

EC411

Project Human Resource Management

[Onsite]

Course Description:

The purpose of this course is to provide the student with an understanding of the tools and techniques required to make the most effective use of the people involved in a project. These individuals are project stakeholders, project sponsors, the project manager, project team members and the balance of the organization. In this course, human resource management policies and practices concentrate on project organizational planning, project staff acquisition and team development.

Prerequisite(s) and/or Corequisite(s):

Prerequisites: EC312 Project Management Techniques, GE117 Composition I or equivalent

Credit hours: 4

Contact hours: 40 (40 Theory Hours)

SYLLABUS: Project Human Resource Management

Instructor: _____

Office hours: _____

Class hours: _____

MAJOR INSTRUCTIONAL AREAS

1. Creating cross-functional project teams
2. Challenges of managing human side of teams
3. Developing and leading project teams
4. Challenges of managing virtual teams
5. Motivating and leading teams
6. Challenges of Virtual Teams

COURSE OBJECTIVES

1. Evaluate organizational strengths and barriers for the establishment and effective use of teams.
2. Demonstrate the group and individual team member skills that are necessary for effective project team development.
3. Demonstrate the human resource skills required to be an effective project manager.
4. Analyze different techniques utilized by project managers for motivating team members.
5. Apply techniques for project team development and leadership.

6. Evaluate the methods that managers use to resolve conflict and dissent in project teams.
7. Analyze the correlation between project requirements and required team resources.
8. Evaluate the methods to manage change effectively in a team environment.
9. Analyze the techniques for effective evaluation and management of virtual project teams.
10. Evaluate the methods for project closeout and evaluation.
11. Demonstrate effective and efficient use of ITT Tech Virtual Library to research human resource management in project teams.

Related SCANS Objectives

1. Assess knowledge and skills and distribute work accordingly, evaluate performance and provide feedback.
2. Interpret information and communicate results in the form of oral, written, or multimedia methods.
3. Allocate, utilize, and manage material and human resources effectively.
4. Demonstrate the ability to clearly interpret and communicate information on the concepts and techniques of Project Management.
5. Analyze information in new ways, using creative thinking skills.
6. Assess own knowledge, skills, and abilities accurately in ways that reveal new possibilities for self-development.
7. Apply decision-making skills to specify goals and constraints and find the best alternatives, while always considering risks.

8. Apply a critical thinking process to identify a rule or principle underlying the relationship between two or more theories.
9. Organize and maintain information to maximize the retention and expression of knowledge.
10. Demonstrate the ability to obtain, evaluate, identify, and create information.

TEACHING STRATEGIES

The curriculum is designed to promote a variety of teaching strategies that support the outcomes described in the course objectives and foster cognitive skills. The content is delivered using various media and delivery tools in the classroom.

The goal of this course is to provide students with the knowledge and skills required to become effective project managers who utilize human resources effectively. Each unit focuses on the foundational knowledge and skills required to apply critical thinking skills, determine alternatives for making decisions, and apply learning to specific situations.

The rubric below should be used to evaluate participation. Evaluate the students on the criteria specified and multiply the final score by 5.

Criterion	Quality			
Degree to which student integrates course reading into classroom participation	Often cites from the course; uses course content to support points; often articulates appropriate examples from reading (5 points)	Occasionally cites from the course; sometimes uses course content to support points; occasionally articulates appropriate examples from reading (3 points)	Rarely able to cite from the course; rarely uses course content to support points; rarely articulates appropriate examples from reading (1 point)	Unable to cite from the course; cannot use course content to support points; cannot articulate appropriate examples from reading (0 point)
Interaction/participation in classroom discussions	Always a willing participant, responds frequently to questions; routinely volunteers point of view (5 points)	Often a willing participant, responds occasionally to questions; occasionally volunteers point of view (3 points)	Rarely a willing participant, rarely able to respond to questions; rarely volunteers point of view (1 point)	Never a willing participant, never able to respond to questions; never volunteers point of view (0 point)
Interaction/participation in classroom learning activities	Always a willing participant; acts appropriately during all role plays, etc.; responds frequently to questions; routinely volunteers point of view (5 points)	Often a willing participant; acts appropriately during role plays, etc.; responds occasionally to questions; occasionally volunteers point of view (3 points)	Rarely a willing participant, occasionally acts appropriately during role plays, etc.; rarely able to respond to direct questions; rarely volunteers point of view (1 point)	Never a willing participant, often acts inappropriately during role plays, etc.; never able to respond to direct questions; never volunteers point of view (0 point)
Demonstration of professional attitude and demeanor	Always demonstrates commitment through thorough preparation; always arrives on time; often solicits instructors' perspective outside class (5 points)	Rarely unprepared; rarely arrives late; occasionally solicits instructors' perspective outside class (3 points)	Often unprepared; occasionally arrives late; rarely solicits instructors' perspective outside class (1 point)	Rarely prepared; often arrives late; never solicits instructors' perspective outside class (0 point)

In each unit the students are given a primary case analysis and/or research assignment to apply the knowledge and skills presented.

Please note this course has a project that is due unit 11 and project parts due throughout the entire quarter.

COURSE RESOURCES

Student Textbook Package

- Parker, Glenn M. *Cross-Functional Teams*. San Francisco, CA: Jossey-Bass Publications, 2003.
- Project Management Institute, Inc. *People in Projects*. Newtown Square, PA: Project Management Institute, Inc., 2001.

References and Resources

ITT Tech Virtual Library

Log on to the ITT Tech Virtual Library (<http://www.library.itt-tech.edu/>) to access online books, journals, and other reference resources selected to support ITT Tech curriculums.

■ General References

- Reference Resources>Business>
 - CEO Express
 - Bprint.com
- Program Links>Technical Project Management>Link Library>EC411
- Program Links>Professional Organizations
 - Project Management Institute—www.pmi.org
- Books

The following books are related to this course and are available in the ITT Tech Virtual Library:

- Adair, John. *Inspiring Leadership: Learning from Great Leaders*. London: Thorogood Publishing, 2003.
- Aldisert, Lisa M. *Valuing People: How Human Capital Can be Your Strongest Asset*. Chicago, IL: Dearborn Trade, A Kaplan Professional Company, 2002.
- Cooper, Cary L. and Michiel Kompier. *Preventing Stress, Improving Productivity: European Case Studies in the Workplace*. NY: Routledge, 1999.
- Edwards, Abigail and John R. Wilson. *Implementing Virtual Teams: A Guide to Organizational and Human Factors*. Abingdon, Oxon, GBR: Gower Publishing Limited, 2004.
- Friesen, Michael E. *The Internal Sell: Encouraging Executive Influence and Accomplishment*. Westport, Connecticut: Greenwood Publishing Group, Incorporated, 1998.
- Gallagher, Peter and Darren O'Connor. *Human Resource Planning*. Broadstairs, Kent, UK: Scitech Educational, 2000.
- Godar, Susan H. and Sharmila Pixy Ferris. *Virtual and Collaborative Teams*. Hershey, PA: Idea Group Inc. 2004.
- Goncalves, Marcus. *Managing Virtual Projects*. NY: The McGraw-Hill Companies, 2004.
- Kendrick, Tom. *Project Management Tool Kit: 100 Tips and Techniques for Getting the Job Done Right*. NY: AMACOM, 2004.
- Kleim, Ralph L. *Leading High Performance Projects*. Boca Raton, FL: J. Ross Publishing, Inc. 2004.
- Lewis, James P. *Working Together: 12 Principles for Achieving Excellence in Managing Projects, Teams, and Organizations*.
New York: McGraw-Hill, 2001.
- Martin, Vivien. *Managing Projects in Human Resources, Training and Development*. Philadelphia: Kogan Page Ltd, 2006.
- Newell, Michael W. and Marina N. Grashina. *Project Management Question and Answer Book*. NY: AMACOM, 2003.
- Pauleen, David. *Virtual Teams: Projects, Protocols and Processes*. Hershey, PA: Idea Group Inc., 2003.

- Pennypacker, James S. and Lowell D. Dye. *Managing Multiple Projects*. NY: Marcel Dekker Inc., 2002.
 - Phillips, Jack and Ron Stone. *How to Measure Training Results*. Blacklick, OH: McGraw-Hill Professional, 2002.
 - Rad, Parviz F. and Ginger Levin. *Achieving Project Management Success Using Virtual Teams*. Boca Raton, FL: J. Ross Publishing Inc., 2003.
 - Rothwell, William J. *Effective Succession Planning: Ensuring Leadership Continuity and Building Talent from Within (3^d Edition)*. NY: AMACOM, 2005.
 - Sheard, A.G. and A.P. Kakabadse. *A Process Perspective on Leadership and Team Development*. Bradford, UK: Emerald Group Publishing Limited, 2004.
 - Thompson, Paul. *Work Organizations: Critical Introduction*. NY: Palgrave Macmillan, 2003.
 - Topping, Peter. *Managerial Leadership*. NY: McGraw-Hill Professional, 2002.
 - Verma, Vijay K. *Managing the Project Team: The Human Aspects of Project Management Volume Three*. Newtown Square, PA: Project Management Institute, 1997.
 - Wilson, John P. *Human Resource Development: Learning and Training for Individuals and Organizations (2nd Edition)*. London, GBR: Kogan Page Limited, 2005.
- **Periodicals**
 - **Periodicals>EbscoHost**
 - Aluwihare, Duleep. *Learning*. *Harvard Business Review*, Vol. 85, Issue 1, p. 25, January 2007.
 - Anand, Vikas, Mark A. Clark and Mary ZeZellnerruhn, *Team Knowledge Structures: Matching Task To Information Environment: Journal of Managerial Issues*, Vol. XV, Number 1. Spring 2003.
 - Coles, Sarah. *Satisfying Basic Needs*. *Employee Benefits*, Special section, pp. 3-7, Oct 2001.
 - Cummings, Alexander B. *Conviction*. *Harvard Business Review*, Vol. 85 Issue 1, p. 24, January 2007.

- Gensler, Arthur. *Vision*. *Harvard Business Review*, Vol. 85, Issue 1, p. 18, January 2007.
- Humer, Franz. *Intuition*. *Harvard Business Review*, Vol. 85, Issue 1, p. 17, January 2007.
- Jackson, Gary. *Energy*. *Harvard Business Review*, Vol. 85, Issue 1 p. 17, January 2007.
- Kallasvuo, Olli-Pekka. *Humility*. *Harvard Business Review*, Vol. 85, Issue 1, p. 16. January 2007.
- Klapmeier, Alan. *Passion*. *Harvard Business Review*, Vol. 85, Issue 1, pp. 22-23, January 2007.
- Lord, Robert L. *Traditional Motivation Theories and Older Engineers*. *Engineering Management Journal* Vol. 14 Issue 3, pp. 3-8, September 2002.
- Morrison, Mike. *The Very Model of a Modern Senior Manager*. *Harvard Business Review*, Vol. 85, Issue 1, pp. 27-32, January 2007.
- Petrov, Sergey. *Persepctive*. *Harvard Business Review*, Vol. 85, Issue 1, pp. 20-21, January 2007.
- Yoke, Chuck. *The 'Me' In Team, and What it Means*. *Network World* Vol. 23, Issue 30, p. 33, August 7, 2006.

- **Periodicals>ProQuest**
 - Germain, Richard and Corneila Droge. *The Context, Organizational Design, and Performance of JIT Buying Versus Non-JIT Buying*. *International Journal of Purchasing and Materials Management*. Spring 1998, pp. 12-18.
 - Offstein, Evan H., Gloria Harrell-Cook, and Ahmad Tootoonchi. *Top Management Team Discretion and Impact: Drivers of A Firm's Competitiveness: Competitiveness Review*. Vol. 15, Issue 2, 2005, pp. 82-92.
 - Pipinich, Rod E. *High-Stakes Creativity: Industrial Engineer*. Vol. 38, Issue 6, June 2006, pp. 30-35.
 - Ray, Gehani R. *Time-based Management of Technology: A Taxonomic Integration of Tactical and Strategic Roles*: International

Journal of Operations and Production Management. Vol. 15, Issue 2, 1995, pp.19-36.

■ **Other Resources**

- Business Netiquette International
(<http://www.bspage.com/1netiq/Netiq.html>)
- Ganttthead.com IT Project Management for Project Managers—www.ganttthead.com
- Hoffman, Harvey F. *Organizations Through the Eyes of a Project Manager*. Prentice Hall, Upper Saddle River, New Jersey, 2003.
- *Harvard Business Review on Managing Projects*. Harvard Business School Press, Boston, 2005.

All links to web references outside of the virtual library are always subject to change without prior notice.

EVALUATION & GRADING

COURSE REQUIREMENTS

1. Attendance and Participation

Regular attendance and participation are essential for satisfactory progress in this course.

2. Completed Assignments

Each student is responsible for completing all assignments on time.

3. Team Participation (if applicable)

Each student is responsible for participating in team assignments and for completing the delegated task. Each team member must honestly evaluate the contributions by all members of their respective teams.

Evaluation Criteria Table

The final grade will be based on the following weighted categories:

CATEGORY	WEIGHT
Participation	10%
Research Assignments	20%
Analysis	20%
Quizzes	10%
Project Assignments	25%
Final Project	15%
Total	100.00%

Grade Conversion Table

Final grades will be calculated from the percentages earned in class as follows:

Grade	Percentage	Credit
A	90-100%	4.0

Grade	Percentage	Credit
B+	85-89%	3.5
B	80-84%	3.0
C+	75-79%	2.5
C	70-74%	2.0
D+	65-69%	1.5
D	60-64%	1.0
F	<60%	0.0

COURSE OUTLINE

Notes

- **Unit 1:** All the concepts will be covered in the class; therefore, the specified readings are merely for your reference.
- **For all units, except unit 1:** It is recommended that you complete the readings before attending the class.

Unit #	Activities for the Unit
1–Cross-Functional Teams	<ul style="list-style-type: none"> • Content Covered <ul style="list-style-type: none"> ○ <i>Cross-Functional Teams:</i> <ul style="list-style-type: none"> • Chapter 1, “The World of Cross-Functional Teams,” pp. 1-11 • Chapter 2, “The Competitive Advantages of Cross-Functional Teams,” pp. 12-36 • Chapter 3, “Overcoming Barriers and Obstacles to Teamwork,” pp. 37-52 • Participation: 1, 2, and 3 • Analysis: 1
2–Team Member Attributes	<ul style="list-style-type: none"> • Readings <ul style="list-style-type: none"> ○ <i>People in Projects:</i>

Unit #	Activities for the Unit
	<ul style="list-style-type: none"> • Section 5, “All Project Members should be Treated Equal!” pp. 157-158 • Section 5, “Project Teams: What Have We Learned?” pp. 159-166 • Section 5, “Shared Vision Creates Strong Project Teams,” pp. 167-168 • Section 5, “Leadership in Project Life Cycle and Team Character Development,” pp. 171-180 • Section 5, “Learning with Style,” pp. 182-183 • Participation: 1 • Research Assignment: 1 • Project Assignment : Part 1
3–Project Manager Attributes	<ul style="list-style-type: none"> • Readings <ul style="list-style-type: none"> ○ <i>People in Projects:</i> <ul style="list-style-type: none"> • Section 1, “Project Leadership Means Role Playing,” pp. 3-14 • Section 1, “Resource Managers: The Key to Your Success,” pp. 23-27 • Section 1, “Duties of the Effective Resource Manager,” pp. 28-29 • Section 1, “Project Leadership and the Art of Managing Involvement,” pp. 30-37 • Section 1, “How Can a Project Manager Be an Effective Negotiator?” pp. 38-43 • Section 1, “Negotiating the Right Decision,” pp. 44-48 • Section 1, “Handling Unpleasant Project Tasks,” pp. 49-55 • Participation: 1 and 2 • Analysis: 1

Unit #	Activities for the Unit
	<ul style="list-style-type: none"> • Project Assignment : Part 2
4–Motivating Team Members	<ul style="list-style-type: none"> • Readings <ul style="list-style-type: none"> ○ <i>Cross-Functional Teams:</i> <ul style="list-style-type: none"> • Chapter 10, “Learning as a Team Event,” pp. 141-159 • Chapter 11, “Team Size: Small is Beautiful,” pp. 160-169 ○ <i>People in Projects:</i> <ul style="list-style-type: none"> • Section 5, “Mentoring in the Project Environment,” pp. 184-189 • Section 5, “Establishing an Internal Mentorship Program,” pp. 190-194 • Quiz • Participation: 1 • Research Assignment: 1 • Project Assignment : Part 3
5–Leading Team Members	<ul style="list-style-type: none"> • Readings <ul style="list-style-type: none"> ○ <i>Cross-Functional Teams:</i> <ul style="list-style-type: none"> • Chapter 4, “Leading Cross-Functional Teams,” pp. 53-66 • Chapter 5, “Empowering Teams to Do the Job,” pp. 67-86 ○ <i>People in Projects:</i> <ul style="list-style-type: none"> • Section 1, “Attributes of the Successful Project Leader,” pp. 5-14 • Section 1, “Are you a Project Manager/Leader or Just

Unit #	Activities for the Unit
	<p style="text-align: center;">Managing Projects?” pp. 15-22</p> <ul style="list-style-type: none"> • Section 2, “Anticipating Team Roles and Interactions When Planning a Software Development Project,” pp. 70-76 • Participation: 1, 2 and 3 • Research Assignment: 1 • Analysis: 1
<p>6–Resolving Team Conflicts</p>	<ul style="list-style-type: none"> • Readings <ul style="list-style-type: none"> ○ <i>Cross-Functional Teams:</i> <ul style="list-style-type: none"> • Chapter 12, “The Team Working Together,” pp. 170-194 ○ <i>People in Projects:</i> <ul style="list-style-type: none"> • Section 6, “Is Everybody Happy?” pp. 207-210 • Section 6, “Discovering Bias in Facilitated Teams,” pp. 211- 213 • Section 6, “Resolving Team Conflict,” pp. 214-218 • Section 6, “Dealing With Dissent: The Story of Henry,” pp. 219-220 • Section 6, “The Misused Project Manager,” pp. 221-229 • Participation: 1 and 2 • Analysis: 1 • Project Assignment : Part 4
<p>7–Human Resource</p>	<ul style="list-style-type: none"> • Readings

Unit #	Activities for the Unit
Planning	<ul style="list-style-type: none"> ○ <i>Cross-Functional Teams:</i> <ul style="list-style-type: none"> • Chapter 9, “Team Pay for Team Play,” pp. 124-140 ○ <i>People in Projects:</i> <ul style="list-style-type: none"> • Section 4, “How are you Handling the Resource Shortage,” pp. 137-138 • Section 4, “Human Resources: How are They Faring on Your Project?” pp. 139-140 • Section 4, “Finding and Keeping the Best Employees,” pp. 141-142 • Section 4, “Pump Up Your Project Scheduling,” pp. 143-148 • Section 4, “Little Things Make the Biggest Difference,” pp. 151-152 • Section 4, “Walking the Talk,” pp. 153-154 • Quiz • Participation: 1 • Project Assignment : Part 5 and 6
8–Change Management	<ul style="list-style-type: none"> • Readings <ul style="list-style-type: none"> ○ <i>Cross-Functional Teams:</i> <ul style="list-style-type: none"> • Chapter 13, “Management’s Role in Building a Team-Based Organization,” pp. 195-208 • Chapter 14, “ Jump-Starting the Change to Cross-Functional Teams,” pp. 209-218 ○ <i>People in Projects:</i> <ul style="list-style-type: none"> • Section 9, “The Team-Friendly Organizational Structure: A Paradigm Shift,” pp. 273-279 • Section 9, “Project Management in an Era of Increasingly

Unit #	Activities for the Unit
	<p>Rapid Change,” pp. 280-284</p> <ul style="list-style-type: none"> • Section 9, “Project Recovery: Short- and Long-Term Solutions,” pp. 285-290 • Section 9, “Risk Management in a Downsized Environment,” pp. 291-295 • Section 9, “Alternatives to Downsizing,” pp. 296-302 <ul style="list-style-type: none"> • Participation: 1 and 2 • Analysis: 1 • Research Assignment: 1
9–Virtual Teams	<ul style="list-style-type: none"> • Readings <ul style="list-style-type: none"> ○ <i>People in Projects:</i> <ul style="list-style-type: none"> • Section 2, “The Fourth Constraint: Relationships,” pp. 59-62 • Section 2, “Relationship Building: A Key Technical Skill,” pp. 63-69 • Section 8, “The Virtual Project: Managing Tomorrow’s Team Today,” pp. 253-260 • Section 8, “Cohesive, Productive Distance Teams,” pp. 261-265 • Section 8, “Global Work Teams: A Cultural Perspective,” pp. 266-270 • Participation: 1 and 2 • Analysis: 1
10–Project Closeout	<ul style="list-style-type: none"> • Readings <ul style="list-style-type: none"> ○ <i>People in Projects:</i> <ul style="list-style-type: none"> • Section 7, “The Forgotten Phase,” pp. 233-234 • Section 7, “How to Prepare and Conduct a Project Review,” pp.

Unit #	Activities for the Unit
	<p data-bbox="656 262 764 289">235-239</p> <ul data-bbox="613 323 1398 657" style="list-style-type: none"><li data-bbox="613 323 1398 422">• Section 7, "Employee Evaluation and Appraisal," pp. 240-244<li data-bbox="613 455 1398 527">• Section 7, "Finally, a Way to Completely Measure Project Manager Performance," pp. 245-250<li data-bbox="524 560 857 588">• Participation: 1 and 2<li data-bbox="524 621 938 657">• Project Assignment : Part 7
11–Final Project	<ul data-bbox="524 697 894 793" style="list-style-type: none"><li data-bbox="524 697 634 724">• Quiz<li data-bbox="524 758 894 793">• Final Project Submission