# OIT
# Project Management Day 2

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## Program Outline Day 2:
## Project Implementation and Closure

- Debrief Homework
- Project Meetings
- Project Issues
- Project Documentation
- Interpersonal skills during implementation
  - Accountability
  - Difficult Conversations
  - Values of a Project Manager
- Closure:
  - Post project review
  - Celebrations

## Homework

- Pair up with someone
- Share what you learned from your homework

## Team Meetings

- Pair up
- Share stories of meeting disasters
- What went wrong?
- Now share stories of successful meetings
- What made them successful?

# Team Meetings

- Objectives and Agenda
- Roles
  - Chair/Facilitator
  - Timekeeper
  - Minute Taker
  - Team Member
- Minutes

# When to Hold a Meeting

| Good Uses for Meetings | Not-so-good Uses for Meetings |
|---|---|
| Generating ideas for solutions | Meetings are routine but there are no agenda items. |
| Making informed decisions that affect team members. | Wordsmithing |
| Determining next steps. | Informing people of something where no action or discussion is required. |
| Get feedback on a proposal | |
| Finding out more about the needs of a stakeholder group | |

# Definitions

- **Meeting Objectives:** What the meeting is intended to accomplish
- **Meeting Agenda:** The activities that will accomplish the meeting's objectives

# Meeting Goals: Example

- <u>For HL HRS:</u> Unveil the suite of job aids and reports that are designed to make regular reporting an easier, more regular, and more effective part of the business.
- <u>For HHR Consulting:</u> Consider strategic directions for supporting HR departments in developing their ability to use available data for better business decisions.
- <u>For HHR Analytics & Reporting:</u> Become more familiar with the analytic and reporting needs and challenges of an individual HR Dept, and consider strategies for providing consultative and technical support to HR Depts. across Harvard.

## Agenda: Example

- Present key elements from the HL HRS Analytics Project Charter
- Present a proposed suite of job aids and sample reports designed to increase the reporting capabilities of HL HRS.
- Discuss the strengths and limitations of the proposal.
- Have an open-ended discussion about how the project could be improved and supported.
- Discuss whether and how these tools might be shared with other HR Groups across Harvard.
- Identify some next steps.

## Sequence of Agenda Items

- Beginning
  - Report on actions since last meeting
  - Short, easy to handle agenda items
  - Gives people time to arrive
  - Allows people to warm up
- Middle
  - Items that require substantial discussion
- End
  - Note taker summarizes action commitments.

# Norms

- Rules that a group uses to distinguish appropriate from inappropriate behavior.

# Role of the Chair

- Best Practices in Facilitation
  - Organizing Agenda Items
  - Managing time
  - Enforcing norms
  - Listening
  - Empowering members
  - Making conflict productive
  - Appreciation

## Scrum-style Project Meetings

- Each team member reports on:
  - What has been done since last meeting
  - Any obstacles that have prevented progress
  - What each team member commits to do by the next meeting

## Tracking Action Items

- Sample meeting notes template
- Save time for note taker to review at end, make sure everyone is clear and in agreement about next steps.

**Project Management**

**Meeting Notes Summary**

**MEETING NAME**

| | |
|---|---|
| **Date:** | |
| **Attending:** | |
| **Absent:** | |

| **Topic:** | | | |
|---|---|---|---|
| **Discussion summary** | **Action Steps** | **Responsible** | **Due Date** |
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| **Topic:** | | | |
|---|---|---|---|
| **Discussion summary** | **Action Steps** | **Responsible** | **Due Date** |
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| **Topic:** | | | |
| **Discussion summary** | **Action Steps** | **Responsible** | **Due Date** |
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| **Topic:** | | | |
|---|---|---|---|
| **Discussion summary** | **Action Steps** | **Responsible** | **Due Date** |
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# Meeting Evaluation

- A helpful end to regular meetings, especially if the group has gotten stuck in the past.

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|---|---|
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# Tracking Progress and Action Items

# Simple Project Task Management Using Excel

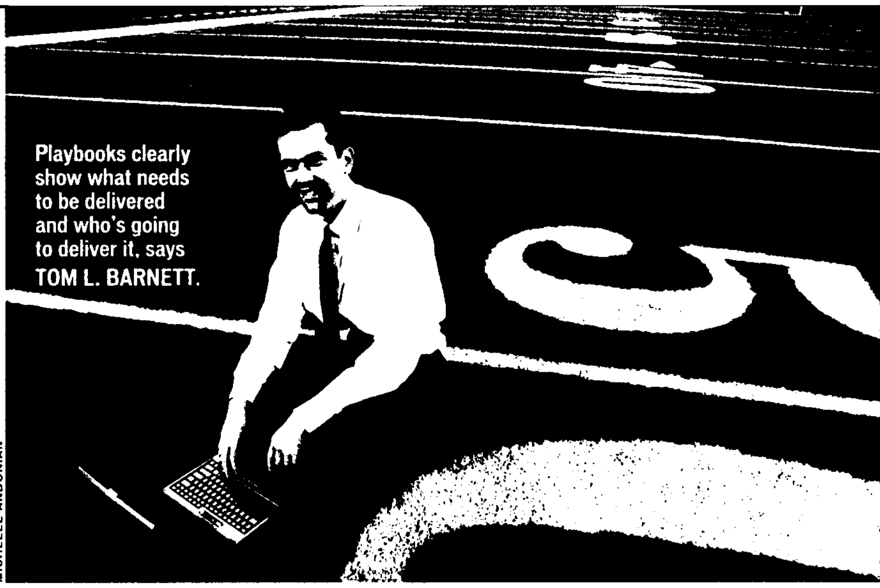
- Use a spreadsheet like this to track the status of action steps for your project.
- Use the dependencies column to identify what may be delaying start on a particular item.
- Regularly distribute updated spreadsheet to project team, so everyone knows who is accountable for what.

| Milestone | Task ID # | Action Needed | Assigned To | Due Date | Status | Dependenci |
|---|---|---|---|---|---|---|
| Topic Selection | 1.1 | Write proposal for training series topics and objectives | Kevin | 12/1/2013 | Complete | |
| Topic Selection | 1.2 | Approve proposal | Martha | 12/7/2013 | Complete | 1.1 |
| Event coordination | 2.1 | Room reservation | Colleen | 12/15/2013 | Complete | |
| Event coordination | 2.2 | Room setup | Colleen | 1/21/2014 | Complete | 3.4 |
| Event coordination | 2.3 | Catering | Colleen | 1/21/2014 | Complete | 3.4 |
| Communication & Registration | 3.1 | Web page and registration form | Kevin | 12/17/2013 | Complete | 1.2, 2.1 |
| Communication & Registration | 3.2 | Daily messages for series | Kevin | 12/18/2013 | Complete | 3.1 |
| Communication & Registration | 3.3 | Daily message for event | Kevin | 1/15/2014 | Complete | 3.1 |
| Communication & Registration | 3.4 | Finalize registration list | Kevin | 1/20/2014 | Complete | |
| Communication & Registration | 3.5 | Pre-work email to registrants | Kevin | 1/25/2014 | Complete | 3.4 |
| Design | 4.1 | Lesson plan | Kevin | 1/15/2014 | Complete | 3.1 |
| Design | 4.2 | Finalize Power Point | Kevin | 1/27/2014 | Complete | 4.1 |
| Design | 4.3 | Finalize Job Aids | Kevin | 1/27/2014 | Complete | 4.1 |
| Design | 4.4 | Finalize participant guide | Kevin | 1/28/2014 | | 4.2, 4.3 |
| Delivery | 5.1 | All materials copied | Kevin | 1/29/2014 | | 4.4 |
| Delivery | 5.2 | Presentation on backup usb stick | Kevin | 1/29/2014 | | |
| Delivery | 5.3 | Name Tents | Kevin | 1/29/2014 | | |
| Delivery | 5.4 | Flip chart | Kevin | 1/29/2014 | | |
| Delivery | 5.5 | Sign in sheet | Kevin | 1/29/2014 | | 3.4 |
| Delivery | 5.6 | Remote | Kevin | 1/29/2014 | | |
| Delivery | 5.7 | Flip chart | Kevin | 1/29/2014 | | |
| Delivery | 5.8 | Post it notes | Kevin | 1/29/2014 | | |
| Delivery | 5.9 | Facilitate Program | Kevin | 1/29/2014 | | |
| Evaluation & Reporting | 6.1 | Create eval form | Kevin | 1/29/2014 | | 4.1 |
| Evaluation & Reporting | 6.2 | Send link to participants | Kevin | 1/29/2014 | | 6.1 |
| Evaluation & Reporting | 6.3 | Review results | Kevin | 2/14/2014 | | 6.2 |
| Evaluation & Reporting | 6.4 | Data entry on PeopleSoft | Doris | 2/7/2014 | | 5.7 |

**A Small-Project PLAYBOOK**
Tom L Barnett
*Computerworld;* Nov 27, 2006; 40, 48; ABI/INFORM Global
pg. 33







Playbooks clearly show what needs to be delivered and who's going to deliver it, says TOM L. BARNETT.

MICHELLE ANDONIAN

# A Small-Project PLAYBOOK

Here's a way to keep your far-flung IT team as focused as a football squad.

**By Tom L. Barnett**

**WE'VE ALL HEARD** plenty of project team analogies. For me, the most fascinating one compares a project to a football game. Each has an objective, a team that needs to be coordinated and a deadline.

I've devised a little tool that extends the analogy further. Football coaches have long made use of playbooks to ensure accurate communication, visual sequencing and coordination among team members spread over a large area. I've found that a playbook can serve the same purpose for a virtual team working on a small project.

My playbook is based on the classic issue log. Instead of being an incongruent list of problems, however, it's a sequential list of tasks. It clearly shows everyone the order of the work, who is being called on and when.

By their nature, virtual teams work as a collection of free agents, and conference calls among team members have a tendency to become disembodied forums of multiple conversations, divided attention spans and mayhem. Given that most of my virtual teams are located across the country or around the world, I need a more focused means of getting results. The playbook is that mechanism.

The playbook gives me, as the project manager, a way to capture tasks, actions, issues and a RAM (responsibility assignment matrix) all in one spot. It gets team members thinking, "What's the next thing I can be doing, and can I do it sooner?" or, "What am I waiting on that I should communicate to everyone on the conference call?" You could call it a pseudo critical path for dummies.

## Small Projects Only

I use a playbook primarily for the small things — projects of 120 hours or less — that are too granular to require a formal project schedule. Within Microsoft Project, these are the things that typically might be scheduled as two- or three-line items, better classified as microprojects or complex to-do's. For example, within a project schedule, I would expect to see a line item for the task "build/configure Web server." Coordinating that task is something I would probably want to manage with a playbook.

**IT MENTOR**

My playbook has eight columns: Task Name, Description, Due Date, Owner, Issues, Deliverables, To, and Waiting On.

On the surface, it looks fairly straightforward. The real power of the playbook, though, is in defining the deliverable (output) from a task and the person or persons to whom it has to be delivered. (For example, the network team registers a server on the network. The deliverable is the network address, which the sysadmin team needs in order to access the server.)

If a team member isn't able to complete his task by the date or time required, he indicates what is holding him up in the Waiting On column (e.g., "password to the database server" or "confirmation of Web server reboot"). This lets everyone on the team know what the problem is and highlights and applies pressure on the person who needs to complete the action to get things moving again.

The biggest hurdle in virtual teams is getting geographically distributed team members to think and act as if they were all in the same room looking at the same whiteboard. The playbook is particularly good for coordinating many people, each of whom has just a task or two to do as part of the overall effort.

In a simple format, it combines the agenda for the group teleconference calls, the project plan (task list), resource matrix (role assignments) and status report. If there's an issue, it's listed right in the playbook, next to the task that triggered it.

Although the playbook isn't for large projects, it's effective for managing the small stuff for which a project schedule and other formalities are too cumbersome. It allows me to be organized and nimble in firefighting efforts.

For example, when working with the infrastructure team, the application team and an outside vendor to troubleshoot a system's availability problems, we used a playbook to sequence the steps that each team would perform and noted each step's effect on each other area. Playbooks have also led my team through software upgrades and virus outbreaks, and I have required that they be used for implementing all small to medium-size change requests.

Once you've designed a few playbooks for various types of tasks, you'll find that many are virtual templates that can be reused with minor adjustments.

Communication is the single most important factor in leading a football team or an IT team. That's why many a coach has gone to great lengths to protect his playbook. Once you've built a few of your own, you'll understand why. ▸

*Barnett is a program director for a large IT services company where he focuses on IT program management for clients. Contact him at tom.barnett@earthlink.net.*

| Step | Task Name | Description | Due Date | Owner | Issues | Deliverables | To | Waiting On |
|---|---|---|---|---|---|---|---|---|
| 1.0 | Install/build all rack components | (1) Install racks; (2) Validate wiring compliance; (3) Install grounding bars | 10-Aug-06 | Tork | Server mounting rails missing in shipment. | DC floor approval, data center power-up approval | Tork | Replacements to be overnighted |
| 2.0 | Rack all servers | (1) There are six servers to rack; (2) Include rack-mounted UPS; (3) Validate infrastructure config compliance | 11-Aug-06 | Tork | | Rack location addresses, server specs | Williams | |
| 3.0 | Build a target server | Note: We can even place a desktop in place to facilitate the network configuration. | 11-Aug-06 | Williams | Out of space on current switch, need another. | Server connection info | Miles | |
| 4.0 | Establish network connectivity | (1) Establish subnet; (2) IP the servers; (3) All required port and firewalls between servers opened? (4) Are ILO/RIBs active? | 14-Aug-06 | Miles | | Connectivity info, drive partition, requirements (Barnett) | Neal | |
| 5.0 | Hardware configuration | (1) Hardware installed; (2) Initiates BIOS POST; (3) Ext devices installed; (4) Logical drives created | 14-Aug-06 | Neal | May not have ordered the right NICs, need to check them. | | Hanorahan | |
| 6.0 | Network interface build | (1) Define IPs for DRAC or RIB; (2) Connect ports to the switch; (3) WINS and DNS | 14-Aug-06 | Hanorahan | | | | |

# Team Meetings: Your Turn

- Read the case study
- In groups of 4-5, put yourself in the role of advice columnist; what advice would you give?

## Project Management

## Meeting Management Case Study

Taken from askamanager.com:

http://www.askamanager.org/2013/07/a-coworker-wants-to-push-a-bad-idea-at-a-meeting-i-lead.html

I'm really stumped on what seems like a fairly typical leadership scenario, but for whatever reason I can't think of the best course of action.

I lead a monthly meeting of about 30 of my peers where we discuss pain points about our role and develop solutions, among other things. I was recently approached by a newer member who asked if she could share a solution (or what she kept calling a "new process" to "roll out") with the group. I asked to hear more, and I see real issues with it–it doesn't seem like she checked with her peers to understand the viability of this idea in different areas. She's only about 4 months into the role, and I think she's been encouraged by her manager to speak up more in this venue for brownie points.

For some validation, I checked with my mentor, the former leader of the forum (now promoted), to see what she thought and she really surprised me–she thinks it'ss a great idea and that leadership will love it. It totally blindsided me–I can't understand how she could think this is a viable/sustainable solution!

In any case, this convinced me that I want to set her idea before the group. I think it should probably be brought to a fair vote, and I decidedly will move forward with it if there's enough support behind it. How can I ask this person to share their idea in a fair and neutral way while ensuring that my (valid) concerns are heard?

I realize this could be tough without knowing the nature of the idea, but I spent a lot of time thinking though the ramifications of this proposal and I worry my peers (who never speak up much) wouldn't give it enough thought! Is this just a case of what will be, will be?

# Project Issues

"A plan never survives contact with the enemy."
Helmuth von Moltke the Elder

- Project Issue: An unanticipated risk
- Creates an unexpected "Finish-to-start" dependency.

# Project Issues: Examples

- Oops! We're out of eggs!
- Software bugs
- Compatibility Issues

# Project Issues Template

MindTools™
Essential skills for an excellent career

Template

# Issue Management Template

- For information about Project Issue Management, visit www.mindtools.com/rs/IssueManagement.
- For more on project management and planning, visit www.mindtools.com/rs/ProjectManagement.

| Issue Name | Issue Type | Raised By | Date Raised | Description/ Background | Priority (High/Medium/Low) | Assigned To | Target Resolution Date | Status/Action Taken | Description of Final Solution |
|---|---|---|---|---|---|---|---|---|---|
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## Documentation: Brainstorm

- What documents have we already touched on in the course of the training?

## Documentation: Brainstorm

- What are some solutions for housing project documentation?

# Documentation

- Chris Warren Slideshow

# Project Documentation

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# Project Overview

- requirements
  - understandable by non-technical people
- specifications
  - explainable to non-technical people
  - defines what you have to do
  - defines when you're done

# Design Documents

*Internal to the development group*

- Project organization
  - high level plans
  - schedule, work division, etc.
- Technical aspects / plans
  - how you plan to accomplish your goals

# Working Notes

*internal to the development group*

- milestone, to-do’s, tasks, etc.
- breadcrumbs
- issues list
- ideas list
- snippets

# Sources

*eventually turned over to sponsor*

- media files
  - raw
  - clean
- code – ideally in source control
  - current working version
  - work in progress (includes change log)

# Final Documentation

*turned over to sponsor*

Three main kinds:

- Developer docs
- User docs
- Administrator docs

# for Developers

- for future coders / developers
  - fixing the product
  - extending the product
  - revising the product
- technical
- explain thinking / approach

# for Users

- for the people who will be using the product
- completely non-technical
- functional oriented
- FAQ vs. Guide
- integrated into the product
  - ideally contextually

## for Administrators

- for the non-technical people who will be managing the product (i.e. the sponsor/client)
- integrated into product, BUT hidden from users
- step-by-step how-to’s

## Where Does It All Go?

- in the wiki
- in the project management tool
- as separate files
- bundled with the product
- integrated into the product

## Accountability

- Accountability, from Stepping Up to Leadership
  Interview with Scott Blanchard, son of Kenneth Blanchard (One Minute Manager series)

## Accountability

- People are complicated.
- All projects mean change.
- “Yes” does not always mean “Yes”.

# Accountability: Your Turn

- Think of a time (present or past) when someone didn't do something they were supposed to do.
- Complete the worksheet.
- If you answered "Don't Know", how could you find out?
- If you answered "Yes", what could you do to influence this factor?

# 16 Reasons They're Not Doing What They're Supposed to Do

## Adapted from <u>Coaching for Improved Work Performance</u> by Ferdinand Fournies

| | Could this be an issue? | | |
|---|---|---|---|
| | Yes | No | Don't Know |
| 1. They don't know what they're supposed to do. | | | |
| 2. They don't know how to do it. | | | |
| 3. They don't know why they should do it. | | | |
| 4. They think they are doing it, but they are not. | | | |
| 5. There are obstacles beyond their control. | | | |
| 6. They think it will not work. | | | |
| 7. They think their way is better. | | | |
| 8. They think something is more important. | | | |
| 9. There is no positive consequence to them for doing it. | | | |
| 10. There is a negative consequence to them for doing it. | | | |
| 11. There is a positive consequence to them for not doing it. | | | |
| 12. There is no negative consequence to them for not doing it. | | | |
| 13. Personal limits (capacity) | | | |
| 14. Personal problems | | | |
| 15. Fear (they anticipate future negative consequences for doing it) | | | |
| 16. No one could do it. | | | |

# Accountability Case Study

- Read the case study
- In groups of 4-5, put yourself in the role of advice columnist; what advice would you give?

## Project Management

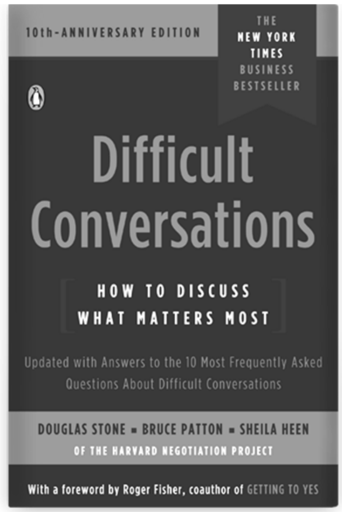
## Accountability Case Study

True story from Kevin's career, told as a submission to an advice column:

I'm the project manager on a project to pursue the next level of the Green Office Certification. Many of the action items must be completed by the office administrator, who does not report to me and reports to a different manager from me. I perceive her as having a pattern of promising more than she delivers. At a team meeting, she agreed to accomplish the items in her functional area and understood our deadline. I have asked her if she needs help or assistance to contact me. We are scheduled to do a presentation at the next staff meeting announcing we've completed the project and getting sign off from all staff (a requirement for the certificate). The presentation is already on the agenda and has been distributed to staff. I haven't heard from her and I haven't seen any sign of progress. The staff meeting is looming next week, hardly enough time to complete all of the action items. I'm worried we won't be ready. What should I do?

## Difficult Conversations

- A difficult conversation is anything you find hard to talk about.




## Brainstorm: Sources of Difficult Conversations in PM

# Difficult Conversations – The Third Way

- Typically we swing between fearful avoidance and angry confrontation.
- Handled skillfully, difficult conversations can be:
  - Honest
  - Kind
  - Productive
  - Relationship building

# Difficult Conversations: Get Clear on Your Goals

| Good Goals | Not So Good Goals |
|---|---|
| Learn more about what happened.<br>Find out the other person's point of view.<br>Express thoughts and feelings without blame or judgment.<br>Negotiate together for how things could be different in the future. | Prove yourself right<br>Prove the other person wrong.<br>Protect your image. |

## The Simplest Formula
## Giving Constructive Feedback


## 3 Conversations

- What Happened
  - Letting go of the “truth assumption”
  - Letting go of the “blame frame”
  - Get curious
- Feelings
  - Their place in the workplace
  - Expressing vs. acting out
  - The key conversation
- Identity
  - Images of ourselves we like to protect

# NIU EMPLOYEE ASSISTANCE PROGRAM

## Coaching Key…Difficult Conversations Worksheet

Every Difficult Conversation consists of Three Conversations: The What Happened? Conversation, The Feeling Conversation and the Identity Conversation

A. **The "What Happened?" Conversation starts with wanting to deliver a message that proves I am right.**

1. **Truth Assumption:** ***I am right – you're wrong.***
   - *What do you believe you are right about? How could the other person be right?*

2. **Intention Assumptions:** *I know what your intentions are and what you meant to do. My rules of how people should behave are right for everyone!*
   - *What are your assumptions about the person's intentions?*
   - *What are your judgments about the person's intentions? Are you acting as if our assumptions are fact and that these bad intentions mean the person is bad?*

3. **Blame Frame…Like truth produces disagreement, denial, fear of punishment, and either/ or answer.** *Shift the focus to learning…And the Contribution System…And Problem Solving:*
   - *What kept you from seeing that this was coming? How can you prevent it from happening again? How did everyone contribute to this problem? What could everyone do differently?*

4. **Move from Certainty** *(I am right)* **to Curiosity** *(How do they see the world so that their view makes sense?)* Change the focus from proving a point and delivering a message to wanting to understand what has happened from the other person's point of view AND to share your point of view and feelings.
   - ***Summarize – Active Listening and Ask "What" and "How" clarifying questions…***
     *What do you understand about the other person's perceptions, interpretations, and values about this situation?*
   - ***AND Self-disclose your perceptions….***
     *What are your perceptions, interpretations, and values about this situation?*

B. **The Feeling Conversation…What do we do with our emotions?** Not expressing feelings is like getting the plot but missing the point. Feelings pop through and hijack the conversation…They keep us from listening and hearing.

1. We translate our feelings into **Judgments:** *"If you were a good co-worker/team member you would have been there for me***…Attributions:** *"Why were you trying to make me look bad?***…**
   **Characterizations:** *"You are just so inconsiderate"***…Problem Solving:** *"The answer is for you to …."*
   - *What judgments, attributions, and characterizations are you making in this difficult situation? Finish the specific statements that you are thinking and feeling.*
   - *Good employees…*
   - *This employee is trying to make me look…*
   - *This employee is…*

2. We all learn what feelings are okay to express from our family and our supervisor.
   - *What feelings were okay for you to express in your family? What feelings were avoided?*
   - *What feelings are okay for you to express at work in your department? What feelings are avoided?*

3. List feeling words that are okay to express at work based on the five feeling areas…mad, sad, glad, scared, and hurt.
   - *Suggestions…frustrated/annoyed…sad/disappointed…pleased/good… unsettled/confused …concerned/apprehensive… stung/hurt*
   - *Think of difficult situations at work and list the feelings associated with the situation and list a feeling word that you would be willing to say.*

http://www.hr.niu.edu/ServiceAreas/EmployeeAssistance/Downloads/Coaching%20-%20Difficult%20Conversation%20Worksheet.pdf

C. **The "Identity Conversation" is an internal conversation and where you start.**

1. It questions three internal core identities:
   - ***Am I Competent?*** *What does this difficult conversation say about how competent I am?*
   - ***Am I a Good Person/Worthy?*** *What does this difficult conversation say about who I am?*
   - ***Am I Acceptable/Likeable?*** *What does this difficult conversation say about how likeable I am?*
   - *What does this conversation say about me?…about who I am?…about how to I see myself at work and in the world?…What impact will it have on my future?…What are my fears and self doubts?*

2. **Three things to accept about yourself**
   - **You will make mistakes.** *Do you hold yourself to an absolute all or nothing standard? What impact does that have on you? What is your department's approach to mistakes?*
   - **Your intentions are complex.** *Acknowledge to yourself when your intentions were self- motivated and not as "good" as you wished they were. Acknowledge to yourself the parts of your behavior that you did not like.*
   - **You have contributed to the problem…You are not to blame AND you can take responsibility for how you have contributed to it.** *"Mess up. Fess up. Fix up." We all make mistakes and we must be responsible to fix the mistake.*

D. **The Difficult Conversation**

1. **Start from the inside or the "Identity Conversation" and "The Feeling Conversation," before you have the "What Happened Conversation."**
   - Once you acknowledge to yourself your identity issues and feelings, you will not need to feel and act defensive and you will be able to maintain your balance during the What Happened Conversation. See Communication…Difficult Conversation Checklist

2. **Feedback Model**
   - **When you….***specific, descriptive behavior-no interpretations* refer to Section A
   - **I feel…**refer to section B
   - **Because it means to me…**refer to section C.
   - **And I wish…**problem solve the future.

3. **Acknowledge the other person's perceptions, feelings, values AND ALSO acknowledge your perceptions, feelings and values.**
   - **Self-disclosure the feelings and meaning their behavior has on you using the feedback model.**
   - ***Summarize and actively listen to*** *their perceptions, values, and feelings AND acknowledge how your behavior could have that impact…Clarify your intentions.*

4. **Get off the IMPACT/INTENTION SEESAW by actively listening to the other person and taking the AND Stance…**
   - **AND Stance** is based on the assumption that the world is complex, that you can feel hurt, angry, wronged, AND they can feel just as hurt, angry, and wronged. They can be doing their best, AND you can think that it's not good enough…You can feel furious AND still care for the person. The AND Stance moves out of the All or Nothing Stance.

Stone, Douglas; Patton, Bruce; Heen, Sheila. 1999. Difficult Conversations: How to Discuss What Matters Most. New York: Penguin Books.

# Values in the Workplace

- **HOW** we do our work
- Show up in our work as behaviors
- High functioning teams come to agreements about values and the behaviors that go along with them.

# Project Manager Values Brainstorm

## Task Completion

- Post Project Review
- Celebration

## Post Project Review

- Why would this be important?
- Meet with project team, discuss and record:
  - What went well
  - What you might have done differently
- Write up into a report for project sponsor

## Post Project Review: Your Turn

- Think of a completed project you've been involved in.
- Complete the worksheet.

**Post Project Review**

Project: ___________________

1. Did the project meet its stated objectives? Why or why not?

2. How close was the project to meeting its scheduled completion date?

3. How close was the project to being completed within budget?

4. Did the scope of the project change after the project was under way? If so, what was the overall impact of the change of scope? How were changes approved?

5. How was project status communicated during the course of the project?

6. In general, how well did the team members collaborate? Why was this so?

7. At the end of the project, was there a formal process for gathering lessons learned or any sort of review?

8. Overall, would you say that the project was successful? Why or why not?

# Thank You!

- Program evaluation link will be emailed to you today.

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