Chapter 14

*Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| 1. | The most common circumstance for project closure is simply a \_\_\_\_\_\_\_\_ project.      |  |  | | --- | --- | | A. | Completed |  |  |  | | --- | --- | | B. | Overdue |  |  |  | | --- | --- | | C. | Over-budget |  |  |  | | --- | --- | | D. | Underachieving |  |  |  | | --- | --- | | E. | Successful | |

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| 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 | |

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| 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 | |

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| 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. | |

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| 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 | |

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| 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 | |

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| 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. | |

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| 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 | |

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| 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 | |

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| 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 | |

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| 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 | |

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| 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 | |

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| 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 | |

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| 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 | |

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| 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. | |

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| 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 | |

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| 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 | |

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| 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 | |

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| 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. | |

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| 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 | |

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| 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. | |

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| 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. | |

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| 23. | Project closures can fall into all of the following categories EXCEPT      |  |  | | --- | --- | | A. | Premature. |  |  |  | | --- | --- | | B. | Perpetual. |  |  |  | | --- | --- | | C. | Failed. |  |  |  | | --- | --- | | D. | Changed priority. |  |  |  | | --- | --- | | E. | Successful. | |

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| 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. | |

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| 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. | |

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| 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. | |

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| 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. | |

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| 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 | |

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| 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 | |

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| 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 | |

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| 31. | \_\_\_\_\_\_\_\_ project closure is the most common circumstance for project closure and is simply a completed project.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

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

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| 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.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 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.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

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

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| 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.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 39. | Perhaps the \_\_\_\_\_\_\_\_\_ section of the final report is the most valuable contribution of the closure process.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

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

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

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

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

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| 45. | The typical mechanism for evaluation of teams is a \_\_\_\_\_\_\_\_ administered by a consultant.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

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

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

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| 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.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 50. | Retrospective reviews should be set up in the project \_\_\_\_\_\_\_\_\_\_\_ stage.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 51. | The \_\_\_\_\_\_\_\_\_\_\_\_ report summarizes project performance and provides useful information for continuous improvement.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 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 \_\_\_\_\_\_\_\_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

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

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

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

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

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| 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 |

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

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| 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 |

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

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| 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 |

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| 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 |

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| 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 |

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

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| 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 |

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| 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 |

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| 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 |

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| 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 |

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| 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 |

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

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

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

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

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

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

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

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

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| 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. |

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| 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? |

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

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

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| 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. |

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

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

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

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| 87. | What are three barriers to effective lessons learned? |

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

Chapter 14 Key

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 14 #18 Learning Objective: Post-Implementation Evaluation Level of Difficulty: 2 Medium* |

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| 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. |

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

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| 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?" |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 14 #25 Learning Objective: Retrospectives Level of Difficulty: 2 Medium* |

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| 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." |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 14 #26 Learning Objective: Post-Implementation Evaluation Level of Difficulty: 2 Medium* |

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| 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. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 14 #27 Learning Objective: Post-Implementation Evaluation Level of Difficulty: 1 Easy* |

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 14 #42 Learning Objective: Post-Implementation Evaluation Level of Difficulty: 2 Medium* |

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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?" |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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." |

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

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| 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. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 14 #73 Learning Objective: Retrospectives Level of Difficulty: 1 Easy* |

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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

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| 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. |

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| *AACSB: Reflective Thinking Blooms: Remember Larson - Chapter 14 #82 Learning Objective: Types of Project Closure Level of Difficulty: 2 Medium* |

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| 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. |

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

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| 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. |

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

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| 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. |

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| *AACSB: Analytic Blooms: Analyze Larson - Chapter 14 #85 Learning Objective: Post-Implementation Evaluation Level of Difficulty: 2 Medium* |

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| 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. |

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| *AACSB: Analytic Blooms: Analyze Larson - Chapter 14 #86 Learning Objective: Post-Implementation Evaluation Level of Difficulty: 2 Medium* |

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| 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. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 14 #87 Learning Objective: Retrospectives Level of Difficulty: 2 Medium* |

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| 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. |

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

Chapter 14 Summary

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| *Category* | *# of Questions* |
| AACSB: Analytic | 6 |
| AACSB: Reflective Thinking | 82 |
| Accessibility: Keyboard Navigation | 52 |
| Blooms: Analyze | 6 |
| Blooms: Remember | 5 |
| Blooms: Understand | 77 |
| Larson - Chapter 14 | 88 |
| Learning Objective: Post-Implementation Evaluation | 24 |
| Learning Objective: Retrospectives | 25 |
| Learning Objective: Types of Project Closure | 16 |
| Learning Objective: Wrap-up Closure Activities | 23 |
| Level of Difficulty: 1 Easy | 34 |
| Level of Difficulty: 2 Medium | 50 |
| Level of Difficulty: 3 Hard | 4 |