospectives? Why is the retrospective methodology more effective?

Answer will vary

Feedback: Lessons learned represent an analysis carried out during and shortly after the project life cycle; they attempt to capture positive and negative project learning. That is, "what worked and what didn't?" Retrospective methodology ensures that lessons learned are identified and utilized and that they become a significant part of the project management organizational culture.

Blooms: Analyze
Larson - Chapter 14 #88
Learning Objective: Retrospectives
Level of Difficulty: 2 Medium

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