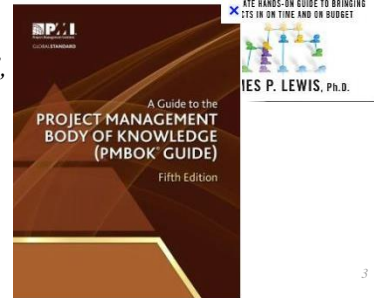
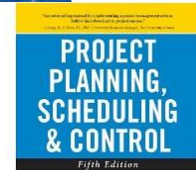
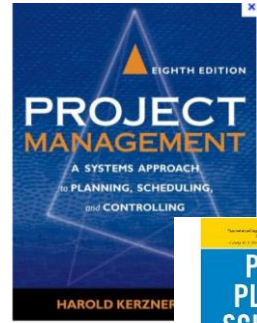




## Course Description (Continued ...)

- **Mid-term session:**
  - 19<sup>th</sup>, Azar, 1393
- **Reference:**
  - Kerzner, H., “Project Management—A Systems Approach to Planning, Scheduling, and Controlling, Eighth Edition”, 2003, John Wiley & Sons, Inc.
  - Lewis, James P.; “Project planning, scheduling, and Control a hands-on guide to bringing projects in on time and on budget”, 2001, McGraw-Hill
  - Project Management Institute; “A Guide to the Project; Management Body of Knowledge”, 5<sup>th</sup> edition, 2013, Project Management Institute, Inc.



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## Course Description (Continued...)

### Course Calendar:

		1,2																													
		W1																													
		Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu
مهر	9 Sep	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
مهر	10 Oct																														
		3,4,5																													
		W2																													
		We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu		
آبان	10 Oct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
آبان	11 Nov																														
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		W3														W4															
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آذر	11 Nov	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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		12,13,14																													
		W5																													
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دی	12 Dec	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
دی	13 Jan																														

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## Course Description (Continued..)

- *Contents:*
  - *Chapter 1 - Overview*
  - *Chapter 2 - Project Management Growth—Concepts and Definitions*
  - *Chapter 3 - Organizational Structures*
  - *Chapter 4 - Organizing and Staffing the Project Office and Team*
  - *Chapter 5 - Management Functions*
  - *Chapter 6 - Time Management and Stress*
  - *Chapter 7 - Conflicts*
  - *Chapter 8 - Special Topics*
  - *Chapter 9 - The Variables for Success*
  - *Chapter 10 - Working with Executives*
  - *Chapter 11 - Planning*

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## Course Description (Continued..)

- *Contents:*
  - *Chapter 12 - Network Scheduling*
  - *Chapter 13 - Project Graphics*
  - *Chapter 14 - Pricing and Estimating*
  - *Chapter 15 - Cost Control*
  - *Chapter 16 - Trade-off Analysis in a Project Environment*
  - *Chapter 17 - Risk Management*
  - *Chapter 18 - Learning Curves*
  - *Chapter 19 - Modern Developments in Project Management*
  - *Chapter 20 - Quality Management*
  - *Chapter 21 - Contracts and Procurement*
  - *Chapter 22 - Critical Chain Project Management*

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## Chapter 8 - Special Topics

### ▪ Introduction

- *There are several situations or special topics that deserve attention. These include:*
  - *Performance measurement*
  - *Compensation and rewards*
  - *Managing small projects*
  - *Managing mega projects*
  - *Morality, ethics and the corporate culture*
  - *Internal partnerships*
  - *External partnerships*
  - *Training and education*
  - *Integrated project teams*

## Chapter 8 - Special Topics

### ▪ Performance measurement

- *A good project manager will make it immediately clear to all new functional employees that if they perform well in the project, then he (the project manager) will inform the functional manager of their progress and achievements.*
- *In a project management structure, there are basically six ways that a functional employee can be evaluated on a project:*
  - *The project manager prepares a written, confidential evaluation and gives it to the functional manager.*
  - *The project manager prepares a non-confidential evaluation and gives it to the functional manager*
  - *The project manager provides the functional manager with an oral evaluation of the employee's performance*
  - *The functional manager makes the entire evaluation without any input from the project manager.*
  - *The project manager makes the entire evaluation for the functional manager.*
  - *All project and functional managers jointly evaluate all project functional employees at the same time.*

# Chapter 8 - Special Topics

- **Performance measurement**
  - Evaluation forms can be filled out either when the employee is up for evaluation or after the project is completed.
  - If it is to be filled out when the employee is eligible for promotion or a merit increase, then the project manager should be willing to give an honest appraisal of the employee's performance

PERFORMANCE FACTORS	EXCELLENT (1 OUT OF 15)	VERY GOOD (3 OUT OF 15)	GOOD (8 OUT OF 15)	FAIR (2 OUT OF 15)	UNSATISFACTORY (1 OUT OF 15)
QUALITY	FAR EXCEEDS JOB REQUIREMENTS	EXCEEDS JOB REQUIREMENTS	MEETS JOB REQUIREMENTS	NEEDS SOME IMPROVEMENT	DOES NOT MEET MINIMUM STANDARDS
TIMELINESS	LEAPS TALL BUILDINGS WITH A SINGLE BOUND	MUST TAKE RUNNING START TO LEAP OVER TALL BUILDING	CAN ONLY LEAP OVER A SHORT BUILDING OR MEDIUM ONE WITHOUT SPIRES	CRASHES INTO BUILDING	CANNOT RECOGNIZE BUILDINGS
INITIATIVE	IS FASTER THAN A SPEEDING BULLET	IS AS FAST AS A SPEEDING BULLET	NOT QUITE AS FAST AS A SPEEDING BULLET	WOULD YOU BELIEVE A SLOW BULLET?	WOUNDS HIMSELF WITH THE BULLET
ADAPTABILITY	IS STRONGER THAN A LOCOMOTIVE	IS STRONGER THAN A BULL ELEPHANT	IS STRONGER THAN A BULL	SHOOTS THE BULL	SMELLS LIKE A BULL
COMMUNICATIONS	WALKS ON WATER CONSISTENTLY	WALKS ON WATER IN EMERGENCIES	WASHES WITH WATER	DRINKS WATER	PASSES WATER IN EMERGENCIES
	TALKS WITH GOD	TALKS WITH ANGELS	TALKS TO HIMSELF	ARGUES WITH HIMSELF	LOSES THE ARGUMENT WITH HIMSELF

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■ Performance measurement  
 Chapter 8 - Special Topics

EMPLOYEE'S NAME		DATE	
PROJECT TITLE		JOB NUMBER	
EMPLOYEE ASSIGNMENT			
EMPLOYEE'S TOTAL TIME TO DATE ON PROJECT		EMPLOYEE'S REMAINING TIME ON PROJECT	
<b>TECHNICAL JUDGMENT:</b>			
<input type="checkbox"/> Quickly reaches sound conclusions	<input type="checkbox"/> Usually makes sound conclusions	<input type="checkbox"/> Marginal decision-making ability	<input type="checkbox"/> Needs technical assistance
<input type="checkbox"/> Makes faulty conclusions			
<b>WORK PLANNING:</b>			
<input type="checkbox"/> Good planner	<input type="checkbox"/> Plans well with help	<input type="checkbox"/> Occasionally plans well	<input type="checkbox"/> Needs detailed instructions
<input type="checkbox"/> Cannot plan at all			
<b>COMMUNICATIONS:</b>			
<input type="checkbox"/> Always understands instructions	<input type="checkbox"/> Sometimes needs clarification	<input type="checkbox"/> Always needs clarifications	<input type="checkbox"/> Needs follow-up
<input type="checkbox"/> Needs constant instruction			
<b>ATTITUDE:</b>			
<input type="checkbox"/> Always job interested	<input type="checkbox"/> Shows interest most of the time	<input type="checkbox"/> Shows no job interest	<input type="checkbox"/> More interested in other activities
<input type="checkbox"/> Does not care about job			
<b>COOPERATION:</b>			
<input type="checkbox"/> Always enthusiastic	<input type="checkbox"/> Works well until job is completed	<input type="checkbox"/> Usually works well with others	<input type="checkbox"/> Works poorly with others
<input type="checkbox"/> Wants it done his/her way			
<b>WORK HABITS:</b>			
<input type="checkbox"/> Always project oriented	<input type="checkbox"/> Most often project oriented	<input type="checkbox"/> Usually consistent with requests	<input type="checkbox"/> Works poorly with others
<input type="checkbox"/> Always works alone			
ADDITIONAL COMMENTS:			

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*Chapter 8 - Special Topics*

▪ *Performance measurement*

EMPLOYEE'S NAME	DATE
PROJECT TITLE	JOB NUMBER
EMPLOYEE ASSIGNMENT	
EMPLOYEE'S TOTAL TIME TO DATE ON PROJECT	EMPLOYEE'S REMAINING TIME ON PROJECT

	EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	INADEQUATE
TECHNICAL JUDGMENT					
WORK PLANNING					
COMMUNICATIONS					
ATTITUDE					
COOPERATION					
WORK HABITS					
PROFIT CONTRIBUTION					

ADDITIONAL COMMENTS: \_\_\_\_\_

## Chapter 8 - Special Topics

- *Performance measurement*
  - *Obviously, evaluation forms have severe limitations, as a one-to-one comparison of all project functional personnel is of little value if the employees are from different departments.*
  - *Several companies are using this form by assigning coefficients of importance to each topic.*
    - *For example, under a topic of technical judgment, the project engineer might have a coefficient of importance of 0.90, whereas the cost accountant's coefficient might be 0.25.*
    - *These coefficients could be reversed for a topic on cost consciousness. Unfortunately, such comparisons have questionable validity, and this type of evaluation form is usually of a confidential nature.*



## Chapter 8 - Special Topics

### Performance measurement

- From a top-management perspective, the indirect evaluation process brings with it several headaches.
  - Wage and salary administrators readily accept the necessity for using different evaluation forms for white-collar and blue-collar workers.
  - But now, we have a situation in which there can be more than one type of evaluation system for white-collar workers alone.
  - Those employees who work in project-driven functional departments will be evaluated directly and indirectly, but based on formal procedures.
  - Employees who charge their time to overhead accounts and non-project-driven departments might simply be evaluated by a single, direct evaluation procedure.

## Chapter 8 - Special Topics

### Performance measurement

- Many wage and salary administrators contend that they cannot live with a white-collar evaluation system and therefore have tried to combine the direct and indirect evaluation forms into one

1. NAME \_\_\_\_\_ 2. DATE OF EVALUATION \_\_\_\_\_

3. JOB ASSIGNMENT \_\_\_\_\_ 4. DATE OF LAST EVALUATION \_\_\_\_\_

5. PAY GRADE \_\_\_\_\_

6. EMPLOYEE'S IMMEDIATE SUPERVISOR \_\_\_\_\_

7. SUPERVISOR'S LEVEL:  SECTION  DEPT.  DIVISION  EXECUTIVE

**II. EVALUATOR'S INFORMATION:**

1. EVALUATOR'S NAME \_\_\_\_\_

2. EVALUATOR'S LEVEL:  SECTION  DEPT.  DIVISION  EXECUTIVE

3. RATE THE EMPLOYEE ON THE FOLLOWING:

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
ABILITY TO ASSUME RESPONSIBILITY					
WORKS WELL WITH OTHERS					
LOYAL ATTITUDE TOWARD COMPANY					
DOCUMENTS WORK WELL AND IS BOTH COST AND PROFIT CONSCIOUS					
RELIABILITY TO SEE JOB THROUGH					
ABILITY TO ACCEPT CRITICISM					
WILLINGNESS TO WORK OVERTIME					
PLANS JOB EXECUTION CAREFULLY					
TECHNICAL KNOWLEDGE					
COMMUNICATIVE SKILLS					
OVERALL RATING					

4. RATE THE EMPLOYEE IN COMPARISON TO HIS CONTEMPORARIES:

	LOWER 10%	LOWER 25%	LOWER 40%	MIDWAY	UPPER 25%	UPPER 40%	UPPER 50%	UPPER 10%

5. RATE THE EMPLOYEE IN COMPARISON TO HIS CONTEMPORARIES:

	SHOULD BE PROMOTED AT ONCE	PROMOTABLE NEXT YEAR	PROMOTABLE ALONG WITH CONTEMPORARIES	NEEDS TO MATURE IN GRADE	DEFINITELY NOT PROMOTABLE

6. EVALUATOR'S COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
SIGNATURE \_\_\_\_\_

**III. CONCURRENCE SECTION:**

1. NAME \_\_\_\_\_

2. POSITION:  DEPARTMENT  DIVISION  EXECUTIVE

3. CONCURRENCE  AGREE  DISAGREE

4. COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
SIGNATURE \_\_\_\_\_

**IV. PERSONNEL SECTION:** (to be completed by the Personnel Department only)

	LOWER 10%	LOWER 25%	LOWER 40%	MIDWAY	UPPER 40%	UPPER 25%	UPPER 10%
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Chapter 8 - Special Topics  
 Performance measurement

**I. EMPLOYEE INFORMATION:**

1. NAME \_\_\_\_\_ 2. DATE OF EVALUATION \_\_\_\_\_
3. JOB ASSIGNMENT \_\_\_\_\_ 4. DATE OF LAST EVALUATION \_\_\_\_\_
5. PAY GRADE \_\_\_\_\_
6. EMPLOYEE'S IMMEDIATE SUPERVISOR \_\_\_\_\_
7. SUPERVISOR'S LEVEL:  SECTION  DEPT.  DIVISION  EXECUTIVE

**II. EVALUATOR'S INFORMATION:**

1. EVALUATOR'S NAME \_\_\_\_\_
2. EVALUATOR'S LEVEL:  SECTION  DEPT.  DIVISION  EXECUTIVE
3. RATE THE EMPLOYEE ON THE FOLLOWING:

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
ABILITY TO ASSUME RESPONSIBILITY					
WORKS WELL WITH OTHERS					
LOYAL ATTITUDE TOWARD COMPANY					
DOCUMENTS WORK WELL AND IS					
BOTH COST AND PROFIT CONSCIOUS					
RELIABILITY TO SEE JOB THROUGH					
ABILITY TO ACCEPT CRITICISM					
WILLINGNESS TO WORK OVERTIME					
PLANS JOB EXECUTION CAREFULLY					
TECHNICAL KNOWLEDGE					
COMMUNICATIVE SKILLS					
OVERALL RATING					

4. RATE THE EMPLOYEE IN COMPARISON TO HIS CONTEMPORARIES:

LOWER 10%	LOWER 25%	LOWER 40%	MIDWAY	UPPER 40%	UPPER 25%	UPPER 10%

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5. RATE THE EMPLOYEE IN COMPARISON TO HIS CONTEMPORARIES:

SHOULD BE PROMOTED AT ONCE	PROMOTABLE NEXT YEAR	PROMOTABLE ALONG WITH CONTEMPORARIES	NEEDS TO MATURE IN GRADE	DEFINITELY NOT PROMOTABLE

6. EVALUATOR'S COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 SIGNATURE \_\_\_\_\_

**III. CONCURRENCE SECTION:**

1. NAME \_\_\_\_\_
2. POSITION:  DEPARTMENT  DIVISION  EXECUTIVE
3. CONCURRENCE  AGREE  DISAGREE
4. COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 SIGNATURE \_\_\_\_\_

**IV. PERSONNEL SECTION:** (to be completed by the Personnel Department only)

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V. EMPLOYEE'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

Chapter 8 - Special Topics  
 Performance measurement



## Chapter 8 - Special Topics

- *Financial compensation and rewards*
  - *Proper financial compensation and rewards are important to the morale and motivation of people in any organization.*
    - *Job classification and job descriptions*
    - *Dual accountability and dual reporting relationships*
    - *Bases for financial rewards*
    - *Special compensations*

## Chapter 8 - Special Topics

- *Financial compensation and rewards*
  - *Some specific guidelines are provided here to help managers establish compensation systems for their project organizations.*
  - *The foundations of these compensation practices are based on four systems:*
    - *(1) job classification,*
    - *(2) base pay,*
    - *(3) performance appraisals, and*
    - *(4) merit increases.*

## Chapter 8 - Special Topics

- **Financial compensation and rewards**
  - **Job Classifications and Job Descriptions**
    - *The first step is to define job titles for various project personnel and their corresponding responsibilities.*
    - *Titles are noteworthy because they imply certain responsibilities, position power, organizational status, and pay level. Furthermore, titles may indicate certain functional responsibilities*
    - *The job description provides the basic charter for the job and the individual in charge of it.*
    - *A good job description is brief and concise, not exceeding one page. Typically, it is broken down into three sections:*
      - *(1) overall responsibilities,*
      - *(2) specific duties, and*
      - *(3) qualifications.*

### Job Description: Lead Project Engineer of Processor Development

#### Overall Responsibility

Responsible for directing the technical development of the new Central Processor including managing the technical personnel assigned to this development. The Lead Project Engineer has dual responsibility, (1) to his/her functional superior for the technical implementation and engineering quality and (2) to the project manager for managing the development within the established budget and schedule.

#### Specific Duties and Responsibilities

1. Provide necessary program direction for planning, organizing, developing and integrating the engineering effort, including establishing the specific objectives, schedules, and budgets for the processor subsystem.
2. Provide technical leadership for analyzing and establishing requirements, preliminary designing, designing, prototyping, and testing of the processor subsystem.
3. Divide the work into discrete and clearly definable tasks. Assign tasks to technical personnel within the Lead Engineer's area of responsibility and other organizational units.
4. Define, negotiate, and allocate budgets and schedules according to the specific tasks and overall program requirements.
5. Measure and control cost, schedule, and technical performance against program plan.
6. Report deviations from program plan to program office.
7. Replan trade-off and redirect the development effort in case of contingencies such as to best utilize the available resources toward the overall program objectives.
8. Plan, maintain, and utilize engineering facilities to meet the long-range program requirements.

#### Qualifications

1. Strong technical background in state-of-the-art central processor development.
2. Prior task management experience with proven record for effective cost and schedule control of multidisciplinary technology-based task in excess of SIM.
3. Personal skills to lead, direct, and motivate senior engineering personnel.
4. Excellent communication skills, both orally and in writing.

## Chapter 8 - Special Topics

- *Financial compensation and rewards*
  - *Base-Pay Classifications and Incentives*
    - *After the job descriptions have been developed, one can delineate pay classes consistent with the responsibilities and accountabilities for business results.*
    - *This is understandable because, on the surface, project positions look less senior than their functional counterparts, as formal authority over resources and direct reports are often less necessary for project positions than for traditional functional positions.*
    - *Many companies that have struggled with this problem have solved it by*
      - *(1) working out compensation schemes as a team of senior managers and personnel specialists, and*
      - *(2) applying criteria of responsibility and business/profit accountability to setting pay scales for project personnel in accord with other jobs in their organization.*

## Chapter 8 - Special Topics

- *Financial compensation and rewards*
  - *Performance Appraisals*

*Traditionally, the purpose of the performance appraisal is to:*

    - *Assess the employee's work performance, preferably against pre-established objectives*
    - *Provide a justification for salary actions*
    - *Establish new goals and objectives for the next review period*
    - *Identify and deal with work-related problems*
    - *Serve as a basis for career discussions*

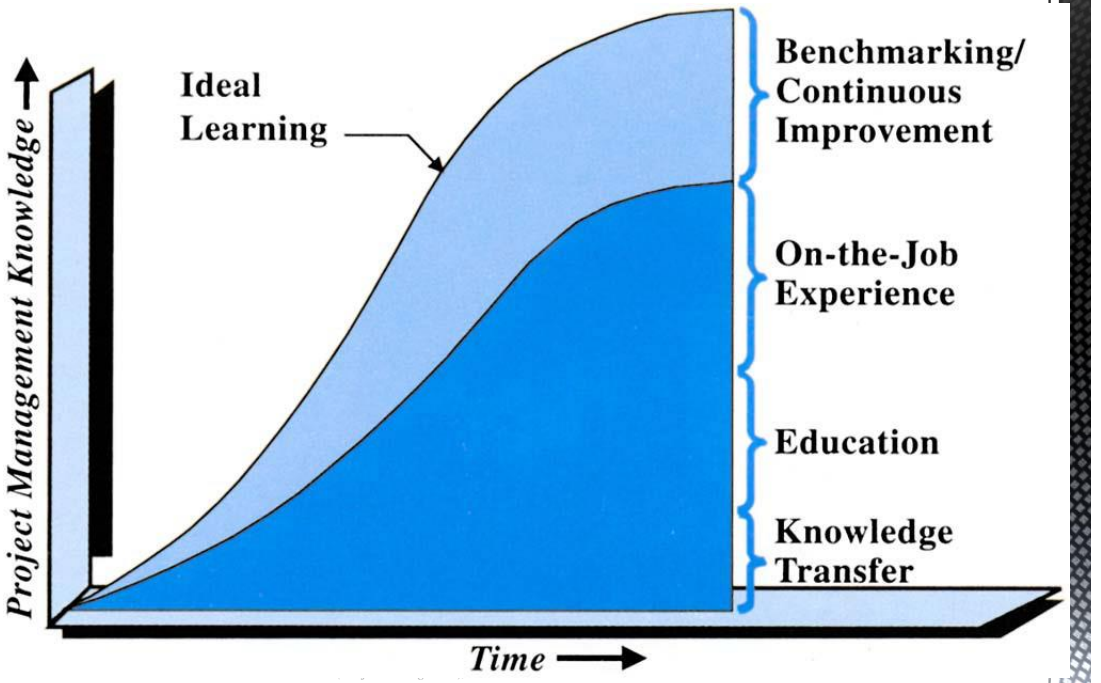
## Chapter 8 - Special Topics

- *Financial compensation and rewards*
  - *Performance Appraisals*
  - *Acknowledging the realities, organizations are measuring performance of their project managers, in at least two areas:*
    - *Business results as measured by profits, contribution margin, return on investment, new business, and income; also, on-time delivery, meeting contractual requirements, and within-budget performance.*  
*This applies only if the project manager is indeed responsible for business results such as contractual performance or new business acquisitions.*
    - *Managerial performance as measured by overall project management effectiveness, organization, direction and leadership, and team performance*  
*This is clearly more difficult to assess. Moreover, if handled improperly, it will lead to manipulation and game playing.*

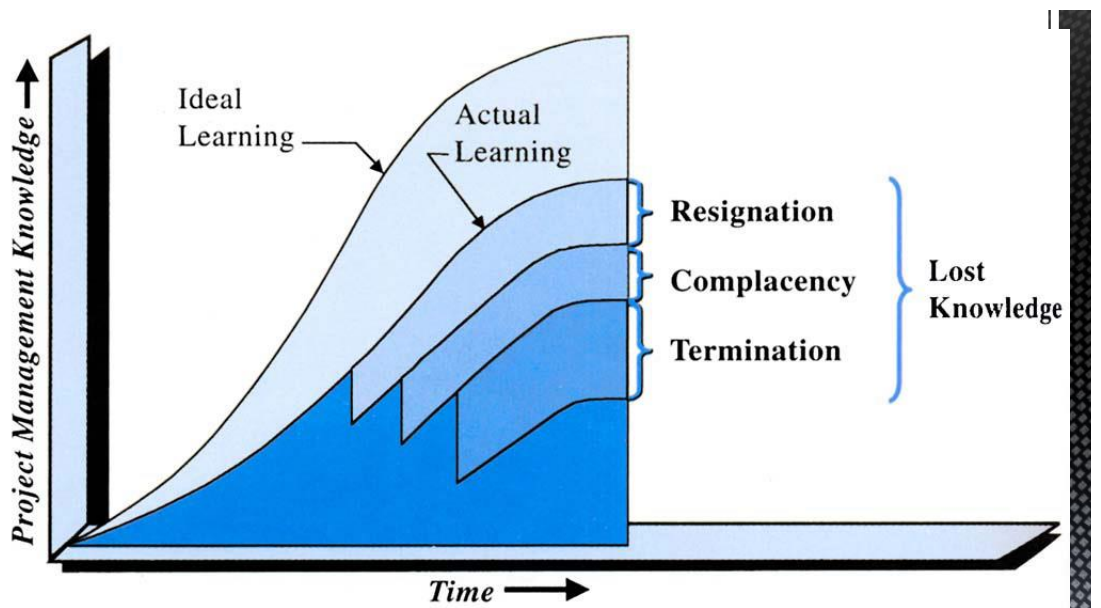
## Chapter 8 - Special Topics

- *Training and Education*
  - *Given that most companies use the same basic tools as part of their methodology, what makes one company better than another?*
  - *The answer lies in the execution of the methodology.*
  - *Training and education can accelerate not only the project management maturity process but also the ability to execute the methodology.*

Training and Education  
 Chapter 8 - Special Topics



Training and Education  
 Chapter 8 - Special Topics



## Chapter 8 - Special Topics

- **Training and Education**
  - *Companies often find themselves in a position of having to provide a key initiative for a multitude of people, or simply specialized training to a program team about to embark upon a new long-term effort.*
  - *The elements common to training on a key initiative or practice include:*
    - *A front-end analysis of the program team's needs and training requirements*
    - *Involvement of the program teams in key decisions*
    - *Customized training to meet program team's specific needs*
    - *Targeted training for the implementation of specific practices*
    - *Improved training outcomes, including better course depth, timeliness, and reach*

## Chapter 9: The Variables for Success

- **Introduction**
  - *Project management cannot succeed unless the project manager is willing to employ the systems approach to project management by analyzing those variables that lead to success and failure.*
    - *Predicting project success*
    - *Project management effectiveness*
    - *Expectations*
    - *Force field analysis*



## Chapter 9: The Variables for Success

- *Predicting the project success*
  - *One of the most difficult tasks is predicting whether the project will be successful.*
  - *Project success is often measured by the "actions" of three groups:*
    - *The project manager and team,*
    - *The parent organization, and*
    - *The customer's organization.*

## Chapter 9: The Variables for Success

- *Predicting the project success*
  - *There are certain actions that the project manager and team can take in order to stimulate project success. These actions include:*
    - *Insist on the right to select key project team members.*
    - *Select key team members with proven track records in their fields.*
    - *Develop commitment and a sense of mission from the outset.*
    - *Seek sufficient authority and a projectized organizational form.*
    - *Coordinate and maintain a good relationship with the client, parent, and team.*
    - *Seek to enhance the public's image of the project.*
    - *Have key team members assist in decision-making and problem-solving.*
    - *....*

## Chapter 9: The Variables for Success

- *Predicting the project success*
  - *With regard to the parent organization, there exist a number of variables that can be used to evaluate parent organization support. These variables include:*
    - *A willingness to coordinate efforts*
    - *A willingness to maintain structural flexibility*
    - *A willingness to adapt to change*
    - *Effective strategic planning*
    - *Rapport maintenance*
    - *Proper emphasis on past experience*
    - *....*

## Chapter 9: The Variables for Success

- *Project management effectiveness*
  - *Project managers interact continually with upper-level management, perhaps more so than with functional managers.*
  - *Not only the success of the project, but even the career path of the project manager can depend on the working relationships and expectations established with upper-level management.*
  - *There are four key variables in measuring the effectiveness of dealing with upper-level management. These variables are*
    - *Credibility,*
    - *Priority,*
    - *Accessibility, and*
    - *Visibility*