



Chapter 4

Organizing And Staffing

The Project

Office And Team



Project Personnel

- ❖ A project manager
- ❖ An assistant project manager (if necessary)
- ❖ A project (home) office
- ❖ A project team



Staffing Questions

- ❖ **What are the requirements for an individual to become a successful project manager?**
- ❖ **Who should be a member of the project team?**
- ❖ **Who should be a member of the project office?**
- ❖ **What problems can occur during recruiting activities?**
- ❖ **What can happen downstream to cause the loss of key team members?**

Project Management

Skills

- ❖ Honesty and integrity
- ❖ Understanding of personnel problems
- ❖ Understanding of project technology
- ❖ Business management competence
 - Management principles
 - Communications
- ❖ Alertness and quickness
- ❖ Versatility
- ❖ Energy and toughness
- ❖ Decision-making ability



Executive Consideration

- ❖ Acquire the best available assets and try to improve them
- ❖ Provide a good working environment for all personnel
- ❖ Make sure that all resources are applied effectively and efficiently so that all constraints are met, if possible

Project Manager Selection

- ❖ A project manager is given a license to cut across several organizational lines. His activities, therefore, take on a flavor of general management, and must be done well.
- ❖ Project management will not succeed without good project managers. Thus, if general management sees fit to establish a project, it should certainly see fit to select a good person as its leader.

Project Manager Selection *(Continued)*

- ❖ A project manager is far more likely to accomplish desired goals if it is obvious that general management has selected and appointed him.



Selection Process

- ❖ **What are the internal and external sources?**
- ❖ **How do we select?**
- ❖ **How do we provide career development in project management?**
- ❖ **How can we develop project management skills?**
- ❖ **How do we evaluate project management performance?**

Project Management Responsibilities

- ❖ To produce the end-item with the available resources and within the constraints of time, cost, and performance/technology
- ❖ To meet contractual profit objectives
- ❖ To make all required decisions whether they be for alternatives or termination
- ❖ To act as the customer (external) and upper-level and functional management (internal) communications focal point

Project Management Responsibilities (Continued)

- ❖ To “negotiate” with all functional disciplines for accomplishment of the necessary work packages within the constraints of time, cost, and performance/technology
- ❖ To resolve all conflicts, if possible

Project Management Skills

- ❖ **Flexibility and adaptability**
- ❖ **Preference for significant initiative and leadership**
- ❖ **Aggressiveness, confidence, persuasiveness, verbal fluency**
- ❖ **Ambition, activity, forcefulness**
- ❖ **Effectiveness as a communicator and integrator**
- ❖ **Broad scope of personal interests**
- ❖ **Poise, enthusiasm, imagination, spontaneity**

Project Management

Skills (Continued)

- ❖ Able to balance technical solutions with time, cost, and human factors
- ❖ Well organized and disciplined
- ❖ A generalist rather than a specialist
- ❖ Able and willing to devote most of his time to planning and controlling
- ❖ Able to identify problems
- ❖ Willing to make decisions
- ❖ Able to maintain proper balance in the use of time



Additional Skills Needed

- ❖ Are feasibility and economic analyses necessary?
- ❖ Is complex technical expertise required? If so, is it within the individual's capabilities?
- ❖ If the individual is lacking expertise, will there be sufficient backup strength in the line organizations?
- ❖ Is this the company's or the individual's first exposure to this type of project and/or client? If so, what are the risks to be considered?



Additional Skills Needed

(Continued)

- ❖ **What is the priority for this project, and what are the risks?**
- ❖ **With whom must the project manager interface, both inside and outside the organization?**



Worker Skills

- ❖ They must know what they are supposed to do, preferably in terms of an end product.
- ❖ They must have a clear understanding of their authority and its limits.
- ❖ They must know what their relationship with other people is.
- ❖ They should know where and when they are falling short.



Worker Skills (Continued)

- ❖ They must be made aware of what can and should be done to correct unsatisfactory results.
- ❖ They must feel that their superior has an interest in them as individuals.
- ❖ They must feel that their superior believes in them and is anxious for their success and progress.



Teamwork Skills

- ❖ Team members committed to the program
- ❖ Good interpersonal relations and team spirit
- ❖ The necessary expertise and resources
- ❖ Clearly defined goals and program objectives
- ❖ Involved and supportive top management
- ❖ Good program leadership
- ❖ Open communication among team members and support organizations
- ❖ A low degree of detrimental interpersonal and intergroup conflict



Leadership Skills

- ❖ Clear project leadership and direction
- ❖ Assistance in problem solving
- ❖ Facilitating the integration of new members into the team
- ❖ Ability to handle interpersonal conflict
- ❖ Facilitating group decisions
- ❖ Capability to plan and elicit commitments
- ❖ Ability to communicate clearly



Leadership Skills *(Continued)*

- ❖ Presentation of the team to higher management
- ❖ Ability to balance technical solutions against economic and human factors



Conflict Resolution Skills

- ❖ Understand interaction of the organizational and behavioral elements in order to build an environment conducive to their team's motivational needs. This will enhance active participation and minimize unproductive conflict.
- ❖ Communicate effectively with all organizational levels regarding both project objectives and decisions. Regularly scheduled status review meetings can be an important communication vehicle.



Conflict Resolution Skills

(Continued)

- ❖ Recognize the determinants of conflict and their timing in the project life cycle. Effective project planning, contingency planning, securing of commitments, and involving top management can help to avoid or minimize many conflicts before they impede project performance.



Technical Skills

- ❖ Technology involved
- ❖ Engineering tools and techniques employed
- ❖ Specific markets, their customers, and requirements
- ❖ Product applications
- ❖ Technological trends and evolutions
- ❖ Relationship among supporting technologies
- ❖ People who are part of the technical community



Planning Skills

- ❖ **Information processing**
- ❖ **Communication**
- ❖ **Resource negotiations**
- ❖ **Securing commitments**
- ❖ **Incremental and modular planning**
- ❖ **Assuring measurable milestones**
- ❖ **Facilitating top management involvement**



Special Requirements

- ❖ **Part-time versus full-time assignments**
- ❖ **Several projects assigned to one project manager**
- ❖ **Projects assigned to functional managers**
- ❖ **The project manager's role retained by the general manager**



Risks

- ❖ The greater the project manager's technical expertise, the higher the propensity that he will overly involve himself in the technical details of the project.
- ❖ The greater the project manager's difficulty in delegating technical task responsibilities, the more likely it is that he will overinvolve himself in the technical details of the project.
(Depending upon his expertise to do so).



Risks (*Continued*)

- ❖ The greater the project manager's interest in the technical details of the project, the more likely it is that he will defend the project manager's role as one of a technical specialist.
- ❖ The lower the project manager's technical expertise, the more likely it is that he will overstress the non-technical project functions (administrative functions).



Recruitment Concerns

- ❖ Line managers often receive no visibility or credit for a job well done. Be willing to introduce line managers to the customer.
- ❖ Be sure to show people how they can benefit by working for you or on your project.
- ❖ Any promises made during recruitment should be documented. The functional organization will remember them long after your project terminates.

Recruitment Concerns

(Continued)

- ❖ As strange as it may seem, the project manager should encourage conflicts to take place during recruiting and staffing. These conflicts should be brought to the surface and resolved. It is better for conflicts to be resolved during the initial planning stages than to have major confrontations later.



Recruitment Policy

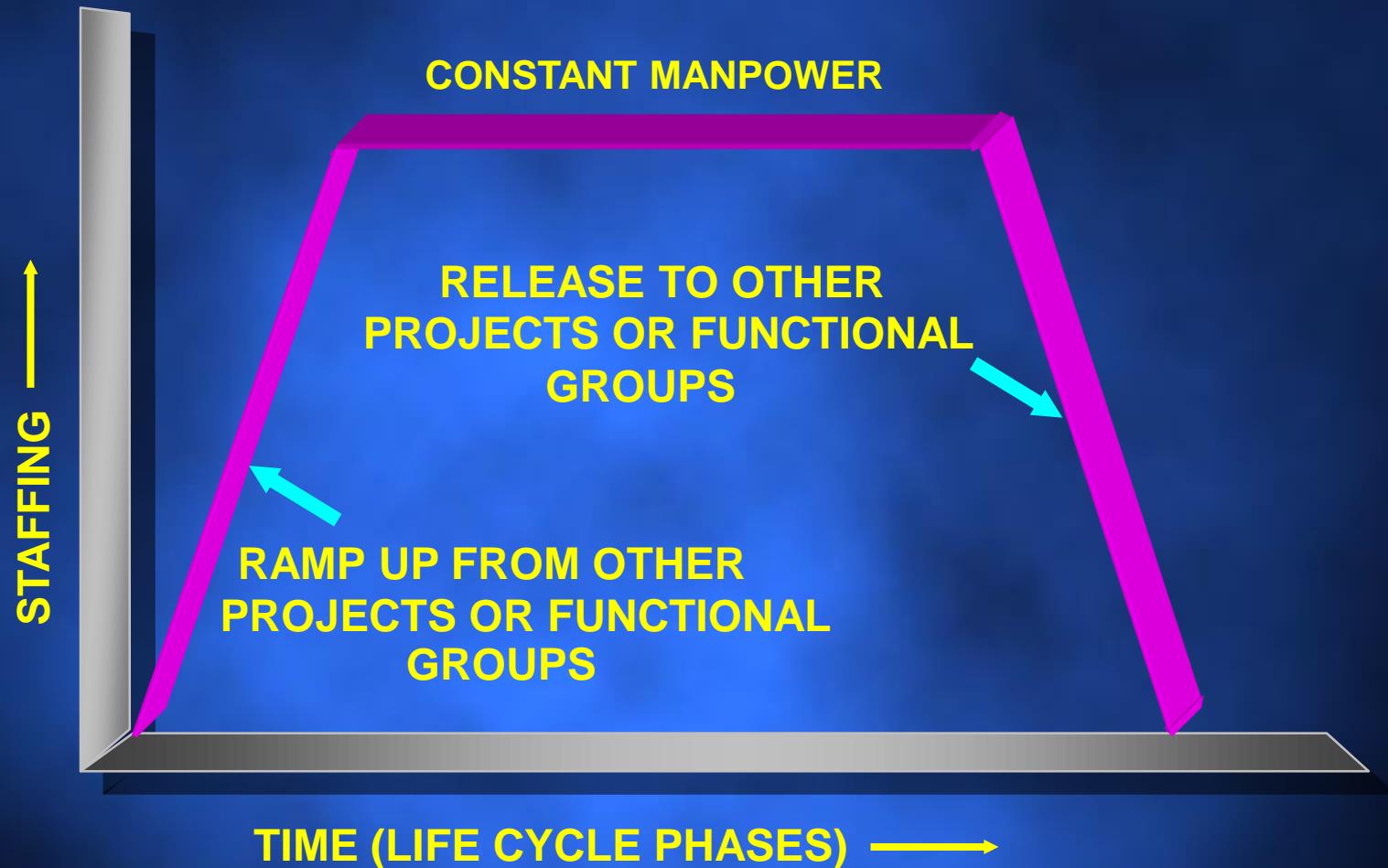
- ❖ Unless some other condition is paramount, project recruiting policies should be as similar as possible to those normally used in the organization for assigning people to new jobs.
- ❖ Everyone should be given the same briefing about the project, this rule can be modified to permit different amounts of information to be given to different managerial levels, but at least everyone in the same general classification should get the same briefing. It should be complete and accurate.



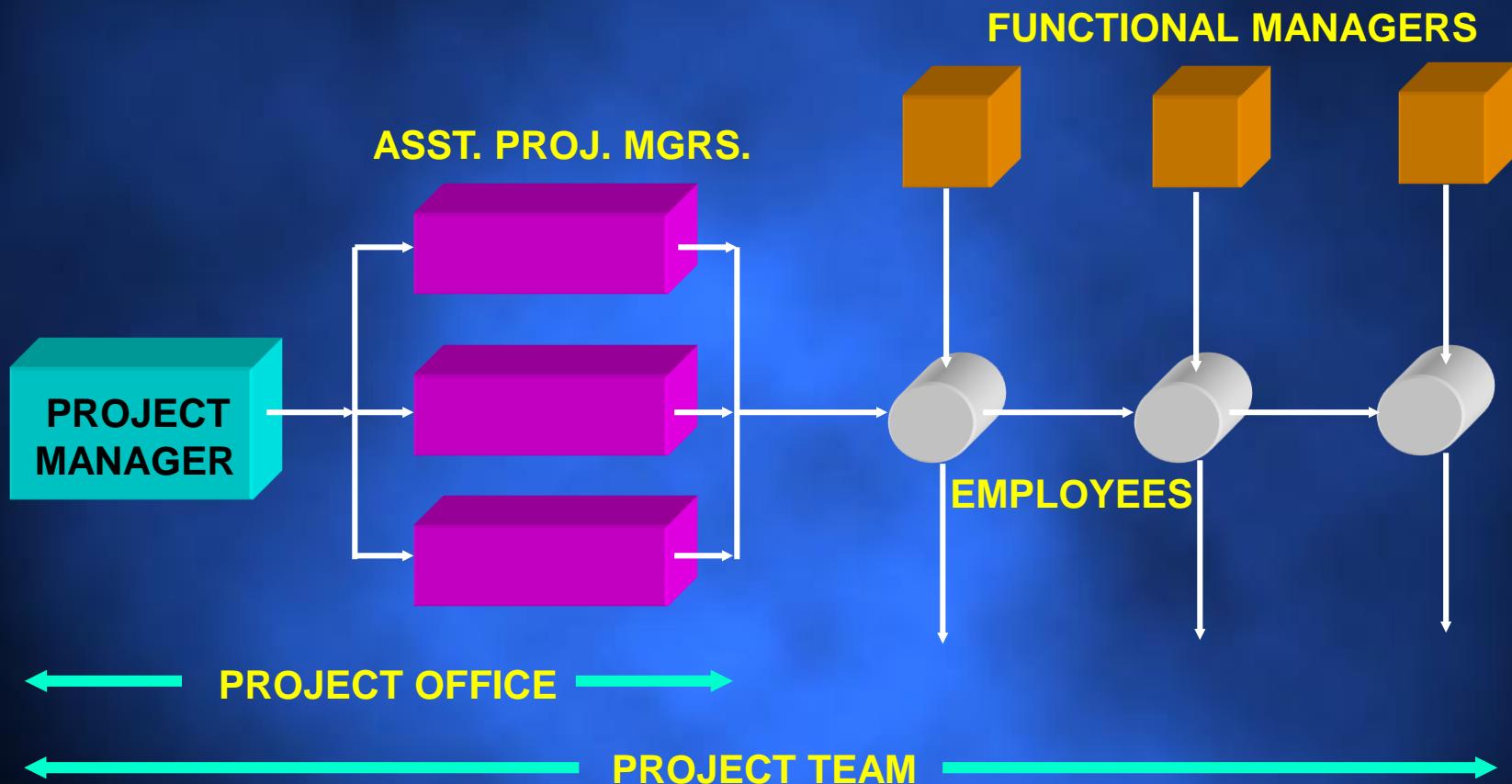
Recruitment Policy (Continued)

- ❖ Any commitments made to members of the team about treatment at the end of the project should be approved in advance by general management. No other commitments should be made.
- ❖ Every individual selected for a project should be told why he or she was chosen.
- ❖ A similar degree of freedom should be granted all people, or at least all those within a given job category, in the matter of accepting or declining a project assignment.

Staffing Pattern Versus Time



Project Organization

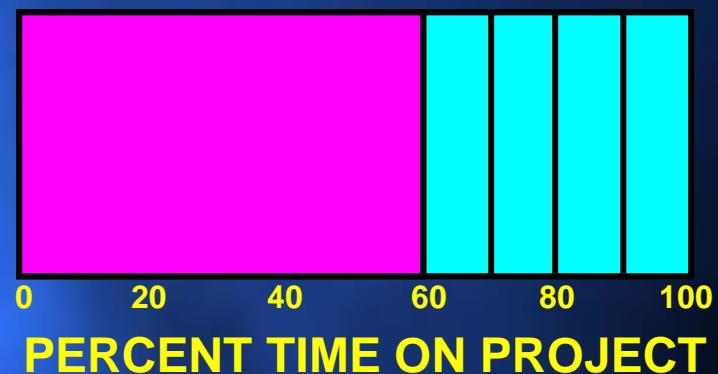


Management Plan Data

EMPLOYEE:

EDWARD
WIGGINS

EXPERTISE: _____



Note: A responsibility assignment matrix may accompany this data.



Special Problems

- ❖ Personnel connected with project forms of organization suffer more anxieties about possible loss of employment than members of functional organizations.
- ❖ Individuals temporarily assigned to matrix organizations are more frustrated by authority ambiguity than permanent members of functional organizations.



Special Problems (Continued)

- ❖ Personnel connected with project forms of organization that are nearing their phase-out are more frustrated by what they perceive to be “make work” assignments than members of functional organizations.
- ❖ Personnel connected with project forms of organization feel more frustrated because of lack of formal procedures and role definitions than members of functional organizations.



Special Problems (Continued)

- ❖ Personnel connected with project forms of organization worry more about being set back in their careers than members of functional organizations.
- ❖ Personnel connected with project forms of organization feel less loyal to their organization than members of functional organizations.



Special Problems (Continued)

- ❖ Personnel connected with project forms of organization have more anxieties in feeling that there is no one concerned about their personal development than members of functional organizations.
- ❖ Permanent members of project forms or organization are more frustrated by multiple levels of management than members of functional organizations.



Special Problems *(Continued)*

- ❖ Frustrations caused by conflict are perceived more seriously by personnel connected with project with project forms of organization than members of functional organizations.



Special Problems

- ❖ People trained in single line-of-command organizations find it hard to serve more than one boss.
- ❖ People may give lip service to teamwork, but not really know how to develop and maintain a good working team.
- ❖ Project and functional managers sometimes tend to compete rather than cooperate with each other.
- ❖ Individuals must learn to do more “managing” of themselves.

Assigning Project Managers

- ❖ Promote the individual in salary and grade and transfer him into project management.
- ❖ Laterally transfer the individual into project management without any salary or grade increase. If, after three to six months, the employee demonstrates that he can perform, he will receive an appropriate salary and grade increase.

Assigning Project Managers *(Continued)*

- ❖ Give the employee a small salary increase without any grade increase or a grade increase without any salary increase, with the stipulation that additional awards will be forthcoming after the observation period, assuming that the employee can handle the position.

People Roles Which Undermine Project Management Implementation



People Roles Which Undermine Project Management Implementation





Destructive Roles

The Aggressor

- Criticizes Everybody and Everything on Project Management
- Deflates Status and Ego of Others
- Always Aggressive

People Roles Which Undermine Project Management Implementation





Destructive Roles

Dominator

- Always Tries to Take Over
- Professes to Know Everything About Project Management
- Tries to Manipulate People
- Will Challenge Your Leadership

People Roles Which Undermine Project Management Implementation





Destructive Roles

Devil's Advocate

- › Finds Fault in All Areas of Project Management
- › Refuses to Become a Believer Unless Threatened
- › More Devil Than Advocate

People Roles Which Undermine Project Management Implementation





Destructive Roles

Topic Jumper

- Must Be the First with a New Idea/Approach for Project Management
- Continuously Changes Topics
- Cannot Focus on Issues for a Long Time Unless It Is His/Hers
- Project Management Implementation Remains an “Action Item” Forever

People Roles Which Undermine Project Management Implementation





Destructive Roles

Recognition Seeker

- Always Argues in Favor of His/Her Own Ideas
- Is Very Status Conscious
- Volunteers to Become the Project Manager If Status Is Recognized
- Continuous Talks (Likes to Hear Himself/Herself Speak)
- Often Boasts Rather Than Providing Meaningful Information

People Roles Which Undermine Project Management Implementation





Destructive Roles

The Withdrawer

- Is Afraid of Criticism
- Will Not Participate Openly
- Withholds Information
- May Become a Back-Stabber
- May Be Shy

People Roles Which Undermine Project Management Implementation



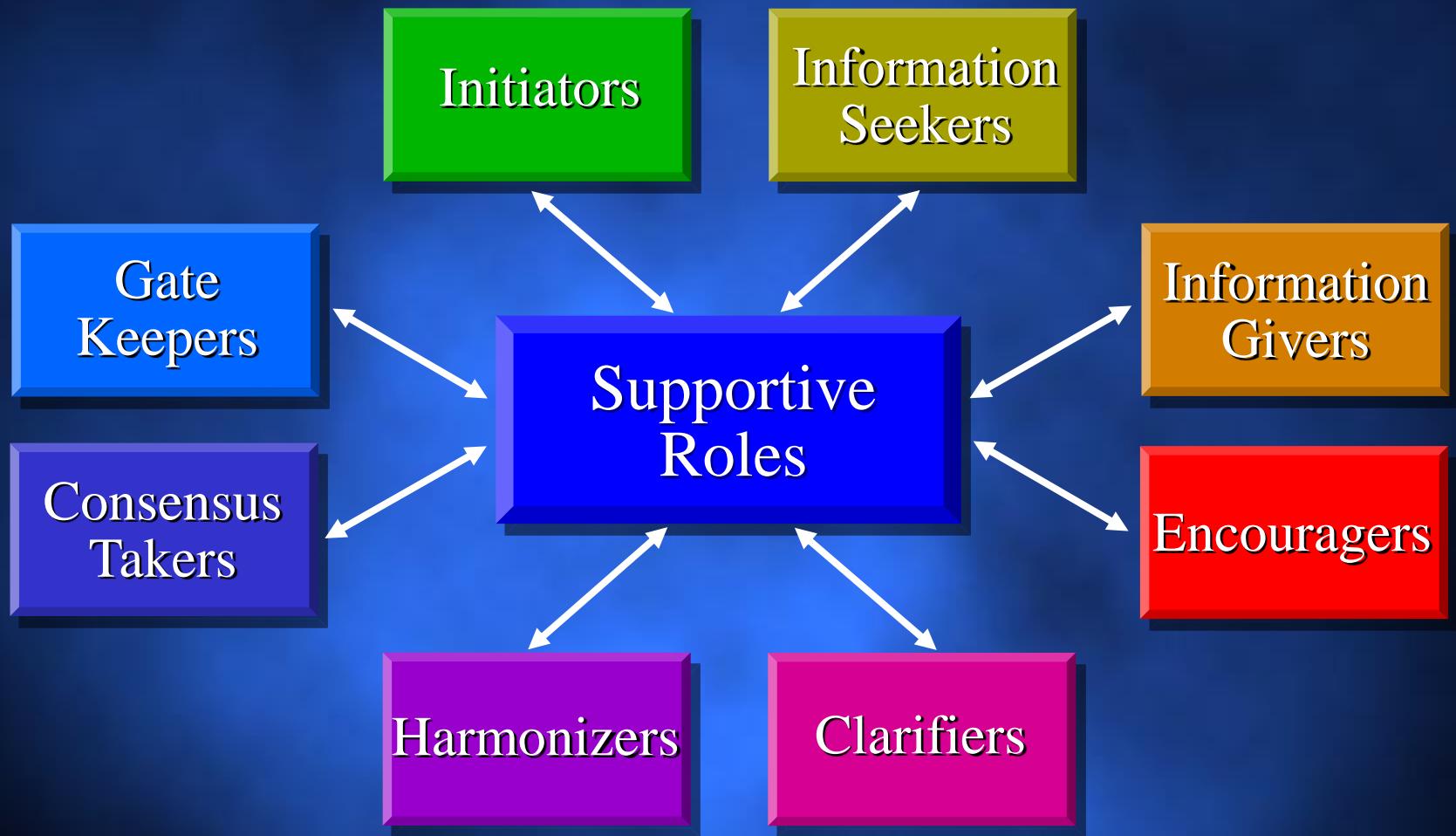


Destructive Roles

The Blocker

- Likes to Criticize
- Rejects the Views of Others
- Cites Unrelated Examples and Personal Experiences
- Has Multiple Reasons Why Project Management Will Not Work

People Roles Which Support Project Management Implementation



People Roles Which Support Project Management Implementation



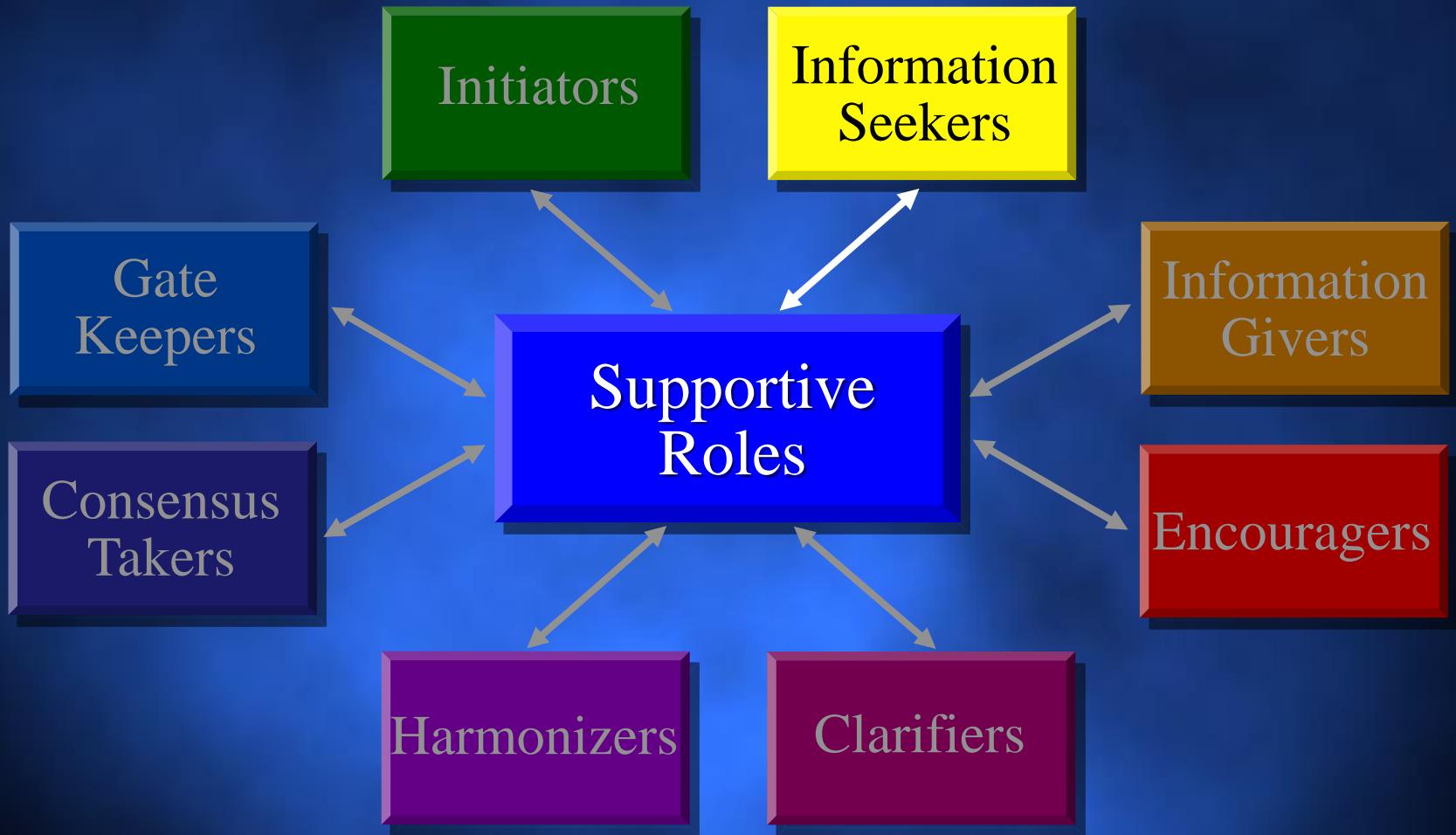


Supportive Roles

Initiators

- “Is There a Chance That This Might Work?”
- “Let’s Try This!”

People Roles Which Support Project Management Implementation



Supportive Roles

Information Seekers

- “Have We Tried Anything Like This Before?”
- “Do We Know Other Companies Where This Has Worked?”
- “Can We Get This Information?”

People Roles Which Support Project Management Implementation





Supportive Roles

Information Givers

- “Other Companies Found That,”
- “The Literature Says That,”
- “Benchmarking Studies Indicate That,”

People Roles Which Support Project Management Implementation



Supportive Roles

Encouragers

- “Your Idea Has a Lot of Merit.”
- “The Idea Is Great But We May Have to Make a Small Change.”
- “What You Said Will Really Help Us.”

People Roles Which Support Project Management Implementation



Supportive Roles

Clarifiers

- “Are We Saying That”
- “Let Me State in My Own Words What I Think You Said.”
- “Let’s See if We Can Put This Into Perspective.”

People Roles Which Support Project Management Implementation





Supportive Roles

Harmonizers

- “We Sort of Agree, Don’t We?”
- “Your Ideas and Mine Are Close Together.”
- “Aren’t We Saying the Same Thing?”

People Roles Which Support Project Management Implementation





Supportive Roles

Consensus Takers

- “Let’s See if We Are in Agreement.”
- “Let’s Take a Vote on This.”
- “Let’s See How the Rest of the Group Feels About This.”

People Roles Which Support Project Management Implementation





Supportive Roles

Gate Keepers

- “Who Hasn’t Given Us Their Opinions on This yet?”
- “Should We Keep Our Options Open?”
- “Are We Prepared to Make a Decision or Recommendation, or Is There Additional Information to Be Reviewed?”



Chapter 5

Management Functions



Definitions

- ❖ **Measuring:** determining through formal and informal reports the degree to which progress toward objectives is being made.
- ❖ **Evaluating:** determining cause of and possible ways to act on significant deviations from planned performance.
- ❖ **Correcting:** taking control action to correct an unfavorable trend or to take advantage of an unusually favorable trend.

Directing

- ❖ ***Staffing:*** seeing that a qualified person is selected for each position.
- ❖ ***Training:*** teaching individuals and groups how to fulfill their duties and responsibilities.
- ❖ ***Supervising:*** giving others day-to-day instruction, guidance, and discipline as required so that they can fulfill their duties and responsibilities.
- ❖ ***Delegating:*** assigning work, responsibility, and authority so others can make maximum utilization of their abilities.



Directing *(Continued)*

- ❖ ***Motivating:*** encouraging others to perform by fulfilling or appealing to their needs.
- ❖ ***Counseling:*** holding private discussion with another about how he might do better work, solve a personal problem, or realize his ambitions.
- ❖ ***Coordinating:*** seeing that activities are carried out in relation to their importance and with a minimum of conflict.

Maslow's Hierarchy Of Needs





Motivating

- ❖ A feeling of pride or satisfaction for one's ego
- ❖ Security of opportunity
- ❖ Security of approval
- ❖ Security of advancement, if possible
- ❖ Security of promotion, if possible
- ❖ Security of recognition
- ❖ A means for doing a better job, not a means to keep a job

Professional Needs

- ❖ Interesting and challenging work
- ❖ Professionally stimulating work environment
- ❖ Professional growth
- ❖ Overall leadership (ability to lead)
- ❖ Tangible rewards
- ❖ Technical expertise (within the team)
- ❖ Management assistance in problem-solving
- ❖ Clearly defined objectives



Professional Needs (continued)

- ❖ Proper management control
- ❖ Job security
- ❖ Senior management support
- ❖ Good interpersonal relations
- ❖ Proper planning
- ❖ Clear role definition
- ❖ Open communications
- ❖ A minimum of changes



Providing Security

- ❖ Letting people know why they are where they are
- ❖ Making individuals feel that they belong where they are
- ❖ Placing individuals in positions for which they are properly trained
- ❖ Letting employees know how their efforts fit into the big picture



Motivation

- ❖ **Adopt a positive attitude**
- ❖ **Do not criticize management**
- ❖ **Do not make promises that cannot be kept**
- ❖ **Circulate customer reports**
- ❖ **Give each person the attention he requires**



Motivation

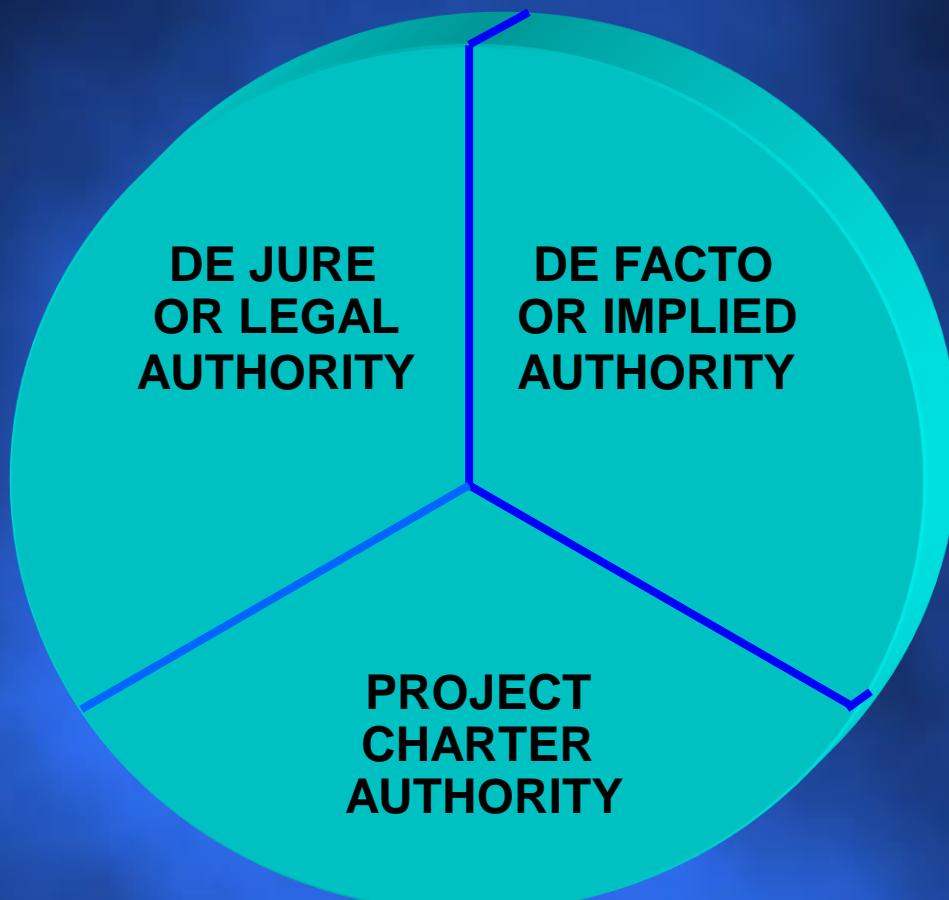
- ❖ **Giving assignments that provide challenges**
- ❖ **Clearly defining performance expectations**
- ❖ **Giving proper criticism as well as credit**
- ❖ **Giving honest appraisals**
- ❖ **Providing a good working atmosphere**
- ❖ **Developing a team attitude**
- ❖ **Providing a proper direction**



Non-financial Awards/Recognition

**With non-financial awards,
employees may receive cash-
equivalent items, but not cash-in-
hand.**

Types Of Project Authority



Power/Authority Problems

- ❖ Poorly documented or no formal authority
- ❖ Power and authority perceived incorrectly
- ❖ Dual accountability of personnel
- ❖ Two bosses (who often disagree)
- ❖ The project organization encouraging individualism
- ❖ Subordinate relationships stronger than peer or superior relationships
- ❖ Shifting of personnel loyalties from vertical to horizontal lines

Power/Authority Problems *(Continued)*

- ❖ Group decision making based the strongest group
- ❖ Ability to influence or administer rewards and punishment
- ❖ Sharing resources among several projects



Negotiations

- ❖ Negotiations should take place at the lowest level of interaction.
- ❖ Definition of the problem must be the first priority:
 - The issue
 - The impact
 - The alternative
 - The recommendations
- ❖ Higher-level authority should be used if, and only if, agreement cannot be reached.

Responsibility Matrix

- ❖ General management responsibility
- ❖ Operations management responsibility
- ❖ Specialized responsibility
- ❖ Who must be consulted
- ❖ Who may be consulted
- ❖ Who must be notified
- ❖ Who must approve

Responsibility Assignment Matrix (An Example)

	Project Manager	Project Office	Team Member	Department Manager	Project Sponsor	
Raw Material Procurement						
Prepare bill of materials						
Contact vendors			▲			
Visit vendors	■		●			
Prepare purchase orders			●	●	▲	
Authorize expenditures	●		●	●	●	
Place purchase orders		■	●	▲		
Inspect raw materials			■	▲		
Quality control testing			■	▲		
Update inventory file			▲	▲		
Prepare inventory report			▲	▲		
Withdraw Materials	■			●		

LEGEND

- General Management responsibility
- Specialized Responsibility
- ▲ Must be consulted
- ▲ May be consulted
- Must be notified
- Must approve



Definitions

- ❖ **Authority** is the right of an individual to make the necessary decisions required to achieve his objectives or responsibilities.
- ❖ **Responsibility** is the assignment for completion of a specific event or activity.
- ❖ **Accountability** is the acceptance of success or failure.



Delegation Factors

- ❖ The maturity of the project management function
- ❖ The size, nature, and business base of the company
- ❖ The size and nature of the project
- ❖ The life cycle of the project
- ❖ The capabilities of management at all levels



Types of Authority

- ❖ The focal position for information
- ❖ Conflict between the project manager and functional managers
- ❖ Influence to cut across functional and organizational lines
- ❖ Participation in major management and technical decisions
- ❖ Collaboration in staffing the project
- ❖ Control over allocation and expenditure of funds



Types of Authority (Continued)

- ❖ Selection of subcontractors
- ❖ Rights in resolving conflicts
- ❖ Voice in maintaining integrity of the project team
- ❖ Establishment of project plans
- ❖ Providing a cost-effective information system for control
- ❖ Providing leadership in preparing operational requirements



Types of Authority *(Continued)*

- ❖ Maintaining prime customer liaison and contact
- ❖ Promoting technological and managerial improvements
- ❖ Establishment of a project organization for the duration of the project
- ❖ Cutting red tape



Types of Power

- ❖ **Legal authority:** the ability to gain support because project personnel perceive the project manager as being officially empowered to issue orders.
- ❖ **Reward power:** the ability to gain support because project personnel perceive the project manager as capable of directly or indirectly dispensing valued organizational rewards (i.e., salary, promotion, bonus, future work assignments).



Types of Power (Continued)

- ❖ **Penalty power:** the ability to gain support because the project personnel perceive the project manager as capable of directly or indirectly dispensing penalties that they wish to avoid. Penalty power usually derives from the same source as reward power, with one being a necessary condition for the other.



Types of Power (Continued)

- ❖ **Expert power:** the ability to gain support because personnel perceive the project manager as possessing special knowledge or expertise (that functional personnel consider as important).
- ❖ **Referent power:** the ability to gain support because project personnel feel personally attracted to the project manager or his project.



Leadership Factors

- ❖ The person leading
- ❖ The people being led
- ❖ The situation (i.e., the project environment or problem.)



Situational Leadership



Employee Problems

- ❖ The pyramidal structure
- ❖ Superior-subordinate relationships
- ❖ Departmentalization
- ❖ Scalar chain of command
- ❖ Power and authority
- ❖ Planning goals and objectives
- ❖ Decision making
- ❖ Reward and punishment
- ❖ Span of control



Management Pitfalls

- ❖ Lack of self-control (knowing oneself)
- ❖ Activity traps
- ❖ Managing versus doing
- ❖ People versus task skills
- ❖ Ineffective communications
- ❖ Time management
- ❖ Management bottlenecks



Communications Defined

- ❖ Effective project communication is needed to ensure that we get the right information to the right person at the right time using the right media and the right format and in a cost-effective manner.



Communications Responsibility

- ❖ **The project manager must know:**
 - What kind of message to send
 - To whom to send the message
 - How to translate the message into a language that all can understand



Communications

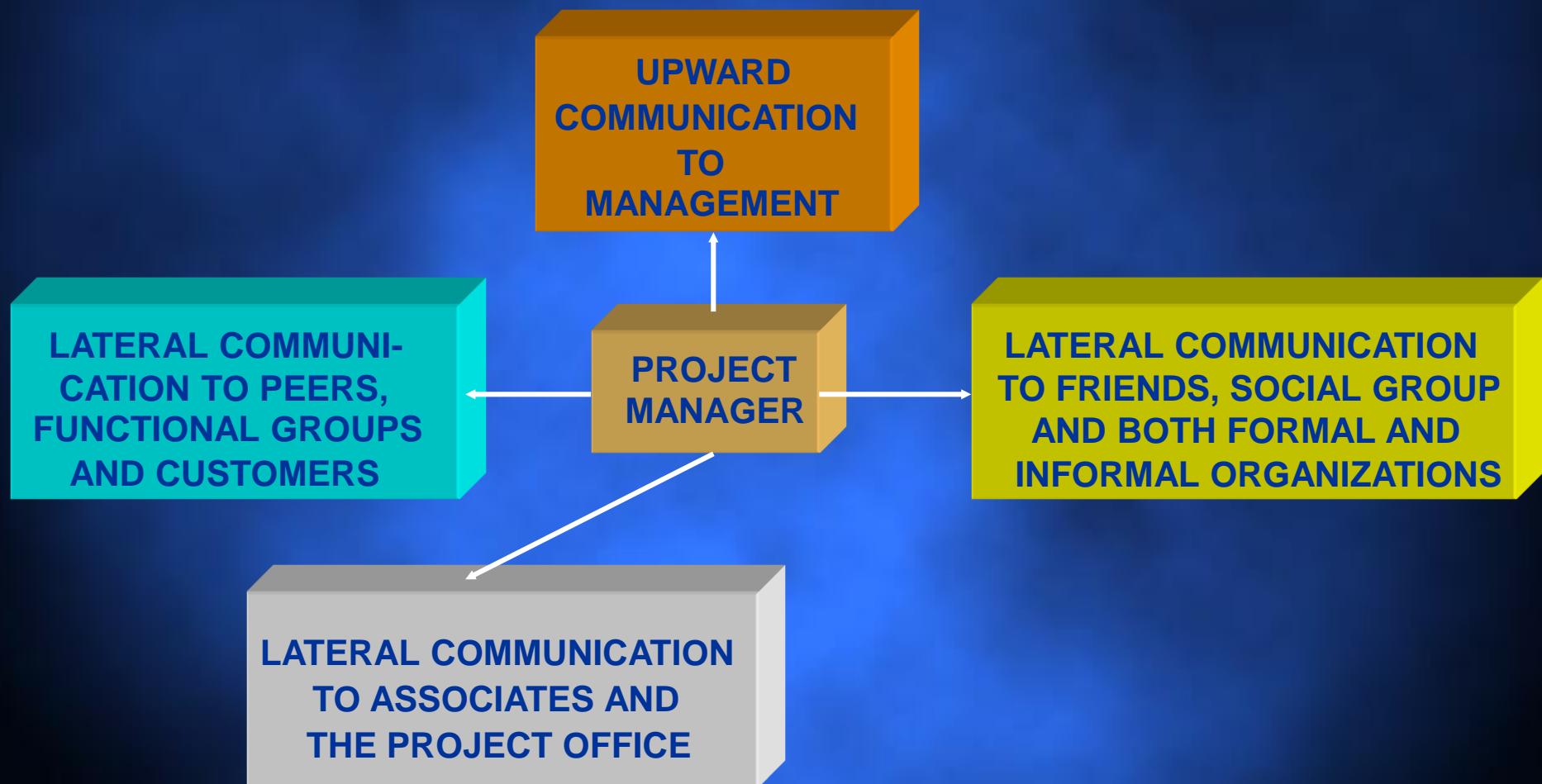
- ❖ An exchange of information
- ❖ An act or instance of transmitting information
- ❖ A verbal or written message
- ❖ A technique for expressing ideas effectively
- ❖ A process by which meanings are exchanged between individuals through a common system of symbols



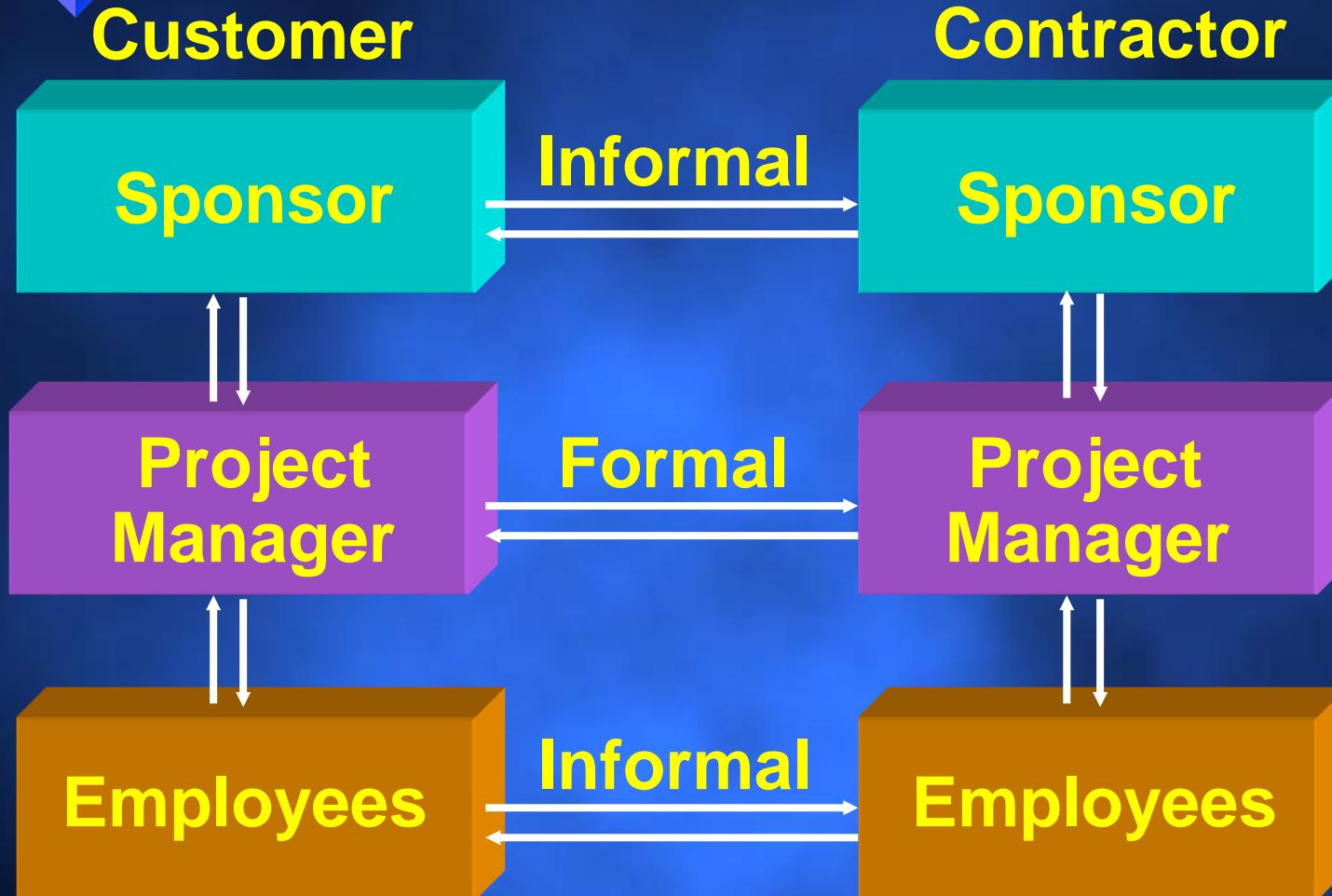
Types of Communication

- ❖ Written formal
- ❖ Written informal
- ❖ Oral formal
- ❖ Oral informal (preferred by project managers)

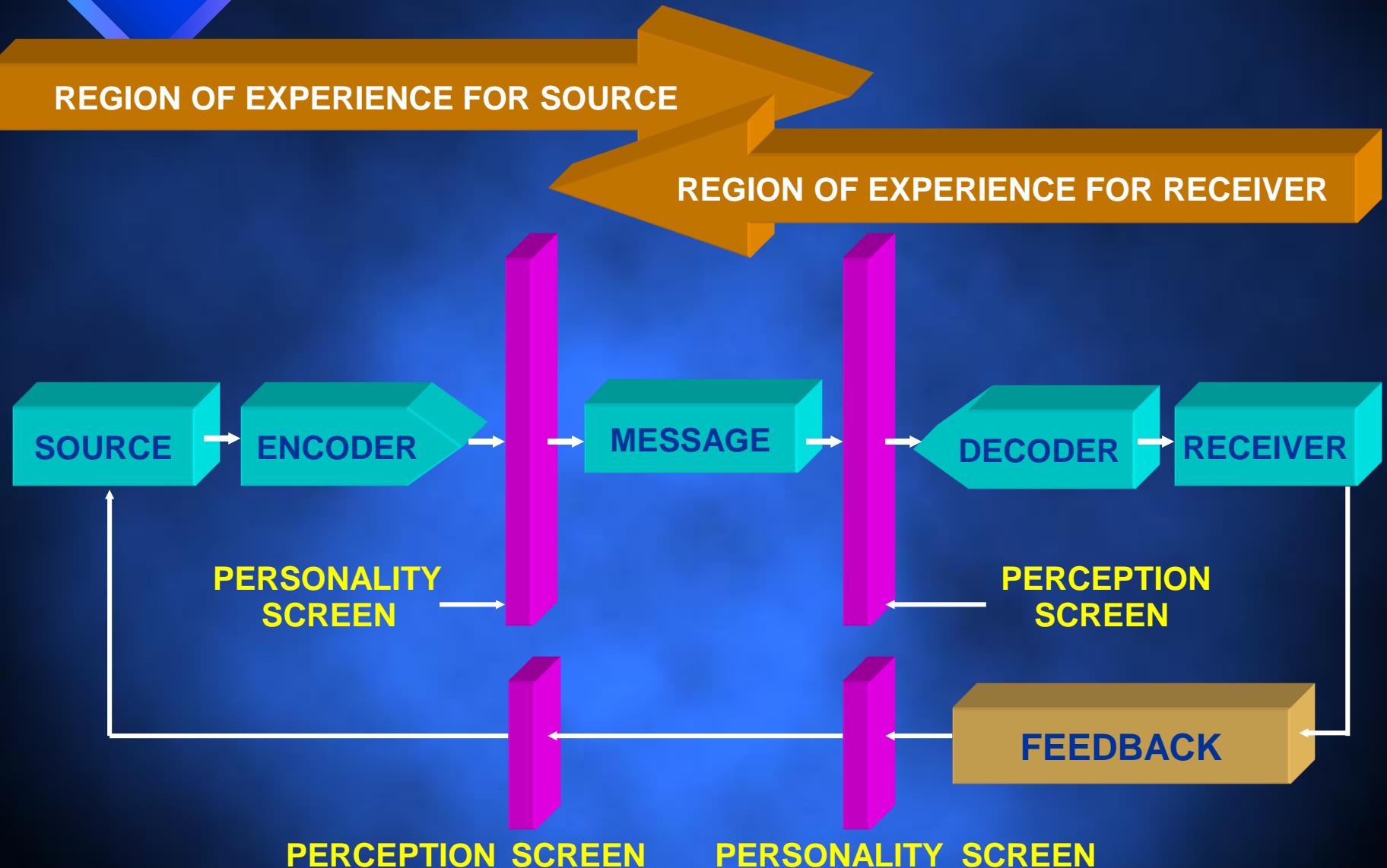
Communication Channels



Customer-Contractor Communication



Total Communication Process





Encoding Barriers

- ❖ Communication goals
- ❖ Communication skills
- ❖ Frame of reference
- ❖ Sender credibility
- ❖ Needs
- ❖ Personality and interests
- ❖ Interpersonal sensitivity
- ❖ Attitude, emotion, and self-interest



Encoding Barriers (Continued)

- ❖ Position and status
- ❖ Assumptions (about receivers)
- ❖ Existing relationships with receivers



Decoding Barriers

- ❖ **Evaluative tendency**
- ❖ **Preconceived ideas**
- ❖ **Communication skills**
- ❖ **Frame of reference**
- ❖ **Needs**
- ❖ **Personality and interest**
- ❖ **Attitudes, emotion, and self-interest**
- ❖ **Position and status**



Decoding Barriers (Continued)

- ❖ Assumptions about sender
- ❖ Existing relationship with sender
- ❖ Lack of responsive feedback
- ❖ Selective listening



Understanding Barriers

- ❖ Listening skills
- ❖ Culture
- ❖ Intelligence
- ❖ Knowledge base
- ❖ Semantics
- ❖ Situational consideration
- ❖ Emotional status
- ❖ Authority or position
- ❖ Common sense



Internal Factors

- ❖ Power games
- ❖ Withholding information
- ❖ Management by memo
- ❖ Reactive emotional behavior
- ❖ Mixed messages
- ❖ Indirect communications
- ❖ Stereotyping
- ❖ Transmitting partial information
- ❖ Blocking or selective perception



External Factors

- ❖ The business environment
- ❖ The political environment
- ❖ The economic climate
- ❖ Regulatory agencies
- ❖ The technical state-of-the-art



Environmental Factors

- ❖ Logistics/geographic separation
- ❖ Personal contact requirements
- ❖ Group meetings
- ❖ Telephone
- ❖ Correspondence (frequency and quantity)
- ❖ Electronic mail



Ambiguity

- ❖ Ambiguity causes us to hear what we want to hear.
- ❖ Ambiguity causes us to hear what the group wants.
- ❖ Ambiguity causes us to relate to past experiences without being discriminatory.



Functional Applications

- ❖ **Providing project direction**
 - Decision making
 - Authorizing work
 - Directing activities
 - Negotiation
 - Reporting (including briefings)
- ❖ **Attending meetings**
- ❖ **Overall project management**
- ❖ **Marketing and selling**

Functional Applications

(Continued)

- ❖ **Public relations**
- ❖ **Records management**
 - Minutes
 - Memos / letters / newsletters
 - Reports
 - Specifications
 - Contract documents



Perhaps as much as 90 percent or more of the time the project manager spends in providing project direction involves some form of communications.



Meetings

- ❖ Meetings can be classified according to their frequency of occurrence:
 - The daily meeting where people work together on the same project with a common objective and reach decisions informally by general agreement.
 - The weekly or monthly project meeting where members work on different but parallel projects and where there is a certain competitive element and greater likelihood that the chairmen will make the final decision by himself/herself.



Meetings (Continued)

- The irregular, occasional, or “special project” meeting, composed of people whose normal work does not bring them into contact and whose work has little or no relationship to the others.

Written media

- ❖ **Individually oriented media:** These include letters, memos, and reports.
- ❖ **Legally oriented media:** These include contracts, agreements, proposals, policies, directives, guidelines, and procedures.
- ❖ **Organizationally oriented media:** These include manuals, forms, and brochures.



Six Steps

- ❖ Think through what you wish to accomplish.
- ❖ Determine the way you will communicate.
- ❖ Appeal to the interest of those affected.
- ❖ Give playback on ways others communicate to you.
- ❖ Get playback on what you communicate.
- ❖ Test effectiveness through reliance on others to carry out your interactions.



Barriers

- ❖ Receiver hearing what he wants to hear. This results from people doing the same job so long that they no longer listen.
- ❖ Sender and receiver having different perceptions. This is vitally important in interpreting contractual requirements, statements of work, and proposal information requests.
- ❖ Receiver evaluating the source before accepting the communications.



Barriers

- ❖ Receiver ignoring conflicting information and doing as he pleases.
- ❖ Words meaning different things to different people.
- ❖ Communicators ignoring nonverbal cues.
- ❖ Receiver being emotionally upset.



Conclusions

- ❖ Don't assume that the message you sent will be received in the form you sent it.
- ❖ The swiftest and most effective communications take place among people with common points of view. The manager who fosters good relationships with his associates will have little difficulty in communicating with them.
- ❖ Communications must be established early in the project.



Communication Styles

- ❖ **Authoritarian:** Gives expectations and specific guidance
- ❖ **Promotional:** Cultivates team spirit
- ❖ **Facilitating:** Gives guidance as required, but not interfering
- ❖ **Conciliatory:** Friendly and agreeable while building a compatible team
- ❖ **Judicial:** Uses sound judgment



Communication Styles

(Continued)

- ❖ **Ethical:** Honest, fair and by the book
- ❖ **Secretive:** Not open or outgoing
- ❖ **Disruptive:** Breaks apart unity of group
- ❖ **Intimidating:** “Tough guy,” and can lower morale
- ❖ **Combative:** Eager to fight or be disagreeable



Administrative Closure

- ❖ **Records Management**
 - Memos
 - Newsletters
 - Reports
 - Specification changes
 - Contractual documentation



Administrative Closure

- ❖ **Project Archives**
 - Project records
 - Update historical databases
 - Financial records
 - Security of critical information



LAWS OF PROJECT MANAGEMENT

- ❖ No major project is ever completed on time, within budget, with the same staff that started it.
- ❖ Projects progress quickly until they become 90% complete: then they remain 90% complete forever.
- ❖ If project content is allowed to change freely, the rate of change will exceed the rate of progress.
- ❖ No system is ever completely debugged: attempts to debug a system inevitably introduce new bugs that are even harder to detect.
- ❖ Project teams detest reporting progress because it vividly demonstrates their lack of progress.

PROVERBS

- ❖ You cannot produce a baby in one month by impregnating nine women.
- ❖ The same work under the same conditions will be estimated differently by ten different estimators or by one estimator at ten different times.
- ❖ The most valuable and least used word in a project manager's vocabulary is "NO".
- ❖ You can con a sucker into committing to an unreasonable deadline, but you can't bully him into meeting it.
- ❖ The more ridiculous the deadline, the more it costs to try to meet it.



PROVERBS (continued)

- ❖ Too few people on a project can't solve the problems - too many create more problems than they can solve.
- ❖ You can freeze the user's specs but he won't stop expecting.
- ❖ Frozen specs and the abominable snowman are alike: they are both myths and they both melt when sufficient heat is applied.
- ❖ The conditions attached to a promise are forgotten and the promise is remembered.



PROVERBS (continued)

- ❖ A user will tell you anything you ask about - nothing more.
- ❖ Of several possible interpretations of a communication, the least convenient one is the only correct one.
- ❖ What is not one paper has not been said.
- ❖ Parkinson and Murphy are both alive and well and form part of your project.