Chapter 16

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

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| 1. | The term that can be defined as a set of principles and processes to guide and improve the management of projects is      |  |  | | --- | --- | | A. | Project administration. |  |  |  | | --- | --- | | B. | Fiduciary responsibility. |  |  |  | | --- | --- | | C. | Management. |  |  |  | | --- | --- | | D. | Project oversight. |  |  |  | | --- | --- | | E. | Project regulation. | |

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| 2. | The intent of project oversight includes all of the following EXCEPT      |  |  | | --- | --- | | A. | Meet the needs of the organization through procedures. |  |  |  | | --- | --- | | B. | Support the project manager. |  |  |  | | --- | --- | | C. | Meet the needs of the organization through continuous improvement. |  |  |  | | --- | --- | | D. | Meet the needs of the organization through improving everyday business activities. |  |  |  | | --- | --- | | E. | Meet the needs of the organization through accountability. | |

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| 3. | At the organizational level, all of the following are examples of oversight activities EXCEPT      |  |  | | --- | --- | | A. | Audit and review lessons learned. |  |  |  | | --- | --- | | B. | Project selection. |  |  |  | | --- | --- | | C. | Portfolio management. |  |  |  | | --- | --- | | D. | Assessing the maturity level of the organization's project management system. |  |  |  | | --- | --- | | E. | Continuous improvement. | |

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| 4. | Typical activities of project oversight cover which two dimensions?      |  |  | | --- | --- | | A. | Organization and project |  |  |  | | --- | --- | | B. | Project and customer |  |  |  | | --- | --- | | C. | Customer and industry |  |  |  | | --- | --- | | D. | Industry and organization |  |  |  | | --- | --- | | E. | Organization and customer | |

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| 5. | At the project level, all of the following are examples of oversight activities EXCEPT      |  |  | | --- | --- | | A. | Review project objectives. |  |  |  | | --- | --- | | B. | Track and assist the project to resolve bottlenecks. |  |  |  | | --- | --- | | C. | Project selection. |  |  |  | | --- | --- | | D. | Review status reports. |  |  |  | | --- | --- | | E. | Audit and review lessons learned. | |

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| 6. | The importance of the increase in project oversight to today's project manager includes all of the following EXCEPT      |  |  | | --- | --- | | A. | Oversight increases expected profits from projects. |  |  |  | | --- | --- | | B. | Oversight increases interest in supporting and helping the project manager. |  |  |  | | --- | --- | | C. | Oversight impacts the environment in which the project will be implemented. |  |  |  | | --- | --- | | D. | Oversight impacts how the project manager's performance will be measured. |  |  |  | | --- | --- | | E. | Project progress will be reported to an oversight group. | |

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| 7. | The centralized management of projects to ensure that the allocation of resources to projects is directed toward projects that contribute the greatest value to organization goals is known as      |  |  | | --- | --- | | A. | Portfolio project management. |  |  |  | | --- | --- | | B. | Project office management. |  |  |  | | --- | --- | | C. | Project management optimization. |  |  |  | | --- | --- | | D. | Project priority matrix management. |  |  |  | | --- | --- | | E. | Resource allocation optimization. | |

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| 8. | Which of the following is responsible for the continued support of consistent application of selection criteria, standards, processes, training, and general assistance to project managers and continued improvement and use of best practices?      |  |  | | --- | --- | | A. | Portfolio project management |  |  |  | | --- | --- | | B. | Project office |  |  |  | | --- | --- | | C. | Project management |  |  |  | | --- | --- | | D. | Oversight committee |  |  |  | | --- | --- | | E. | Resource allocation optimization committee | |

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| 9. | Managing the organization project portfolio includes the following key responsibilities EXCEPT      |  |  | | --- | --- | | A. | Confirm linkage to strategy. |  |  |  | | --- | --- | | B. | Ensure availability of resources. |  |  |  | | --- | --- | | C. | Balance risk of projects. |  |  |  | | --- | --- | | D. | Balance profit of projects. |  |  |  | | --- | --- | | E. | Prioritize projects. | |

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| 10. | Project office functions typically include which of the following?      |  |  | | --- | --- | | A. | Create and maintain the internal project management information system. |  |  |  | | --- | --- | | B. | Recruit and select project managers. |  |  |  | | --- | --- | | C. | Train personnel in project management techniques. |  |  |  | | --- | --- | | D. | Develop risk management programs. |  |  |  | | --- | --- | | E. | All of these are typically functions of the project office. | |

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| 11. | The purpose of \_\_\_\_\_\_\_\_\_\_\_\_\_ is to enable organizations to assess their progress in implementing the best project management practices in their industry and continuously move to improvement.      |  |  | | --- | --- | | A. | Phase gates |  |  |  | | --- | --- | | B. | A project office |  |  |  | | --- | --- | | C. | Maturity models |  |  |  | | --- | --- | | D. | Retrospective and lessons learned |  |  |  | | --- | --- | | E. | Balance scorecard | |

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| 12. | During which of the following phase gates would the questions "Were the project scope objectives met?" and "Were project cost and schedule met?" be answered?      |  |  | | --- | --- | | A. | Proposal. |  |  |  | | --- | --- | | B. | Screening and selection. |  |  |  | | --- | --- | | C. | Implementation. |  |  |  | | --- | --- | | D. | Progress evaluation. |  |  |  | | --- | --- | | E. | Closure. | |

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| 13. | The in-depth review of individual projects at specific phases in the project life cycle is known as      |  |  | | --- | --- | | A. | Project assessment checkpoint reviews. |  |  |  | | --- | --- | | B. | Go/kill decision review methodology. |  |  |  | | --- | --- | | C. | Phase gate methodology. |  |  |  | | --- | --- | | D. | Stargate review methodology. |  |  |  | | --- | --- | | E. | Project implementation review. | |

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| 14. | The major goals of phase gating are all of the following EXCEPT      |  |  | | --- | --- | | A. | To ensure oversight. |  |  |  | | --- | --- | | B. | To provide a detailed investigation of variances. |  |  |  | | --- | --- | | C. | To direct organization resources toward strategic goals. |  |  |  | | --- | --- | | D. | To reduce the number of projects that do not support the forward direction of the organization. |  |  |  | | --- | --- | | E. | To ensure support for the project manager. | |

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| 15. | The phase-gated process includes how many go/kill decision points or gates?      |  |  | | --- | --- | | A. | Three |  |  |  | | --- | --- | | B. | Four |  |  |  | | --- | --- | | C. | Five |  |  |  | | --- | --- | | D. | Six |  |  |  | | --- | --- | | E. | Seven | |

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| 16. | During which of the following phase gates would the question "Does this project align with our strategic direction?" be answered?      |  |  | | --- | --- | | A. | Proposal |  |  |  | | --- | --- | | B. | Screening and selection |  |  |  | | --- | --- | | C. | Implementation plan |  |  |  | | --- | --- | | D. | Progress evaluation |  |  |  | | --- | --- | | E. | Closure | |

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| 17. | During which of the following phase gates would the question, "What are the project's ROI and/or nonfinancial benefits?" be answered?      |  |  | | --- | --- | | A. | Proposal |  |  |  | | --- | --- | | B. | Screening and selection |  |  |  | | --- | --- | | C. | Implementation plan |  |  |  | | --- | --- | | D. | Progress evaluation |  |  |  | | --- | --- | | E. | Closure | |

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| 18. | During which of the following phase gates would the questions "Are the resources needed identified and available?" and "Are tasks sequenced and is a time-phased budget established?" be answered?      |  |  | | --- | --- | | A. | Proposal |  |  |  | | --- | --- | | B. | Screening and selection |  |  |  | | --- | --- | | C. | Implementation plan |  |  |  | | --- | --- | | D. | Progress evaluation |  |  |  | | --- | --- | | E. | Closure | |

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| 19. | During which of the following phase gates would the question of "Are time, costs, and scope performances within acceptable limits?" be answered?      |  |  | | --- | --- | | A. | Proposal |  |  |  | | --- | --- | | B. | Screening and selection |  |  |  | | --- | --- | | C. | Implementation plan |  |  |  | | --- | --- | | D. | Progress evaluation |  |  |  | | --- | --- | | E. | Closure | |

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| 20. | Which of the following is NOT one of the growth levels in the Organizational Project Management Maturity Model (OPM3TM)?      |  |  | | --- | --- | | A. | Repeatable (formal application of project management). |  |  |  | | --- | --- | | B. | Defined (institutionalization of project management). |  |  |  | | --- | --- | | C. | Managed (management of project management system). |  |  |  | | --- | --- | | D. | Expanded (expansion of project management system). |  |  |  | | --- | --- | | E. | Optimized (optimization of project management system). | |

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| 21. | The first appearance of standard approaches to managing projects including scope statements and WBS occurs in which of the following Project Management Maturity Model Levels?      |  |  | | --- | --- | | A. | Ad hoc project management |  |  |  | | --- | --- | | B. | Formal application of project management |  |  |  | | --- | --- | | C. | Institutionalization of project management |  |  |  | | --- | --- | | D. | Management of project management system |  |  |  | | --- | --- | | E. | Optimization of project management system | |

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| 22. | An established process of managing projects that is evident by planning templates, status report systems and checklists for each stage of the project life cycle occurs in which of the following Project Management Maturity Model Levels?       |  |  | | --- | --- | | A. | Ad hoc project management |  |  |  | | --- | --- | | B. | Formal application of project management |  |  |  | | --- | --- | | C. | Institutionalization of project management |  |  |  | | --- | --- | | D. | Management of project management system |  |  |  | | --- | --- | | E. | Optimization of project management system | |

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| 23. | Project audits are performed on all significant projects and lessons learned are recorded and used on subsequent projects in which of the following Project Management Maturity Model Levels?      |  |  | | --- | --- | | A. | Ad hoc project management. |  |  |  | | --- | --- | | B. | Formal application of project management. |  |  |  | | --- | --- | | C. | Institutionalization of project management. |  |  |  | | --- | --- | | D. | Management of project management system. |  |  |  | | --- | --- | | E. | Optimization of project management system. | |

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| 24. | No consistent project management process is in place in which of the following Project Management Maturity Model Levels?      |  |  | | --- | --- | | A. | Ad hoc project management |  |  |  | | --- | --- | | B. | Formal application of project management |  |  |  | | --- | --- | | C. | Institutionalization of project management |  |  |  | | --- | --- | | D. | Management of project management system |  |  |  | | --- | --- | | E. | Optimization of project management system | |

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| 25. | The \_\_\_\_\_\_\_\_\_\_\_\_ review process can be defined as a structured process to review, evaluate, and document outcomes in each project phase and to provide management with information to guide resource deployment toward strategic goals.      |  |  | | --- | --- | | A. | Phase gate |  |  |  | | --- | --- | | B. | Project office |  |  |  | | --- | --- | | C. | Maturity model |  |  |  | | --- | --- | | D. | Retrospective and lessons learned |  |  |  | | --- | --- | | E. | Portfolio management | |

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| 26. | Each gate within the phase gate review process should, at a minimum, include the following EXCEPT      |  |  | | --- | --- | | A. | Required deliverables. |  |  |  | | --- | --- | | B. | A plan to proceed. |  |  |  | | --- | --- | | C. | Gate criteria. |  |  |  | | --- | --- | | D. | Specific outputs. |  |  |  | | --- | --- | | E. | A clear yes/no decision on whether to go ahead. | |

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| 27. | In which of the following Project Management Maturity Model Levels is the focus is on continuous improvement through incremental advancements of existing practices and by innovations using new technologies and methods?      |  |  | | --- | --- | | A. | Ad hoc project management |  |  |  | | --- | --- | | B. | Formal application of project management |  |  |  | | --- | --- | | C. | Institutionalization of project management |  |  |  | | --- | --- | | D. | Management of project management system |  |  |  | | --- | --- | | E. | Optimization of project management system | |

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| 28. | The balanced scorecard model differs from project selection models by reviewing projects over a longer horizon of \_\_\_\_\_\_\_\_\_\_\_ after the project is implemented.      |  |  | | --- | --- | | A. | 1-2 years |  |  |  | | --- | --- | | B. | 1-5 years |  |  |  | | --- | --- | | C. | 5-10 years |  |  |  | | --- | --- | | D. | 10-15 years |  |  |  | | --- | --- | | E. | 15 years | |

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| 29. | Which model reviews projects over a long horizon and measures the results of major activities taken to support the overall vision, mission, and goals of the organization? This model helps answer two questions: "Did we select the right projects?" and "Did the project contribute to the long-range strategic direction of the firm?"      |  |  | | --- | --- | | A. | Phase gate. |  |  |  | | --- | --- | | B. | Project office. |  |  |  | | --- | --- | | C. | Maturity. |  |  |  | | --- | --- | | D. | Retrospective and lessons learned. |  |  |  | | --- | --- | | E. | Balance scorecard. | |

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| 30. | Project \_\_\_\_\_\_\_\_\_\_ can be defined as a set of principles and processes to guide and improve the management of projects.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 31. | The typical activities of project oversight cover two dimensions. Project selection and portfolio management are typical activities at the \_\_\_\_\_\_\_\_\_ level of project oversight.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 32. | The typical activities of project oversight cover two dimensions. Reviewing project objectives and resolving project bottlenecks are typical activities at the \_\_\_\_\_\_\_\_\_ level of project oversight.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 33. | The centralized management of projects to ensure that the allocation of resources to projects is directed toward projects that contribute the greatest value to organization goals is known as \_\_\_\_\_\_\_\_\_\_ project management.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 34. | The project \_\_\_\_\_\_\_\_\_\_ is responsible for the continued support of consistent application of selection criteria, standards, processes, training, and general assistance to project managers.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 35. | It is well established that project-driven companies with higher maturity levels are more \_\_\_\_\_\_\_\_\_\_\_\_ in managing projects.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 36. | The second purpose of project oversight is to support the \_\_\_\_\_\_\_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 37. | Phase gates provide an in-depth review of individual projects at specific \_\_\_\_\_\_\_\_ in the project life cycle.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 38. | When considering the phase gate review process, gate criteria and specific outputs must be established at each gate. The criteria for all of the gates during the project should be selected \_\_\_\_\_\_\_\_ the start of the project.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 39. | The \_\_\_\_\_\_\_\_\_\_ review process can be defined as a structured process to review, evaluate, and document outcomes in each project phase and to provide management with information to guide resource deployment toward strategic goals.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 40. | The \_\_\_\_\_\_\_\_\_ phase of the phase-gated process answers the fundamental question: "Is the project a good idea and does it solve a business problem or issue?"    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 41. | The \_\_\_\_\_\_\_\_\_ phase of the phase-gated process includes a thorough analysis based on selection criteria.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 42. | During the \_\_\_\_\_\_\_\_\_\_\_ phase of the phase-gated process questions such as, "Are resources needed identified and available?" and "Are tasks sequenced and is a time-phased budget established?" are addressed.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 43. | The \_\_\_\_\_\_\_\_\_ phase of the phase-gated process covers the control activities of tracking progress, identifying variances from your plan, and taking corrective action.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 44. | During the \_\_\_\_\_\_\_\_\_\_\_ phase of the phase-gated process questions such as "Were project scope objectives met?" and "Were project cost and schedule met?" are addressed.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 45. | During the \_\_\_\_\_\_\_\_\_\_\_ phase of the phase-gated process what went wrong and what contributed to success are identified.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 46. | A project management \_\_\_\_\_\_\_\_\_\_ model strives for a never-ending goal to continuously improve the management of projects.     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 47. | The level of the Project Management Maturity Model where there is no consistent project management process in place is called \_\_\_\_\_\_\_\_\_\_ project management.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 48. | The level of the Project Management Maturity Model where the organization applies established project management procedures and techniques is called \_\_\_\_\_\_\_\_\_\_\_ of project management.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 49. | The level of the Project Management Maturity Model where there is an organization wide project management system that is tailored to the needs of the organization is called \_\_\_\_\_\_\_\_\_\_\_\_ of project management.     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 50. | The level of the Project Management Maturity Model where the organization develops a system for managing multiple projects that are aligned with strategic goals of the organization is called \_\_\_\_\_\_\_\_\_\_ of project management system.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 51. | The level of the Project Management Maturity Model where the focus is on continuous improvement through incremental advancements of existing practices and by innovations using new technologies and methods is called \_\_\_\_\_\_\_\_\_\_ of project management system.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 52. | The \_\_\_\_\_\_\_\_ model limits measures of performance to goals in four main areas: customer, internal, innovation and learning, and financial measures.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 53. | The balanced scorecard model differs from project selection models by reviewing projects over a \_\_\_\_\_\_\_ horizon.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 54. | The typical activities of project oversight cover two dimensions: \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 55. | Project management control is the term that has emerged to reflect how organizations oversee their project management systems.    True    False |

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| 56. | Project oversight can be defined as a set of principles and processes to guide and improve the management of projects.    True    False |

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| 57. | The phase gate review process can be defined as a structured process to review, evaluate, and document outcomes in each project phase and to provide management with information to guide resource deployment toward strategic goals.    True    False |

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| 58. | The phase gate review process is the centralized management of projects to ensure that the allocation of resources to projects is directed toward projects that contribute the greatest value to organization goals.    True    False |

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| 59. | A key purpose of project oversight is to support the project manager.    True    False |

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| 60. | Project selection would be an oversight activity at the project level.    True    False |

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| 61. | Reviewing lessons learned would be an oversight activity at the project level.    True    False |

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| 62. | One important aspect of oversight is that it holds the project manager responsible and accountable.    True    False |

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| 63. | Project offices are known to result in positive benefits such as serving as a bridge between senior management and project managers.    True    False |

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| 64. | Phase gate methodology is an example of an oversight activity.    True    False |

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| 65. | Project Management Maturity Models provide an in-depth review of individual projects at specific phases in the project life cycle.    True    False |

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| 66. | When considering the phase gate review process, each gate must have established gate criteria and specific outputs. The criteria for all of the gates during the project are selected before the start of the project.    True    False |

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| 67. | The decision points at each phase gate must include a clear yes/no decision on whether to go ahead.    True    False |

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| 68. | A weighted scoring model would be an appropriate tool to use during the proposal phase of a phase gate review.    True    False |

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| 69. | During the implementation plan review phase of a phase gate review, it is established whether or not resources are available, whether or not tasks have been sequenced and the budget has been time-phased.    True    False |

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| 70. | Project maturity has become a competitive edge.    True    False |

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| 71. | An organization that has an institutionalized project management system would have no formal project priority system and would provide limited training in project management.    True    False |

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| 72. | The proposal phase within the phase gate review answers the fundamental question: "Is the project a good idea and does it solve a business problem or issue?"    True    False |

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| 73. | The balanced scorecard model differs from project selection models by reviewing projects during several consecutive short periods of time.    True    False |

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| 74. | When considering the Project Management Maturity Model, progress from one level to the next is relatively quick with adequate planning.    True    False |

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| 75. | The ad hoc project management level has no consistent project management process in place.    True    False |

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| 76. | The highest level in the Project Management Maturity Model is management of a project management system.    True    False |

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| 77. | Briefly describe what project oversight is and why it is important to project management. |

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| 78. | The typical activities of project oversight cover two dimensions. Identify those two dimensions and give two examples of activities for each of those dimensions. |

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| 79. | What is portfolio project management? |

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| 80. | What is the project office and what is its relationship to oversight? |

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| 81. | What is phase gate methodology and what does it do? |

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| 82. | Give two reasons why oversight is important to a project manager. |

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| 83. | What is an organization project management maturity model and how is it linked to an organization's competitive edge? |

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| 84. | When considering a project management maturity model, progress from one level to the next will not occur overnight. Agree or disagree? Explain your answer. |

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| 85. | Identify and briefly describe the five levels in the authors' project management maturity model. |

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| 86. | What is the balanced scorecard model and how is it different from project selection models? |

Chapter 16 Key

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| 1. | The term that can be defined as a set of principles and processes to guide and improve the management of projects is      |  |  | | --- | --- | | A. | Project administration. |  |  |  | | --- | --- | | B. | Fiduciary responsibility. |  |  |  | | --- | --- | | C. | Management. |  |  |  | | --- | --- | | **D.** | Project oversight. |  |  |  | | --- | --- | | E. | Project regulation. |   Project oversight can be defined as a set of principles and processes to guide and improve the management of projects. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #1 Learning Objective: Project Oversight Level of Difficulty: 1 Easy* |

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| 2. | The intent of project oversight includes all of the following EXCEPT      |  |  | | --- | --- | | A. | Meet the needs of the organization through procedures. |  |  |  | | --- | --- | | B. | Support the project manager. |  |  |  | | --- | --- | | C. | Meet the needs of the organization through continuous improvement. |  |  |  | | --- | --- | | **D.** | Meet the needs of the organization through improving everyday business activities. |  |  |  | | --- | --- | | E. | Meet the needs of the organization through accountability. |   The intent of project oversight is to ensure projects meet the needs of the organization through standards, procedures, accountability, efficient allocation of resources, and continuous improvement in the management of projects. A second purpose is to support the project manager. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #2 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 3. | At the organizational level, all of the following are examples of oversight activities EXCEPT      |  |  | | --- | --- | | **A.** | Audit and review lessons learned. |  |  |  | | --- | --- | | B. | Project selection. |  |  |  | | --- | --- | | C. | Portfolio management. |  |  |  | | --- | --- | | D. | Assessing the maturity level of the organization's project management system. |  |  |  | | --- | --- | | E. | Continuous improvement. |   At the organizational level, project selection, portfolio management, improving the way all projects are managed over time, assessing and elevating the maturity level of the organization's project management system, and using the balanced scorecard approach to review progress on strategic priorities, are all examples of oversight activities. Auditing and reviewing lessons learned is an activity at the project level. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #3 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 4. | Typical activities of project oversight cover which two dimensions?      |  |  | | --- | --- | | **A.** | Organization and project |  |  |  | | --- | --- | | B. | Project and customer |  |  |  | | --- | --- | | C. | Customer and industry |  |  |  | | --- | --- | | D. | Industry and organization |  |  |  | | --- | --- | | E. | Organization and customer |   The typical activities of project oversight cover two dimensions which include the organization and the project. These are where the organization has most control. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #4 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 5. | At the project level, all of the following are examples of oversight activities EXCEPT      |  |  | | --- | --- | | A. | Review project objectives. |  |  |  | | --- | --- | | B. | Track and assist the project to resolve bottlenecks. |  |  |  | | --- | --- | | **C.** | Project selection. |  |  |  | | --- | --- | | D. | Review status reports. |  |  |  | | --- | --- | | E. | Audit and review lessons learned. |   Project selection is an oversight activity at the organization level. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #5 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 6. | The importance of the increase in project oversight to today's project manager includes all of the following EXCEPT      |  |  | | --- | --- | | **A.** | Oversight increases expected profits from projects. |  |  |  | | --- | --- | | B. | Oversight increases interest in supporting and helping the project manager. |  |  |  | | --- | --- | | C. | Oversight impacts the environment in which the project will be implemented. |  |  |  | | --- | --- | | D. | Oversight impacts how the project manager's performance will be measured. |  |  |  | | --- | --- | | E. | Project progress will be reported to an oversight group. |   First, in almost all cases oversight is interested in supporting and helping the project manager where needed. This is an improvement over the past. Second, the oversight function determines the environment in which the project manager will implement his or her project. This can affect the management of a project in a positive or negative manner. Third, depending on the size and complexity of the project, methods used to hold the project manager responsible and accountable will influence how performance is measured. Finally, the project manager, who is responsible for day-to-day management, will probably be reporting to this oversight group at predetermined phases in the project. In short, project oversight supports project management at the organization and project levels. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #6 Learning Objective: Project Oversight Level of Difficulty: 3 Hard* |

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| 7. | The centralized management of projects to ensure that the allocation of resources to projects is directed toward projects that contribute the greatest value to organization goals is known as      |  |  | | --- | --- | | **A.** | Portfolio project management. |  |  |  | | --- | --- | | B. | Project office management. |  |  |  | | --- | --- | | C. | Project management optimization. |  |  |  | | --- | --- | | D. | Project priority matrix management. |  |  |  | | --- | --- | | E. | Resource allocation optimization. |   Portfolio project management is the centralized management of projects to ensure that the allocation of resources to projects is directed toward projects that contribute the greatest value to organization goals. Portfolio management is becoming more common and important in project organizations. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Remember Larson - Chapter 16 #7 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 8. | Which of the following is responsible for the continued support of consistent application of selection criteria, standards, processes, training, and general assistance to project managers and continued improvement and use of best practices?      |  |  | | --- | --- | | A. | Portfolio project management |  |  |  | | --- | --- | | **B.** | Project office |  |  |  | | --- | --- | | C. | Project management |  |  |  | | --- | --- | | D. | Oversight committee |  |  |  | | --- | --- | | E. | Resource allocation optimization committee |   The project office (PO) is the unit responsible for the continued support of consistent application of selection criteria, standards, and processes; training of and general assistance to project managers; and continued improvement and use of best practices. The project office is used as the vehicle to support and manage oversight activities. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #8 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 9. | Managing the organization project portfolio includes the following key responsibilities EXCEPT      |  |  | | --- | --- | | A. | Confirm linkage to strategy. |  |  |  | | --- | --- | | B. | Ensure availability of resources. |  |  |  | | --- | --- | | C. | Balance risk of projects. |  |  |  | | --- | --- | | **D.** | Balance profit of projects. |  |  |  | | --- | --- | | E. | Prioritize projects. |   Managing the organization project portfolio includes several key responsibilities including: review project options available by type (strategic, operational, compliance), confirm business case and linkage to organizational strategy, select, prioritize and balance risk of all organizational strategy, ensure availability of resources, set macro time, cost, and requirements, and review gating outcomes. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #9 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 10. | Project office functions typically include which of the following?      |  |  | | --- | --- | | A. | Create and maintain the internal project management information system. |  |  |  | | --- | --- | | B. | Recruit and select project managers. |  |  |  | | --- | --- | | C. | Train personnel in project management techniques. |  |  |  | | --- | --- | | D. | Develop risk management programs. |  |  |  | | --- | --- | | **E.** | All of these are typically functions of the project office. |   The different services project offices may provide include creating and maintaining the internal project management information system, recruiting and selecting project managers both within and outside the organization, establishing standardized project planning and reporting methodologies, training personnel in project management techniques and tools, auditing ongoing and recently completed projects, and developing comprehensive risk management systems, just to name a few. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #10 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 11. | The purpose of \_\_\_\_\_\_\_\_\_\_\_\_\_ is to enable organizations to assess their progress in implementing the best project management practices in their industry and continuously move to improvement.      |  |  | | --- | --- | | A. | Phase gates |  |  |  | | --- | --- | | B. | A project office |  |  |  | | --- | --- | | **C.** | Maturity models |  |  |  | | --- | --- | | D. | Retrospective and lessons learned |  |  |  | | --- | --- | | E. | Balance scorecard |   The purposes of all maturity models are to enable organizations to assess their progress in implementing the best project management practices in their industry and continuously move to improvement. It is important to understand that the model does not ensure success; it serves only as a measuring stick and an indicator of progress. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #11 Learning Objective: Project Oversight Level of Difficulty: 3 Hard* |

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| 12. | During which of the following phase gates would the questions "Were the project scope objectives met?" and "Were project cost and schedule met?" be answered?      |  |  | | --- | --- | | A. | Proposal. |  |  |  | | --- | --- | | B. | Screening and selection. |  |  |  | | --- | --- | | C. | Implementation. |  |  |  | | --- | --- | | D. | Progress evaluation. |  |  |  | | --- | --- | | **E.** | Closure. |   The closure and lessons learned activities closely follow the closure activities found in previous chapters. In this phase two of the questions would be "Were the project scope objectives met?" and "Were project cost and schedule met?" |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #12 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 13. | The in-depth review of individual projects at specific phases in the project life cycle is known as      |  |  | | --- | --- | | A. | Project assessment checkpoint reviews. |  |  |  | | --- | --- | | B. | Go/kill decision review methodology. |  |  |  | | --- | --- | | **C.** | Phase gate methodology. |  |  |  | | --- | --- | | D. | Stargate review methodology. |  |  |  | | --- | --- | | E. | Project implementation review. |   Phase gates provide an in-depth review of individual projects at specific phases in the project life cycle. These reviews cover assessments to continue or kill the project, reassess resource allocation, reassess prioritization, and evaluate execution progress, as well as strategic alignment decisions. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Remember Larson - Chapter 16 #13 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 14. | The major goals of phase gating are all of the following EXCEPT      |  |  | | --- | --- | | A. | To ensure oversight. |  |  |  | | --- | --- | | **B.** | To provide a detailed investigation of variances. |  |  |  | | --- | --- | | C. | To direct organization resources toward strategic goals. |  |  |  | | --- | --- | | D. | To reduce the number of projects that do not support the forward direction of the organization. |  |  |  | | --- | --- | | E. | To ensure support for the project manager. |   The major goals for phase gating are to ensure oversight and support for the project manager and the project team, to direct organization resources toward strategic goals, and to reduce the number of projects that do not support the forward direction of the organization. |

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

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| 15. | The phase-gated process includes how many go/kill decision points or gates?      |  |  | | --- | --- | | A. | Three |  |  |  | | --- | --- | | B. | Four |  |  |  | | --- | --- | | C. | Five |  |  |  | | --- | --- | | **D.** | Six |  |  |  | | --- | --- | | E. | Seven |   The abridged, generic phase-gate process includes six go/kill decision points or gates. At a minimum each gate should include three components: required deliverables, gate criteria and specific outputs, a clear yes/no decision on whether to go ahead. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #15 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 16. | During which of the following phase gates would the question "Does this project align with our strategic direction?" be answered?      |  |  | | --- | --- | | **A.** | Proposal |  |  |  | | --- | --- | | B. | Screening and selection |  |  |  | | --- | --- | | C. | Implementation plan |  |  |  | | --- | --- | | D. | Progress evaluation |  |  |  | | --- | --- | | E. | Closure |   This proposal phase answers a fundamental question: Does this project align with our strategic direction? |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #16 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 17. | During which of the following phase gates would the question, "What are the project's ROI and/or nonfinancial benefits?" be answered?      |  |  | | --- | --- | | A. | Proposal |  |  |  | | --- | --- | | **B.** | Screening and selection |  |  |  | | --- | --- | | C. | Implementation plan |  |  |  | | --- | --- | | D. | Progress evaluation |  |  |  | | --- | --- | | E. | Closure |   The selection review includes a thorough analysis based on selection criteria. The gating group uses weighted scoring model criteria, which typically includes project risks, costs, resource needs, urgency, financial analysis, benefits, identified sponsor, and other criteria found in selection models. In this phase one of the questions is "What are the project's ROI and/or nonfinancial benefits?" |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #17 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 18. | During which of the following phase gates would the questions "Are the resources needed identified and available?" and "Are tasks sequenced and is a time-phased budget established?" be answered?      |  |  | | --- | --- | | A. | Proposal |  |  |  | | --- | --- | | B. | Screening and selection |  |  |  | | --- | --- | | **C.** | Implementation plan |  |  |  | | --- | --- | | D. | Progress evaluation |  |  |  | | --- | --- | | E. | Closure |   The implementation plan review information should include the planning document developed in earlier chapters. In this phase two of the questions are "Are the resources needed identified and available?" and "Are tasks sequenced and is a time-phased budget established?" |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #18 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 19. | During which of the following phase gates would the question of "Are time, costs, and scope performances within acceptable limits?" be answered?      |  |  | | --- | --- | | A. | Proposal |  |  |  | | --- | --- | | B. | Screening and selection |  |  |  | | --- | --- | | C. | Implementation plan |  |  |  | | --- | --- | | **D.** | Progress evaluation |  |  |  | | --- | --- | | E. | Closure |   Your progress evaluation review covers the control activities of tracking progress, identifying variances from your plan, and taking corrective action. A major chunk of the data requirements for the phase review are simply measures against the project plan. Tracking progress and identifying variances against scope, time, budget, and control of changes and identified risks are easily accomplished using available software. In this phase one of the questions is "Are time, costs, and scope performances within acceptable limits?" |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #19 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 20. | Which of the following is NOT one of the growth levels in the Organizational Project Management Maturity Model (OPM3TM)?      |  |  | | --- | --- | | A. | Repeatable (formal application of project management). |  |  |  | | --- | --- | | B. | Defined (institutionalization of project management). |  |  |  | | --- | --- | | C. | Managed (management of project management system). |  |  |  | | --- | --- | | **D.** | Expanded (expansion of project management system). |  |  |  | | --- | --- | | E. | Optimized (optimization of project management system). |   Typically, these models are divided into a continuum of growth levels: initial, repeatable, defined, managed, and optimized. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #20 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 21. | The first appearance of standard approaches to managing projects including scope statements and WBS occurs in which of the following Project Management Maturity Model Levels?      |  |  | | --- | --- | | A. | Ad hoc project management |  |  |  | | --- | --- | | **B.** | Formal application of project management |  |  |  | | --- | --- | | C. | Institutionalization of project management |  |  |  | | --- | --- | | D. | Management of project management system |  |  |  | | --- | --- | | E. | Optimization of project management system |   In Level 2: Formal application of project management, the organization applies established project management procedures and techniques. This level is often marked by tension between project managers and line managers who need to redefine their roles. Standard approaches to managing projects, including scope statements, WBS, and activity lists, are used. There is no formal project priority selection system established at this level and limited training in project management is provided. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #21 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 22. | An established process of managing projects that is evident by planning templates, status report systems and checklists for each stage of the project life cycle occurs in which of the following Project Management Maturity Model Levels?       |  |  | | --- | --- | | A. | Ad hoc project management |  |  |  | | --- | --- | | B. | Formal application of project management |  |  |  | | --- | --- | | **C.** | Institutionalization of project management |  |  |  | | --- | --- | | D. | Management of project management system |  |  |  | | --- | --- | | E. | Optimization of project management system |   In Level 3: Institutionalization of project management, an organization wide project management system, tailored to specific needs of the organization with the flexibility to adapt the process to unique characteristics of the project, is established. Risk assessment derived from WBS and technical analyses and customer input are in place along with an established process of managing projects evident by planning templates, status report systems and checklists for each stage of the project life cycle. These are a few of the characteristics of this level. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #22 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 23. | Project audits are performed on all significant projects and lessons learned are recorded and used on subsequent projects in which of the following Project Management Maturity Model Levels?      |  |  | | --- | --- | | A. | Ad hoc project management. |  |  |  | | --- | --- | | B. | Formal application of project management. |  |  |  | | --- | --- | | C. | Institutionalization of project management. |  |  |  | | --- | --- | | **D.** | Management of project management system. |  |  |  | | --- | --- | | E. | Optimization of project management system. |   In Level 4: Management of project management system, the organization develops a system for managing multiple projects that are aligned with strategic goals of the organization. Project audits are performed on all significant projects and lessons learned are recorded and used on subsequent projects. These are a few of the characteristics of this level. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #23 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 24. | No consistent project management process is in place in which of the following Project Management Maturity Model Levels?      |  |  | | --- | --- | | **A.** | Ad hoc project management |  |  |  | | --- | --- | | B. | Formal application of project management |  |  |  | | --- | --- | | C. | Institutionalization of project management |  |  |  | | --- | --- | | D. | Management of project management system |  |  |  | | --- | --- | | E. | Optimization of project management system |   In Level 1: Ad hoc project management, no consistent project management process is in place. How a project is managed depends upon the individuals involved. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #24 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 25. | The \_\_\_\_\_\_\_\_\_\_\_\_ review process can be defined as a structured process to review, evaluate, and document outcomes in each project phase and to provide management with information to guide resource deployment toward strategic goals.      |  |  | | --- | --- | | **A.** | Phase gate |  |  |  | | --- | --- | | B. | Project office |  |  |  | | --- | --- | | C. | Maturity model |  |  |  | | --- | --- | | D. | Retrospective and lessons learned |  |  |  | | --- | --- | | E. | Portfolio management |   The phase gate review process can be defined as a structured process to review, evaluate, and document outcomes in each project phase and to provide management with information to guide resource deployment toward strategic goals. This oversight activity begins with project selection and tracking the project life cycle through closure and lessons learned. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #25 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 26. | Each gate within the phase gate review process should, at a minimum, include the following EXCEPT      |  |  | | --- | --- | | A. | Required deliverables. |  |  |  | | --- | --- | | **B.** | A plan to proceed. |  |  |  | | --- | --- | | C. | Gate criteria. |  |  |  | | --- | --- | | D. | Specific outputs. |  |  |  | | --- | --- | | E. | A clear yes/no decision on whether to go ahead. |   At a minimum each gate should include three components: required deliverables, gate criteria and specific outcomes, a clear yes/no decision on whether to go ahead. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #26 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 27. | In which of the following Project Management Maturity Model Levels is the focus is on continuous improvement through incremental advancements of existing practices and by innovations using new technologies and methods?      |  |  | | --- | --- | | A. | Ad hoc project management |  |  |  | | --- | --- | | B. | Formal application of project management |  |  |  | | --- | --- | | C. | Institutionalization of project management |  |  |  | | --- | --- | | D. | Management of project management system |  |  |  | | --- | --- | | **E.** | Optimization of project management system |   In Level 5: Optimization of project management system, the focus is on continuous improvement through incremental advancements of existing practices and by innovations using new technologies and methods. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #27 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 28. | The balanced scorecard model differs from project selection models by reviewing projects over a longer horizon of \_\_\_\_\_\_\_\_\_\_\_ after the project is implemented.      |  |  | | --- | --- | | A. | 1-2 years |  |  |  | | --- | --- | | B. | 1-5 years |  |  |  | | --- | --- | | **C.** | 5-10 years |  |  |  | | --- | --- | | D. | 10-15 years |  |  |  | | --- | --- | | E. | 15 years |   The balanced scorecard model differs from project selection models by reviewing projects over a longer horizon of 5 to 10 years after the project is implemented. It is more "macro" in perspective than project selection models. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Remember Larson - Chapter 16 #28 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 29. | Which model reviews projects over a long horizon and measures the results of major activities taken to support the overall vision, mission, and goals of the organization? This model helps answer two questions: "Did we select the right projects?" and "Did the project contribute to the long-range strategic direction of the firm?"      |  |  | | --- | --- | | A. | Phase gate. |  |  |  | | --- | --- | | B. | Project office. |  |  |  | | --- | --- | | C. | Maturity. |  |  |  | | --- | --- | | D. | Retrospective and lessons learned. |  |  |  | | --- | --- | | **E.** | Balance scorecard. |   The balanced scorecard model reviews projects over a long horizon and measures the results of major activities taken to support the overall vision, mission, and goals of the organization? This model helps answer two questions: "Did we select the right projects?" and "Did the project contribute to the long-range strategic direction of the firm?" The scorecard model limits measures of performance to goals in four main areas: customer, internal, innovation and learning, and financial measures. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #29 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 30. | Project \_\_\_\_\_\_\_\_\_\_ can be defined as a set of principles and processes to guide and improve the management of projects.    **oversight**  Project oversight can be defined as a set of principles and processes to guide and improve the management of projects. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #30 Learning Objective: Project Oversight Level of Difficulty: 1 Easy* |

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| 31. | The typical activities of project oversight cover two dimensions. Project selection and portfolio management are typical activities at the \_\_\_\_\_\_\_\_\_ level of project oversight.    **organization**  At the organizational level, project selection, portfolio management, improving the way all projects are managed over time, assessing and elevating the maturity level of the organization's project management system, and using the balanced scorecard approach to review progress on strategic priorities, are all examples of oversight activities. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #31 Learning Objective: Project Oversight Level of Difficulty: 1 Easy* |

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| 32. | The typical activities of project oversight cover two dimensions. Reviewing project objectives and resolving project bottlenecks are typical activities at the \_\_\_\_\_\_\_\_\_ level of project oversight.    **project**  At the project level, reviewing project objectives, tracking and assisting the project to resolve bottlenecks, reviewing status reports, lessons learned and canceling the project are all examples of oversight activities. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #32 Learning Objective: Project Oversight Level of Difficulty: 1 Easy* |

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| 33. | The centralized management of projects to ensure that the allocation of resources to projects is directed toward projects that contribute the greatest value to organization goals is known as \_\_\_\_\_\_\_\_\_\_ project management.    **portfolio**  Portfolio project management is the centralized management of projects to ensure that the allocation of resources to projects is directed toward projects that contribute the greatest value to organization goals. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #33 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 34. | The project \_\_\_\_\_\_\_\_\_\_ is responsible for the continued support of consistent application of selection criteria, standards, processes, training, and general assistance to project managers.    **office**  The project office (PO) is the unit responsible for the continued support of consistent application of selection criteria, standards, and processes; training of and general assistance to project managers; and continued improvement and use of best practices. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #34 Learning Objective: Project Oversight Level of Difficulty: 1 Easy* |

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| 35. | It is well established that project-driven companies with higher maturity levels are more \_\_\_\_\_\_\_\_\_\_\_\_ in managing projects.    **successful**  It is well established that project-driven companies with higher maturity levels are more successful in managing projects than those lacking project maturity programs. Project maturity has become a competitive edge. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #35 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 1 Easy* |

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| 36. | The second purpose of project oversight is to support the \_\_\_\_\_\_\_\_\_\_\_.    **project manager**  The intent of project oversight is to ensure projects meet the needs of the organization through standards, procedures, accountability, efficient allocation of resources, and continuous improvement in the management of projects. A second purpose is to support the project manager. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #36 Learning Objective: Project Oversight Level of Difficulty: 1 Easy* |

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| 37. | Phase gates provide an in-depth review of individual projects at specific \_\_\_\_\_\_\_\_ in the project life cycle.    **phases**  Phase gates provide an in-depth review of individual projects at specific phases in the project life cycle. These reviews cover assessments to continue or kill the project, reassess resource allocation, reassess prioritization, and evaluate execution progress, as well as strategic alignment decisions. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #37 Learning Objective: Project Oversight Level of Difficulty: 1 Easy* |

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| 38. | When considering the phase gate review process, gate criteria and specific outputs must be established at each gate. The criteria for all of the gates during the project should be selected \_\_\_\_\_\_\_\_ the start of the project.    **before**  At a minimum each gate should include three components: required deliverables, gate criteria and specific outputs and a clear yes/no decision on whether to go ahead. The criteria for all of the gates during the project should be selected before the start of the project. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #38 Learning Objective: Project Oversight Level of Difficulty: 1 Easy* |

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| 39. | The \_\_\_\_\_\_\_\_\_\_ review process can be defined as a structured process to review, evaluate, and document outcomes in each project phase and to provide management with information to guide resource deployment toward strategic goals.    **phase gate**  The phase gate review process can be defined as a structured process to review, evaluate, and document outcomes in each project phase and to provide management with information to guide resource deployment toward strategic goals. This oversight activity begins with project selection and tracking the project life cycle through closure and lessons learned. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #39 Learning Objective: Project Oversight Level of Difficulty: 1 Easy* |

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| 40. | The \_\_\_\_\_\_\_\_\_ phase of the phase-gated process answers the fundamental question: "Is the project a good idea and does it solve a business problem or issue?"    **proposal**  The proposal phase answers a fundamental question: "Is the project a good idea and does it solve a business problem or issue?" The proposal should provide enough key information to allow an oversight team to decide if the proposal should be considered further. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #40 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 41. | The \_\_\_\_\_\_\_\_\_ phase of the phase-gated process includes a thorough analysis based on selection criteria.    **screening and selection**  The selection review includes a thorough analysis based on selection criteria. The gating group uses weighted scoring model criteria, which typically include project risks, costs, resource needs, urgency, financial analysis, benefits, identified sponsor, and other criteria found in selection models. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #41 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 42. | During the \_\_\_\_\_\_\_\_\_\_\_ phase of the phase-gated process questions such as, "Are resources needed identified and available?" and "Are tasks sequenced and is a time-phased budget established?" are addressed.    **implementation plan**  The implementation plan review information should include the planning document developed in earlier chapters. For example, what are the specific goals for the project and what are the major deliverables (scope)? |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #42 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 43. | The \_\_\_\_\_\_\_\_\_ phase of the phase-gated process covers the control activities of tracking progress, identifying variances from your plan, and taking corrective action.    **progress evaluation**  Your progress evaluation review covers the control activities of tracking progress, identifying variances from your plan, and taking corrective action. A major chunk of the data requirements for the phase review are simply measures against the project plan. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #43 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 44. | During the \_\_\_\_\_\_\_\_\_\_\_ phase of the phase-gated process questions such as "Were project scope objectives met?" and "Were project cost and schedule met?" are addressed.    **closure**  The closure and lessons learned activities closely follow the closure activities found in earlier chapters. In this phase two of the questions would be "Were the project scope objectives met?" and "Were project cost and schedule met?" |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #44 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 45. | During the \_\_\_\_\_\_\_\_\_\_\_ phase of the phase-gated process what went wrong and what contributed to success are identified.    **post-project review and lessons learned**  The last phase is the post-project review and lessons learned. Some of the questions asked in this phase are: "Have we identified what went wrong and what contributed to success? and "Have changes to improve delivery of future projects been communicated and archived?" |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #45 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 46. | A project management \_\_\_\_\_\_\_\_\_\_ model strives for a never-ending goal to continuously improve the management of projects.     **maturity**  From an organization wide point of view, a project management maturity model strives for a never-ending goal to continuously improve the management of projects. The purpose of project management maturity models is to enable organizations to assess their progress in implementing the best practices in their industry and continuously move to improvement. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #46 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 47. | The level of the Project Management Maturity Model where there is no consistent project management process in place is called \_\_\_\_\_\_\_\_\_\_ project management.    **ad hoc**  In Level 1: Ad hoc project management, no consistent project management process is in place. How a project is managed depends upon the individuals involved. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #47 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 48. | The level of the Project Management Maturity Model where the organization applies established project management procedures and techniques is called \_\_\_\_\_\_\_\_\_\_\_ of project management.    **formal application**  In Level 2: Formal application of project management, the organization applies established project management procedures and techniques. This level is often marked by tension between project managers and line managers who need to redefine their roles. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #48 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 49. | The level of the Project Management Maturity Model where there is an organization wide project management system that is tailored to the needs of the organization is called \_\_\_\_\_\_\_\_\_\_\_\_ of project management.     **institutionalization**  In Level 3: Institutionalization of project management, an organization wide project management system, tailored to specific needs of the organization with the flexibility to adapt the process to unique characteristics of the project, is established. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #49 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 50. | The level of the Project Management Maturity Model where the organization develops a system for managing multiple projects that are aligned with strategic goals of the organization is called \_\_\_\_\_\_\_\_\_\_ of project management system.    **management**  In Level 4: Management of project management system, the organization develops a system for managing multiple projects that are aligned with strategic goals of the organization. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #50 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 51. | The level of the Project Management Maturity Model where the focus is on continuous improvement through incremental advancements of existing practices and by innovations using new technologies and methods is called \_\_\_\_\_\_\_\_\_\_ of project management system.    **optimization**  In Level 5: Optimization of project management system, the focus is on continuous improvement through incremental advancements of existing practices and by innovations using new technologies and methods. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #51 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 52. | The \_\_\_\_\_\_\_\_ model limits measures of performance to goals in four main areas: customer, internal, innovation and learning, and financial measures.    **balanced scorecard**  The balanced scorecard model limits measures of performance to goals in four main areas: customer, internal, innovation and learning, and financial measures. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #52 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 53. | The balanced scorecard model differs from project selection models by reviewing projects over a \_\_\_\_\_\_\_ horizon.    **longer**  The balanced scorecard model differs from project selection models by reviewing projects over a longer horizon of 5 to 10 years after the project is implemented. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #53 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 1 Easy* |

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| 54. | The typical activities of project oversight cover two dimensions: \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_.    **organization; project**  The typical activities of project oversight cover two dimensions: organization and project. All activities under these two dimensions are designed to bring consistency, structure, accountability, and improvement to the management of projects. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #54 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 55. | Project management control is the term that has emerged to reflect how organizations oversee their project management systems.    **FALSE**  Project oversight can be defined as a set of principles and processes to guide and improve the management of projects. At the organizational level it assesses and elevates the maturity level of the organization's project management system. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #55 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 56. | Project oversight can be defined as a set of principles and processes to guide and improve the management of projects.    **TRUE**  Project oversight can be defined as a set of principles and processes to guide and improve the management of projects. The intent of project oversight is to ensure projects meet the needs of the organization through standards, procedures, accountability, efficient allocation of resources, and continuous improvement in the management of projects. A second purpose is to support the project manager. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #56 Learning Objective: Project Oversight Level of Difficulty: 1 Easy* |

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| 57. | The phase gate review process can be defined as a structured process to review, evaluate, and document outcomes in each project phase and to provide management with information to guide resource deployment toward strategic goals.    **TRUE**  The phase gate review process can be defined as a structured process to review, evaluate, and document outcomes in each project phase and to provide management with information to guide resource deployment toward strategic goals. This oversight activity begins with project selection and tracking the project life cycle through closure and lessons learned. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #57 Learning Objective: Project Oversight Level of Difficulty: 1 Easy* |

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| 58. | The phase gate review process is the centralized management of projects to ensure that the allocation of resources to projects is directed toward projects that contribute the greatest value to organization goals.    **FALSE**  Portfolio project management is the centralized management of projects to ensure that the allocation of resources to projects is directed toward projects that contribute the greatest value to organization goals. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #58 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 59. | A key purpose of project oversight is to support the project manager.    **TRUE**  First, in almost all cases oversight is interested in supporting and helping the project manager where needed. This is an improvement over the past. Second, the oversight function determines the environment in which the project manager will implement his or her project. This can affect the management of a project in a positive or negative manner. Third, depending on the size and complexity of the project, methods used to hold the project manager responsible and accountable will influence how performance is measured. Finally, the project manager, who is responsible for day-to-day management, will probably be reporting to this oversight group at predetermined phases in the project. In short, project oversight supports project management at the organization and project levels. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #59 Learning Objective: Project Oversight Level of Difficulty: 1 Easy* |

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| 60. | Project selection would be an oversight activity at the project level.    **FALSE**  At the organizational level, project selection, portfolio management, improving the way all projects are managed over time, assessing and elevating the maturity level of the organization's project management system, and using the balanced scorecard approach to review progress on strategic priorities, are all examples of oversight activities. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #60 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 61. | Reviewing lessons learned would be an oversight activity at the project level.    **TRUE**  At the project level, reviewing project objectives, tracking and assisting the project to resolve bottlenecks, reviewing status reports, lessons learned and canceling the project are all examples of oversight activities. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #61 Learning Objective: Project Oversight Level of Difficulty: 1 Easy* |

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| 62. | One important aspect of oversight is that it holds the project manager responsible and accountable.    **TRUE**  Depending on the size and complexity of the project, methods used to hold the project manager responsible and accountable will influence how performance is measured. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #62 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 63. | Project offices are known to result in positive benefits such as serving as a bridge between senior management and project managers.    **TRUE**  Most project-driven organizations have set up project offices. The appearance of a project office frequently follows the implementation of portfolio project management efforts. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #63 Learning Objective: Project Oversight Level of Difficulty: 1 Easy* |

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| 64. | Phase gate methodology is an example of an oversight activity.    **TRUE**  Portfolio management and project offices strongly influence how a project manager will manage his or her respective project. A more recent oversight activity has been the quick implementation of phase gate reviews. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #64 Learning Objective: Project Oversight Level of Difficulty: 1 Easy* |

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| 65. | Project Management Maturity Models provide an in-depth review of individual projects at specific phases in the project life cycle.    **FALSE**  Phase gates provide an in-depth review of individual projects at specific phases in the project life cycle. These reviews cover assessments to continue or kill the project, reassess resource allocation, reassess prioritization, and evaluate execution progress, as well as strategic alignment decisions. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #65 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 66. | When considering the phase gate review process, each gate must have established gate criteria and specific outputs. The criteria for all of the gates during the project are selected before the start of the project.    **TRUE**  At a minimum each gate should include three components: required deliverables, gate criteria and specific outputs, and a clear yes/no decision on whether to go ahead. The criteria for all of the gates during the project should be selected before the start of the project. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #66 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 67. | The decision points at each phase gate must include a clear yes/no decision on whether to go ahead.    **TRUE**  At a minimum each gate should include three components: required deliverables, gate criteria and specific outputs, and a clear yes/no decision on whether to go ahead. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #67 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 68. | A weighted scoring model would be an appropriate tool to use during the proposal phase of a phase gate review.    **FALSE**  The screening and selection review includes a thorough analysis based on selection criteria. The gating group uses weighted scoring model criteria, which typically include project risks, costs, resource needs, urgency, financial analysis, benefits, identified sponsor, and other criteria found in selection models. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #68 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 69. | During the implementation plan review phase of a phase gate review, it is established whether or not resources are available, whether or not tasks have been sequenced and the budget has been time-phased.    **TRUE**  The implementation plan review information should include the planning document developed in earlier chapters. For example, what are the specific goals for the project and what are the major deliverables (scope)? |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #69 Learning Objective: Project Oversight Level of Difficulty: 1 Easy* |

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| 70. | Project maturity has become a competitive edge.    **TRUE**  It is well established that project-driven companies with higher maturity levels are more successful in managing projects than those lacking project maturity programs. Project maturity has become a competitive edge. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #70 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 71. | An organization that has an institutionalized project management system would have no formal project priority system and would provide limited training in project management.    **FALSE**  In Level 2: Formal application of project management, the organization applies established project management procedures and techniques. This level is often marked by tension between project managers and line managers who need to redefine their roles. Standard approaches to managing projects, including scope statements, WBS, and activity lists, are used. There is no formal project priority selection system established at this level and limited training in project management is provided. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #71 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 72. | The proposal phase within the phase gate review answers the fundamental question: "Is the project a good idea and does it solve a business problem or issue?"    **TRUE**  The first phase is the proposal phase which answers a fundamental question: "Is the project a good idea and does it solve a business problem or issue?" |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #72 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 73. | The balanced scorecard model differs from project selection models by reviewing projects during several consecutive short periods of time.    **FALSE**  The balanced scorecard model reviews projects over a long horizon and measures the results of major activities taken to support the overall vision, mission, and goals of the organization. This model helps answer two questions: "Did we select the right projects?" and "Did the project contribute to the long-range strategic direction of the firm?" The scorecard model limits measures of performance to goals in four main areas: customer, internal, innovation and learning, and financial measures. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #73 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 74. | When considering the Project Management Maturity Model, progress from one level to the next is relatively quick with adequate planning.    **FALSE**  Progress from one level to the next will not occur overnight. One reason is because it is difficult for social organization to institute significant changes while at the same time maintaining business efficiency. "How do we find time to change when we are so busy just keeping our heads above the water?" |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #74 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 75. | The ad hoc project management level has no consistent project management process in place.    **TRUE**  In an ad hoc project management no consistent project management process is in place. How a project is managed depends upon the individuals involved. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #75 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 76. | The highest level in the Project Management Maturity Model is management of a project management system.    **FALSE**  The highest level in the authors' Project Management Maturity Model is optimization of project management system where the focus is on continuous improvement through incremental advancements of existing practices and by innovations using new technologies and methods. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 16 #76 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

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| 77. | Briefly describe what project oversight is and why it is important to project management.     Answer will vary  Feedback: Project oversight is a set of principles and processes to guide and improve the management of projects. It is important because it helps to ensure projects meet the needs of the organization through standards, procedures, accountability, efficient allocation of resources, and continuous improvement in the management of projects. |

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| *AACSB: Analytic Blooms: Analyze Larson - Chapter 16 #77 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 78. | The typical activities of project oversight cover two dimensions. Identify those two dimensions and give two examples of activities for each of those dimensions.     Answer will vary  Feedback: (1) Organization level: project selection, portfolio management, improving project management, assessing the project management system maturity and using the balanced scorecard; (2) Project level: review project objectives, decide on issues raised by PM, and track and assist in resolving bottlenecks. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #78 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 79. | What is portfolio project management?     Answer will vary  Feedback: It is the centralized management of projects to ensure that the allocation of resources to projects is directed toward projects that contribute the greatest value to organization goals. Managing the organization project portfolio includes several key responsibilities including: review project options available by type (strategic, operational, compliance), confirm business case and linkage to organizational strategy, select, prioritize and balance risk of all organizational strategy, ensure availability of resources, set macro time, cost, and requirements, and review gating outcomes. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #79 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 80. | What is the project office and what is its relationship to oversight?     Answer will vary  Feedback: The project office is the unit responsible for the continued support of consistent application of selection criteria, standards, processes, training, and general assistance to project managers, and continued improvement and use of best practices. It is used as the vehicle to support and manage oversight activities. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #80 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 81. | What is phase gate methodology and what does it do?     Answer will vary  Feedback: It is the in-depth review of individual projects at specific phases in the project life cycle. These reviews cover assessments to continue or kill the project, reassess resource allocation, reassess prioritization, evaluate execution progress, and strategic alignment decisions. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #81 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 82. | Give two reasons why oversight is important to a project manager.     Answer will vary  Feedback: First, in almost all cases oversight is interested in supporting and helping the project manager where needed. Second, the oversight function determines the environment in which the project manager will implement his or her project. Third, depending on the size and complexity of the project, methods used to hold the project manager responsible and accountable will influence how performance is measured. Finally, the project manager, who is responsible for day-to-day management, will probably be reporting to this oversight group at predetermined phases in the project. |

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| *AACSB: Analytic Blooms: Analyze Larson - Chapter 16 #82 Learning Objective: Project Oversight Level of Difficulty: 2 Medium* |

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| 83. | What is an organization project management maturity model and how is it linked to an organization's competitive edge?      Answer will vary    Feedback: From an organization wide point of view, a project management maturity model strives for a never-ending goal to continuously improve the management of all projects. It is well established that project-driven companies with higher maturity levels are more successful in managing projects than those lacking project maturity programs. Project maturity has become a competitive edge. Companies are increasingly using outsourcing or external contractors that have reached high maturity levels. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #83 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 3 Hard* |

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| 84. | When considering a project management maturity model, progress from one level to the next will not occur overnight. Agree or disagree? Explain your answer.     Answer will vary  Feedback: Agree. Progress from one level to the next will not occur overnight. One reason is because it is difficult for social organization to institute significant changes while at the same time maintaining business efficiency. "How do we find time to change when we are so busy just keeping our heads above the water?" Another reason is that one cannot leapfrog past any one level. |

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| *AACSB: Analytic Blooms: Analyze Larson - Chapter 16 #84 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 3 Hard* |

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| 85. | Identify and briefly describe the five levels in the authors' project management maturity model.      Answer will vary    Feedback: (1) Ad hoc project management: no consistent project management process; (2) Formal application of project management: the organization applies established project management procedures and techniques; (3) Institutionalization of project management: an organization wide project management system tailored to its specific needs is established; (4) Management of project management system: the organization develops a system for managing multiple projects that are aligned with strategic goals; and (5) Optimization of project management system: the focus is on continuous improvement through incremental advances of existing practices and innovations using new technologies and methods. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #85 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 3 Hard* |

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| 86. | What is the balanced scorecard model and how is it different from project selection models?     Answer will vary  Feedback: The balanced scorecard model differs from project selection models by reviewing projects over a longer horizon of 5 to 10 years after the project is implemented. It is more "macro" in perspective than project selection models. This model measures the results of major activities taken to support the overall vision, mission, and goals of the organization. It helps answer two questions: "Did we select the right projects?" and "Did the projects contribute to long-range strategic direction of the firm?" |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 16 #86 Learning Objective: Organization Project Management in the Long Run Level of Difficulty: 2 Medium* |

Chapter 16 Summary

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| Level of Difficulty: 2 Medium | 63 |
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