



CERTIFIED PROJECT MANAGEMENT SPECIALIST (CPMS)
STUDY GUIDE

Sponsored by:



Business Training Institute

and



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Please use this guide to assist in preparation for your Certified Project Management Specialist (CPMS) Certification examination.

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I. BUSINESS TRAINING:

The Business Training Institute is the leading online program for specialized niche business certification programs. The team behind the Business Training Institute is comprised of industry experts in niches including online marketing, project management, public relations, consulting, and many more.

This experience, combined with our advisory board's expertise in online education and training, is what makes it possible to provide the training and certification programs found on our website.

The Business Training Institute is part of the G.T.C. Institute, a global training and certification organization that has provided practical industry-specific certification to over 1,000 clients from the United States, Europe, and more than 30 other countries around the world.

We provide high value training programs that provide function knowledge on very specific business topics such as public relations, online marketing, project management, international business, and consulting.

The Business Training Institute's Mission: To provide professionals with high impact business training and certifications in niche subject areas that are functional and immediately beneficial.

The Business Training Institute helps you to:

- Quickly gain specialized knowledge in highly valuable business niches.
- Enhance your credibility, resume, and overall value in the marketplace.
- Complete our training programs in 5 months from anywhere in the world.

Our programs accept participants year-round and are flexible to work with your current work schedule and academic constraints. You can complete one of our programs in 2 months or 2 years; the choice is yours.

MASTER'S CERTIFICATE PROGRAMS: The G.T.C. Institute, LLC is proud to offer several advanced Master's Certificates that require the completion of five programs from the Business Training Institute platform.

To learn more about these Master's Certificates and how to earn one, please see our website: BusinessTraining.com/Masters-Certificate.html

II. CPMS DETAILS AND TIMELINE:

PROGRAM DETAILS:

The **Certified Project Management Specialist (CPMS)** certification program is unique in that it is modeled after many online courses offered at Ivy League institutions today, offering more value for a more cost-effective program. The CPMS Program is a self-study program that includes educational multimedia resources in video form, a study guide, required readings, and a flexible online examination process, accessible around the world.

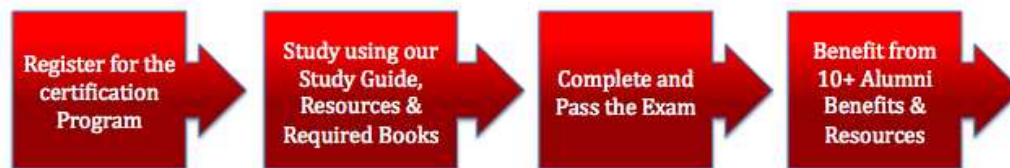
The online exam is structured so that in order to complete the exam within the 2-hour time frame one must read through all of the assigned materials and conceptually understand the majority of the material to score well enough to pass the exam.

Our goal is to offer the most challenging program in the industry while also providing all of the learning tools possible to ensure participants get the most out of the experience. By testing the knowledge depth and comprehension from the materials digested, the CPMS certification prepares individuals for successful, real-world application.

The Certified Project Management Specialist (CPMS) program is sponsored by the GTC Institute and offered by The Business Training Institute. This certification program is designed to show and certify that you have gained an in-depth understanding and high-level, specialized knowledge.

In addition to the benefits of gained knowledge, growing industry recognition, more knowledgeable career choices, and networking, our organization is also developing additional resources for CPMS Participants. This includes video and MP3 recordings on Q&A or strategies and tactics, webinars, access to interviews with internet marketing professionals who have more than 10 years of experience in the industry, among many more benefits.

4 STEP CERTIFICATION PROCESS



TIMELINE & EXAMINATION DATES:

Programs are offered through open enrollment, making our programs 100% flexible with your current work or academic schedule. After joining you may select an examination date that works well for you from the following dates we offer annually: January 10th, April 10th, July 10th, and October 10th.

The Business Training Institute exams are administered 100% online. When you have completed the strategic project (outlined later in this study guide), please follow the project submission instructions. Once you have submitted your completed project, you are welcome to schedule your exam date.

Please note that your exam date request must be received at least 3 weeks before the exam date. For example, if you would like to sit for the January 10th exam, we would need to receive your request no later than December 20th.

To register for an examination date:

- 1.) Email your completed CPMS project (*explained in detail in this study guide*).
- 2.) Include your desired exam date in the email with your completed project.

LEARNING OBJECTIVES OF THE CPMS:

- Students will learn the role of projects and project management in the overall success of their enterprise.
- Students will learn how to identify different types of project stakeholders and the importance each plays in successful project management.
 - Students will learn what a project manager is and isn't responsible for.

- Students will learn the importance of executive sponsorship in projects.
- Students will learn how to select and recruit the right project team.
- Students will learn how to integrate and balance business goals with project goals.
- Students will learn different project management models from traditional project management to extreme project management.
- Students will learn different cost and time estimating techniques.
- Students will learn how to measure project success.
- Students will learn when to stop a project.
- Students will learn how to plan, execute, monitor and close projects.
- Students will develop key ingredients of a successful project plan.
 - Students will select an appropriate project management model for the class project.
 - Students will develop a communication plan for the class project.
 - Students will develop a risk plan for the class project.
 - Students will develop a Work Breakdown Structure for the class project.

BENEFITS OF THE CPMS:

This course is designed to meet the needs of professionals not currently well-served by other certifications programs. Specifically, it is designed for three types of people. People in any profession who want to distinguish themselves by learning proven methods for leading small and large projects within their organization. Executives who want to improve their organization's performance by understanding the executive role in project management and developing a high performance project management team. Young business men and women who are or soon will be managing projects and need to quickly understand and practice proven project management methodologies.

III. REQUIRED READINGS:

1. Wysocki, R.K. (2009) Effective Project Management: Traditional, Agile, Extreme (5th edition). Indianapolis, Indiana: Wiley Publishing, Inc.
2. Harvard Business Review (2005). Harvard Business Review on Managing Projects. Boston, Massachusetts: Harvard Business School Publishing.

IV. CPMS EXAM PREPARATION

1. EXAM COMPOSITION:

There are a total of 100 points available to earn for the exam, 80 of which can be earned from the multiple choice or true/false questions that are worth 1 point each, and 20 of which can be earned from 2 short answer questions that are worth 10 points each. Please see below for the composition and distribution of the points in-depth.

<u>Topics and Weights</u>	
Project Management Process Groups	40 Multiple Choice Questions
Project Management Lifecycles and Strategies	25 Multiple Choice Questions
Project Management Infrastructure	15 Multiple Choice Questions
Managing the Realities of Project	2 Essays

The exam has a total of 100 available points, 80 of which can be earned from the multiple choice or true/ false questions that are worth 2 points each, and 20 of which can be earned from 2 short answer questions that are worth 10 points each. Please see the chart below for the composition and distribution of the points:

2. TERMS AND CONCEPTS TO KNOW:

Below, please find the terms and concepts that you should be able to define after having read the required readings.

Please define the terms from the required readings rather than a dictionary. You will be tested on the definitions that authors have provided.

- Activity
- Adaptive Project Management Lifecycle
- Agile Project Management
- Assumptions
- Bottom-Up Estimation
- Conditions of Satisfaction (COS)
- Critical Path
- Decomposition
- Deliverable
- Dependency
- Earned Value

- Free Slack
- Gantt Chart
- Hierarchy
- Incremental
- Initiation Processes
- Iterative
- Joint Project Planning Session (JPPS)
- Lag
- Launching Processes
- Linear
- Milestone
- Network Diagram
- Portfolio
- Program
- Project
- Project Charter
- Project Lifecycle
- Project Management
- Project Overview Statement (POS)
- Project Support Office (PSO)
- Requirement
- Requirements Breakdown Structure (RBS)
- Resource Leveling
- Scope
- Scope Creep
- Scoping Processes
- Slack
- Sponsor
- Stakeholder
- Task
- Task-On-A-Node
- Top-Down Estimation
- Total Slack
- Variance
- Work Breakdown Structure (WBS)
- Work Package

3. SAMPLE QUESTIONS:

Please choose the answer that best answers the question or completes the phrase. *The answers are on the last page of this study guide.* Try answering the questions before looking at the answers.

1. *When might you consider using an Agile Project Management lifecycle?*
 - a. The forty person project team is located in 6 time zones.
 - b. Only a few team members have worked on projects before.
 - c. The goal of the project is clearly defined and other projects have failed to reach it.
 - d. The client prefers playing golf to being in the office.

2. *Which of the following are stakeholders in a project to change your suite of business office software?*
 - a. Business partners
 - b. Office secretaries
 - c. The information technology help desk employees
 - d. All of the above are project stakeholders.

3. *Which of the following is not part of the risk management life cycle?*
 - a. Risk identification
 - b. Risk mitigation
 - c. Risk intolerance
 - d. Risk monitoring and control

4. *Please complete the following sentence: The Break-Even-Time is the time measured from the start of the _____ of the project/product until the time the project profits equal the total investment in the _____.*
 - a. Production, Project
 - b. Investigation, Project Development
 - c. Investigation, Project Marketing
 - d. Production, Production Costs

5. **True or False:** *The project exit champion is an outside consultant whose job it is to tell you when it is time to terminate a troubled project.*

6. *Please complete the following sentence: White space risk is the risk that some _____ won't be _____ in the project plan*
 - a. Required activities, identified
 - b. Scope change, documented
 - c. Stakeholder, acknowledged
 - d. Resources, decomposed

V. BOOK SUMMARIES:

Effective Project Management: Traditional, Agile, Extreme by Wysocki, R.K. (2009)

Required Sections to read: Part I: Chapters 1-7; Part II: Chapters 8, 9, 11 and 12; Part III: Chapters 13-15; Part IV: Chapter 16.

Part I – Defining and Using (Five) Project Management Process Groups

Chapter 1 – What is a Project?

- The Essence of Project Management. According to the customary definition, a project is “a temporary endeavor undertaken to create a unique product, service or result.” (Project Management Institute 2008, p. 442)ⁱ This is the succinct definition of a project. The customary definition informs us that projects have a discrete beginning and end - projects don’t continue indefinitely. The customary definition informs us that projects are productive; projects create something new. Unfortunately, this customary definition misses the essence of projects - something that this course and textbook will correct.

Projects are done for a specific reason. Projects must not only deliver something new, they must produce what is needed. How do you determine what is needed? You measure it against the reason for the project. In other words, projects are undertaken to achieve a specific goal. Wysocki extends the definition of a project by incorporating the essence of projects and the fundamentals of project management into his definition of a project: “A project is a sequence of unique, complex, and connected activities that have one goal or purpose and that must be completed by a specific time, within budget, and according to specifications.” This is the definition used in the certification program and this is how you will learn to understand projects.

- ◆ What is the goal?
 - ◆ What activities are required to achieve the goal?
 - ◆ How much time will it take to achieve the goal?
 - ◆ How much will it cost to achieve the goal?
 - ◆ Did we achieve the goal?
- Project Scope. Wysocki introduces identification and management of project boundaries or scope as one of the critical success factors in project management. The scope of a project includes the complete list of tangible items (products, results, etc.) that will be delivered by the end of the project. These tangible items are called deliverables.
 - Project Constraints. The scope of a project is constrained by available time, money, and resources. Wysocki explains this scope triangle as a conceptual tool used to balance projects constraints and assess the relationship between constraints and project scope and quality.
 - Managing Change. It is easy to understand that the work required to make a project successful could, and in fact is likely to, change during the life of the project. During the life of the project, the project team may discover a better route to the project goal; the customer may develop a better understanding of its needs; the cost of project materials may go up. There are limitless

reasons that the boundaries of the project change. Understanding how to plan for and control change is a hallmark of successful project management.

- Different Types of Projects Require Different Methods. Wysocki introduces project classification as a tool that can be used to choose appropriate project management methods. This tool can also be used to choose an appropriate distribution of projects in for a company's project portfolio. Wysocki (2009) Chapter 14.

Chapter 2 – Understanding the Project Management Process Groups

- Fundamentals. With six questions Wysocki makes the fundamentals of project management disarmingly simple.
 - What business situation is being addressed?
 - What do you need to do?
 - What will you do?
 - How will you do it?
 - How will you know you did it?
 - How well did you do it?
- Stakeholders. To achieve success, it is also important to understand the project stakeholders. (A supplementary lecture is available on the importance of stakeholder management.) Two additional questions need to be addressed.
 - Who is the project for?
 - Who else will the project affect?Keeping focused on these eight fundamental questions is the key to good project management; however, keeping this focus is not really as simple as it may seem.
- Process Groups. Five project management process groups identified and are introduced and explained in this chapter. The five process groups are: scoping, planning, launching, monitoring and controlling, and closing. Each set of these five process groups corresponds to one or more of these fundamental questions listed above. (The customary name for the scoping process group is the initiating process group. The customary name for the launching process group is the executing process group. Project Management Institute 2008, p. 43.)ⁱⁱ
- Knowledge Areas. The profession of project management consists of nine knowledge areas and each knowledge area is defined by a set of processes and activities. With the exception of procurement management, all successful projects need to include and incorporate these knowledge areas into the project plan. A successful plan will: make certain that the different parts of the project work together (integration management), manage the boundaries of the project (scope management), manage the project schedule (time management), manage the project budget (cost management), manage the quality of the final product (quality management), acquire and manage the people working on the project (human resource management), collect, manage and distribute information about the project (communications management), and identify, assess, monitor and respond to risks to project success (risk management). Wysocki presents a table that maps the knowledge/management areas to the five process groups.

Although it is not necessary to memorize these knowledge areas and process groups to be an effective project manager, understanding the mapping table in this chapter will help any project manager, team member or executive understand the key components of a good project management plan and the appropriate timing of different processes.

- Fit. Tacit introduction of the concept of fit. In project management the question of fit is almost ubiquitous. Does the project fit the organization? Does the solution (project) fit the problem? Does the project management plan fit the organizational culture? In this chapter, Wysocki introduces the question; does the project management lifecycle (method) fit the project? (A supplementary lecture is available on fit analysis.)
- Project Management Lifecycle. Wysocki defines the project management lifecycle as the chosen sequence of the five project management process groups, and in this chapter introduces the idea of choosing a lifecycle that fits the project. (In Part II, Wysocki will go into detail about the Linear Project Management Life Cycle, Incremental Project Management Life Cycle, Iterative Project Management Life Cycle and Adaptive Project Management Life Cycle.)

Chapter 3 – How to Scope a Project (Scoping Processes)

- Scope. A project will not be successful if everyone involved doesn't understand, and agree to, what needs to be accomplished and delivered in order to meet the goal of the project. Steps to successful project scoping include:
 - Distinguishing wants from needs. Needs are associated with the problem/goal of the project.
 - Methods for understanding and agreeing on what has to be done to satisfy the needs.
 - Conditions of Satisfaction (COS). The COS is a structured interview that results in a Project Overview Statement (POS) that identifies project requirements. This method is for smaller projects.
 - Requirements Gathering. More formal methods are identified and recommended for larger projects. Several of the methods are expensive, time-consuming and need to be conducted by outside professionals. Wysocki describes three methods that are useful and more accessible to the project manager. These are: business process diagramming, prototyping, and use case scenarios. Project managers should be familiar with these three methods and skilled project managers should develop competence using these methods.
 - The result of requirements gathering is a Requirements Breakdown Structure (RBS).
 - ◆ The RBS is the first introduction to decomposition. Decomposition is one of the major techniques learned and used in project management. In project management, the result of decomposition is a hierarchical depiction or model of all of the components and subcomponents of the entire project. The hierarchy is composed of parent-child relationships.
 - Some projects will be done exclusively by, or with the help of, outside consultants or vendors. Wysocki outlines the components of Procurement Management Life Cycle near the end of Chapter 3. Internally and externally managed projects both require careful scoping.
 - Wysocki discusses two work-products that emerge from the scoping process: the RBS and the POS. In other project management structures, the contents of the POS and RBS might be

distributed in documents with other names. Most notably, Wysocki uses the term POS for what might customarily be called the Project Scope Statement or even the Project Charter.

Chapter 4 –How to Plan a Project (Planning Processes)

- Planning. This chapter focuses on the people, tools and processes required for a good project plan. Wysocki prefers whiteboards to project planning software. The modern project manager is expected to understand how to use project management software. (Supplementary lectures are available to provide you with the basics of using project management software.)
- Project Plan. The key components of a good project plan are:
 - Work Breakdown Structure (WBS). The WBS is one of the most used tools in project management. The process of creating it is important. Once created, the WBS is the starting point of schedules and budgets. Once the project is underway, its components can be used to track progress through the project. Like the RBS, the WBS is a product of the process of decomposing the project. The WBS decomposition is the identification and hierarchical classification of everything that needs to be done to complete the project. And although decomposition is typically thought of as a top-down (whole to parts) process, it can also be created from the bottom-up. There are a number of ways to describe and arrange the hierarchy and Wysocki includes excellent examples in the text. (A supplementary lecture is available to make provide guidance on how to create a WBS.)
 - Schedule Estimates. There are six methods for estimating task duration. Students need to understand each of them with particular attention paid to the 3-point or PERT analysis. (A supplementary lecture is available on the PERT methodology.)
 - Cost Estimates. Task duration and resource planning are required for these estimates.
 - Risk Management Plan.
- Planning Process. Wysocki recommends that you use a Joint Project Planning Session (JPPS) to create the basic project plan and that the final product of the JPPS is the Project Proposal. The Project Proposal is submitted to senior management for approval to move forward with the project. Recognize that Wysocki's project management style has two approval documents and two approval steps. The POS, which secures approval to plan the project and the Project Proposal, which secures approval for launching the project. This approach may differ slight from the more customary approach of using the Project Charter as the approval document. It is essential to understand what information should be required to secure project approval. It is not essential to use a specific nomenclature to practice good project management. The Wysocki approach (POS and JPPS) has the advantage of securing adequate time and resources to develop a feasible budget and schedule before approving the project.

Chapter 5 – How to Launch a Project (Launching Processes)

- Organize the Project. There are five major project management milestones that have to be met at this point of the project management lifecycle.
 - The team members are recruited.
 - The team operating rules are established.
 - A formal process for managing scope changes is in place.

- A method of team communication is established.
- The content and method of communication from the team to other stakeholders is established.
- Resources (human and non-human) are assigned to specific deliverables and tasks.
- A final project schedule and budget is developed.

Chapter 6 – How to Monitor and Control a Project (Monitoring & Controlling Processes)

- Project Reports. When work on the project itself begins, the project manager is responsible for monitoring and reporting project progress. The project manager and team establish the project reporting system. Characteristics of a good reporting system include:
 - Up-to-date information
 - Accurate and complete information
 - Data collection that will allow you to calculate schedule and cost variance (A supplementary lecture is available on Earn Value Analysis.)
 - Milestone tracking (A supplementary lecture is available on milestone selection.)
 - Issue identification and issue resolution escalation strategy

Chapter 7 – How to Close a Project (Closing Processes)

- Closing. This chapter is short but important. Closing process will answer questions.
 - Did you do what you planned to do?
 - Was the goal achieved?
 - Is the customer satisfied?
- Replacement of Legacy Systems. Information technology projects usually require a specific set of project planning and closing activities. This is particularly true when the project replaces one information systems with another. (A supplementary lecture is available covering the go-live planning, and closing processes for information technology projects.)

Part II – Establishing Project Management Life Cycles and Strategies

Chapter 8 – Project Management Landscape

- Strategies. Identifying two project variables, clarity of goal and clarity of solution, is a clear-cut method for selecting an appropriate life cycle and strategy for managing a project. However, the role and comfort of the client and an organization's culture may dictate a different strategy. Five lifecycles are explored:
 - Linear Lifecycle (Traditional)
 - Incremental Lifecycle (Traditional)
 - Iterative Lifecycle (Agile)
 - Adaptive Lifecycle (Agile)
 - Extreme Lifecycle (Extreme)

Chapter 9 – Traditional Project Management

- **The Norm.** The project management profession grew out of fields of engineering, manufacturing and construction. The traditional tools, techniques and processes developed for these engineering and construction projects are considered by some to have universal application. They are the norm. Within this tradition, project failure is thought to be caused by failure to make appropriate use of all the methods and steps of the traditional project management lifecycle. Recently, many project management professionals are looking more closely at the idea of fit to improve project management practice. This trend has resulted in steps to adapt the traditional project management lifecycle, and in the adoption of new project lifecycles. This chapter focuses on the appropriate uses of and settings for traditional project management.

Chapter 10 – Using Critical Chain Project Management

- **THIS CHAPTER IS NOT REQUIRED FOR THE CERTIFICATE COURSE.** However, it is appropriate for experienced project managers. Beginning students may find the discussion of buffers useful.

Chapter 11 – Agile Project Management

- **Innovation in Project Management Lifecycle.** The Agile project management model was created within the software industry. Current students of project management must understand Agile Project Management, including its strengths and weakness. This chapter focuses on explaining the mechanics of two Agile lifecycles: Iterative and Adaptive. Wysocki stresses clarity of goal and clarity of solution as the main determiners of project management lifecycle fit. However, in addition to considering whether the project is appropriate for a lifecycle model; it is important to consider the organizational culture of both the customer and project team before adopting or adapting a project management lifecycle. (A supplementary lecture is available on fit analysis and it includes looking at fit factors for Agile project management.)

Chapter 12 – Extreme Project Management

- **Problems without a Solution.** Research and Development (R&D). Project management lifecycle for projects to discover novel solutions to known problems.
- **Solutions without a Problem.** Research and Development (R&D). Project management lifecycle for discovering novel uses for known products/processes.

Part III – Building an Effective Project Management Infrastructure

Chapter 13 – Establishing and Maturing a Project Support Office

- **Organizational and Executive Support.** It is one thing to assign employees to work on projects and hope that they use appropriate methods; it is quite another to create an environment that supports project success. In this chapter, Wysocki explains the value, function and development of the Project Support Office (PSO).

Chapter 14 – Establishing and Managing a Project Portfolio Management Process

- Understanding Which Projects to Choose. Organizations and groups often find themselves with a long list of new project ideas. In this chapter, Wysocki explains the concepts, methods and tools that are required to systematically evaluate, select and rank projects.

Chapter 15 – Establishing and Managing a Continuous Process Improvement Program

- Project Management Process and Practice. Every organization that adopts a project management methodology needs a method to improve the way they manage projects. Project management is a business process. The tools that can be used to analyze and improve any business process can, and should, be applied to project management. Wysocki explains tools that can be used to improve business processes and how they are used in project management. It is important for project managers to recognize that many of these tools have another use within the field; they are used in requirements gathering.

Part IV – Managing the Realities of Projects

Chapter 16 – Managing Distressed Projects

- Failure. Projects fail at an alarmingly high rate. A corollary of this statement is that project management fails at an alarmingly high rate. Well before a project fails to deliver the promised goal, costs much more than its budget or takes longer than its schedule, it shows signs of trouble. It becomes distressed. Wysocki presents methods to recognize distressed projects, to understand the causes of project distress and to intervene in the management of distressed projects.

Chapter 17 – Managing Multiple Team Projects: THIS CHAPTER IS NOT REQUIRED. However, it is essential reading for anyone working in an environment where more than one project team works on a single project.

Harvard Business Review on Managing Projects. Boston, MA. Harvard Business School Publishing.
Harvard Business Review (2005).

Why Good Projects Fail Anyway

Matta, N.F. and Ashkenas, R.N. (2005). Harvard Business Review on Managing Projects (pp. 1-18). Boston, MA: Harvard Business School Publishing.

Using a case study, Matta and Ashkenas write about the risks and failures of large projects. The authors focus on risks associated with scheduling the integration of project components at the end of the project. This problem arises when project components are developed by independent project teams. They argue that the traditional approach to project management shifts the teams focus away from the project's ultimate goal or onto pieces of the project, and that this shift is a deterrent to project success. Matta and Ashkenas recommend breaking large projects into smaller units or mini-projects. Mini-projects reduce integration issues and support early project validation and risk identification.

New Projects: *Beware of False Economies*

Davis, D. (2005). Harvard Business Review on Managing Projects (pp. 19-39). Boston, MA: Harvard Business School Publishing.

Davis presents project managers and executives with a realistic, well-documented assessment of the likelihood of project overruns when projects involve new technology or markets. The case study reinforces the value of management monitoring tools like earn value. It also touches on the importance of early assumptions identification. (A supplementary lecture is available on assumption recognition.)

The Return Map: *Tracking Product Teams*

House, C.H. and Price, R.L. (2005). Harvard Business Review on Managing Projects (pp. 41-64). Boston, MA: Harvard Business School Publishing.

House and Price describe four project management metrics: Break-Even Time, Time-to-Market, Break-Even-After Release, and the Return Factor. These metrics can be used to both evaluate proposed projects and evaluate proposed scope changes during the project.

Knowing When to Pull the Plug

Staw, B.M. and Ross, J. (2005). Harvard Business Review on Managing Projects (pp. 65-84). Boston, MA: Harvard Business School Publishing.

Projects are inherently risky; some project will fail. Staw and Ross describe reasons organizations continue to fund failing projects – a phenomena they call over-commitment. They recommend two distinct strategies for managing over-commitment. First, managers working on a project can gain a more objective perspective by responding to five probing questions. Second, top executives can adopt ways to support honest, non-recriminatory disclosure of project problems.

Why Bad Projects Are So Hard to Kill

Boyer, I. (2005). Harvard Business Review on Managing Projects (pp. 85-106). Boston, MA: Harvard Business School Publishing.

Using two case studies, Boyer identifies a new role in projects, the exit champion. The exit champion is responsible for knowing when to re-evaluate or stop a project. Necessary attributes of exit champions include: detailed project knowledge, personal and organizational credibility, and courage.

How to Kill Creativity

Amabile, T.M. (2005). Harvard Business Review on Managing Projects (pp. 85-106). Boston, MA: Harvard Business School Publishing.

Projects are initiated to solve problems. Creative people solve problems. Consequently, creativity is a sought after quality of project team members. Amabile explores the components of creativity, managerial practices that thwart creativity and managerial practices that support creativity. These lessons can be applied to staffing projects, as well as motivating and supporting project teams.

Speeding Up Team Learning

Edmonson, A., Bohmer, R., and Pisano, G. (2005). Harvard Business Review on Managing Projects (pp. 137-157). Boston, MA: Harvard Business School Publishing.

These authors studied the adoption of a new surgical technique at 16 medical centers. Their findings do not support traditional thoughts on successful adoption of innovation. Specifically, high level management support (sponsorship) wasn't a factor in success. Debriefings, audits and similar strategies also didn't contribute to success. Instead, they report that real-time learning (and an environment that supports it) is essential for effective adoption of innovation. This study is of particular interest to anyone involved in planning or conducting new system roll-outs.

What You Don't Know About Making Decisions

Garvin, D.A. and Roberto, M.A. (2005). Harvard Business Review on Managing Projects (pp. 159-180). Boston, MA: Harvard Business School Publishing.

At first blush, this article might not seem to be relevant to project management. However, project sponsors, portfolio managers, project managers, team members and even customers each make important decisions during the life of a project. Poor decision making, particularly advocacy decision making, can lead to committing to too many bad projects and can cause hostility to good projects.

VI. CERTIFIED PROJECT MANAGEMENT SPECIALIST (CPMS) STRATEGIC ASSIGNMENT:

The **Certified Project Management Specialist (CPMS)** Program requires participants to complete a strategic assignment in order to graduate from the program.

Each participant will receive the transcript of a Conditions of Satisfaction (COS) interview for a fictional project. The information therein will be used to select a project management life cycle, and create a Requirements Breakdown Structure (RBS) and Project Overview Statement (POS) for the project.

The format for these documents is found in Wysocki, R.K. (2009). Effective Project Management Traditional, Agile, Extreme. Indianapolis, Indiana: Wiley Publishing Inc.

This assignment is worth 100 points and accounts for 50% of the total grade within the program. As such, non-submission of this POS will result in an automatic failing grade for the CPMS program. You will receive details for the Strategic Business Plan after registration. If you have any questions, please email us at **CPMS@BusinessTraining.com**.

Once you have completed this project, please send it and your request to take your desired exam date at least 3 weeks before the scheduled exam date. **To schedule yourself for an exam date**, this project must be received, completed, at least 3 weeks before the exam date. For example, to take the October 10th exam date, this project must be received (as well as a request to take the exam) no later than September 19th.

VII. FAQ (FREQUENTLY ASKED QUESTIONS):

Have more questions or need more information?

Please see our consistently updated FAQ (Frequently Asked Questions) section on the Business Training Institute website here at <http://BusinessTraining.com/FAQ.html>.

You can also get in touch with the Business Training Institute team over email at Team@BusinessTraining.com, by phone, and through our ClickAndChat tool, accessible from our homepage: <http://BusinessTraining.com>.

Thanks for joining The Business Training Institute! Please let us know if you have any questions.

-The Business Training Institute Team & G.T.C. Institute

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VIII. SAMPLE QUESTION ANSWERS:

Please see the following answers to the sample questions provided. A brief explanation was given for each answer and why the other options were incorrect. If you didn't do as well as you thought you would have, please consider re-reading the books or supplementary readings as the sample questions were drawn directly from them.

1. C. Agile project management works best with small, co-located teams of experienced and skill team members. The client needs to be closely involved in the project. It fits projects where the goal of the project is clear but the solution is not.
2. D. Stakeholders including anyone affected by the project. That includes persons both internal and external to the organization. Secretaries will use the new software, the help desk will support the new software, and business partners will have to have compatible software so that the organization and their partners can share documents.
3. C. Risk is inherent to projects; however it can be managed. The lifecycle for risk management has four phases: risk identification, risk assessment, risk mitigation, and risk monitoring and control.
4. B. The Break-Even-Time of a project is a metric that tells you how much time it took from the very beginning of the project (which includes all project phases from investigation through development) until the profits equal the project investment.
5. False. The exit champion is a person inside the organization and who is well-respected and well-acquainted with the project. The exit champion's role is to seek objective evidence that the project is succeeding or can succeed. In the absence of that evidence, the champion has the authority to terminate the project.
6. A. White space risk is the risk that project activities won't be identified in advance and will leave gaps in the plan.

ⁱ Project Management Institute. (2008). A Guide to the Project Management Body of Knowledge (PMBOK® Guide) (4th edition). Newton Square, Pennsylvania: PMI Publications.

ⁱⁱ Ibid