

**ITT Technical Institute**

**PM351**

**Project Human Resource Management**

**Onsite Course**

**SYLLABUS**

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**Credit hours:** 4

**Contact/Instructional hours:** 40 (40 Theory Hours)

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

Prerequisites: PM332 Project Management Techniques or equivalent

**Course Description:**

The purpose of this course is to provide the students with the processes and techniques required to make the most effective use of the people involved in a project. The course includes the development of a staffing management plan, acquiring and training the project team and monitoring the team performance.

# Syllabus: Project Human Resource Management

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Instructor:	_____
Office hours:	_____
Class hours:	_____

## Major Instructional Areas

1. Characteristics of effective project teams
2. Techniques for staffing effective project teams
3. Techniques for training and monitoring effective project teams
4. Techniques for managing cross-functional teams
5. Techniques for facilitating effective project meetings

## Course Objectives

1. Analyze the role of an effective project team in achieving project goals.
2. Analyze the techniques for developing an effective project team.
3. Evaluate the techniques for staffing a project team.
4. Evaluate the techniques for training a project team.
5. Analyze the techniques for managing and monitoring team performance.
6. Analyze the tools and techniques for improving team performance.
7. Examine the techniques for managing project meetings.
8. Analyze the techniques for facilitating meetings in each phase of a project.
9. Use the resources of the ITT Tech Virtual Library to research and analyze the tools and techniques available to manage project teams.

## SCANS Objectives

SCANS is an acronym for Secretary's Commission on Achieving Necessary Skills. The committee, created by the National Secretary of Labor in the early 1990s, created a list of skills and competencies that the committee feels are necessary for employees to function in a high-tech job market.

1. Demonstrate the ability to analyze and communicate information by using computers.
2. Demonstrate the ability to justify an opinion by communicating thoughts, feelings, and ideas.
3. Analyze information and communicate the results in an oral, written, or multimedia format.
4. Demonstrate communication and coordination skills by contributing ideas, suggestions, and effort to complete a project.
5. Exhibit the ability to use interpersonal skills and communication techniques.
6. Use a variety of facilitation tools and techniques to motivate teams.
7. Apply analytical skills to analyze information and ask questions to enhance comprehension.
8. Exhibit the ability to communicate and defend your own values and beliefs.

## Course Outline

Note:

- All graded activities, except the Course Project, are listed below in the pattern of <Unit Number>.<Assignment Number>. For example, Writing Assignments 2.1 refers to the 1<sup>st</sup> Writing Assignment in Unit 2.
- The *PMBOK Guide* assigned readings in this courseware are from the fourth edition.

Unit	Activities
1—Introducing Project Teams	<ul style="list-style-type: none"> <li>• Content Covered:               <ul style="list-style-type: none"> <li><i>Team Players and Teamwork: New Strategies for Developing Successful Collaboration:</i> <ul style="list-style-type: none"> <li>○ Chapter 1, “Team Players and Teamwork: The New Reality”</li> </ul> </li> <li><i>A Guide to the Project Management Body of Knowledge (PMBOK® Guide):</i> <ul style="list-style-type: none"> <li>○ Chapter 9, “Project Human Resource Management,” pp. 215-217</li> </ul> </li> </ul> </li> <li>• Exercises: 1.1</li> <li>• Writing Assignments: 1.1</li> </ul>
2—Planning Human Resource for Project Teams	<ul style="list-style-type: none"> <li>• Read from <i>Team Players and Teamwork: New Strategies for Developing Successful Collaboration:</i> <ul style="list-style-type: none"> <li>○ Chapter 2, “What Makes a Team Effective or Ineffective”</li> </ul> </li> <li>• Read from <i>A Guide to the Project Management Body of Knowledge (PMBOK® Guide):</i> <ul style="list-style-type: none"> <li>○ Chapter 9, “Project Human Resource Management,” Section 9.1.1, “Human Resource Planning: Inputs,” and Section 9.1.2, “Human Resource Planning: Tools and Techniques,” pp. 219-222</li> </ul> </li> <li>• Exercises: 2.1</li> <li>• Writing Assignments: 2.1</li> <li>• Analyses: 2.1</li> </ul>
3—Staffing for Effective Teams	<ul style="list-style-type: none"> <li>• Read from <i>Team Players and Teamwork: New Strategies for Developing Successful Collaboration:</i> <ul style="list-style-type: none"> <li>○ Chapter 3, “Effective Team Players”</li> </ul> </li> <li>• Read from <i>A Guide to the Project Management Body of Knowledge (PMBOK® Guide):</i> <ul style="list-style-type: none"> <li>○ Chapter 9, “Project Human Resource Management,” Section 9.1.3.3, “Staffing Management Plan,” and Section 9.2, “Acquire Project Team,” pp. 225-229</li> </ul> </li> <li>• Exercises: 3.1</li> <li>• Writing Assignments: 3.1</li> <li>• Analyses: 3.1</li> </ul>
4—Training for Effective Teams	<ul style="list-style-type: none"> <li>• Read from <i>Team Players and Teamwork: New Strategies for Developing Successful Collaboration:</i> <ul style="list-style-type: none"> <li>○ Chapter 4, “Ineffective Team Players”</li> </ul> </li> <li>• Read from <i>A Guide to the Project Management Body of Knowledge (PMBOK® Guide):</i> <ul style="list-style-type: none"> <li>○ Chapter 9, “Project Human Resource Management,” Section 9.3, “Develop Project Team,” pp. 229-236</li> </ul> </li> <li>• Exercises: 4.1</li> <li>• Writing Assignments: 4.1</li> <li>• Course Project Part 1</li> </ul>
5—Managing Effective Teams	<ul style="list-style-type: none"> <li>• Read from <i>Team Players and Teamwork: New Strategies for Developing Successful Collaboration:</i> <ul style="list-style-type: none"> <li>○ Chapter 7, “Analyzing Your Team’s Strengths and Weaknesses”</li> </ul> </li> </ul>

Unit	Activities
	<ul style="list-style-type: none"> <li>• Read from <i>A Guide to the Project Management Body of Knowledge (PMBOK® Guide)</i>:               <ul style="list-style-type: none"> <li>○ Chapter 9, “Project Human Resource Management,” Section 9.4, “Manage Project Team,” pp. 236-242</li> </ul> </li> <li>• Exercises: 5.1</li> <li>• Writing Assignments: 5.1</li> <li>• Analyses: 5.1</li> </ul>
6—Leading Effective Teams	<ul style="list-style-type: none"> <li>• Read from <i>Team Players and Teamwork: New Strategies for Developing Successful Collaboration</i>:               <ul style="list-style-type: none"> <li>○ Chapter 5, “Team Players as Team Leaders”</li> <li>○ Chapter 6, “Adaptive Team Players”</li> </ul> </li> <li>• Exercises: 6.1</li> <li>• Analyses: 6.1</li> <li>• Course Project Part 2</li> </ul>
7—Creating an Effective Team Environment	<ul style="list-style-type: none"> <li>• Read from <i>Team Players and Teamwork: New Strategies for Developing Successful Collaboration</i>:               <ul style="list-style-type: none"> <li>○ Chapter 8, “Developing a Team Player Culture”</li> <li>○ Chapter 9, “Challenges for Teams and Team Players”</li> </ul> </li> <li>• Read from <i>A Guide to the Project Management Body of Knowledge (PMBOK® Guide)</i>:               <ul style="list-style-type: none"> <li>○ Chapter 10, “Project Communications Management,” Section 10.4, “Manage Stakeholder Expectations,” pp. 261-265</li> </ul> </li> <li>• Exercises: 7.1</li> <li>• Writing Assignments: 7.1</li> <li>• Analyses: 7.1</li> </ul>
8—Facilitating Project Meetings	<ul style="list-style-type: none"> <li>• Read from <i>The Project Meeting Facilitator: Facilitation Skills to Make the Most of Project Meetings</i>:               <ul style="list-style-type: none"> <li>○ Chapter 1, “What Is a Project Meeting Facilitator?”</li> <li>○ Chapter 2, “The Basics of Project Meeting Facilitation”</li> </ul> </li> <li>• Exercises: 8.1</li> <li>• Writing Assignments: 8.1</li> <li>• Analyses: 8.1</li> </ul>
9—Using Effective Project Meeting Tools	<ul style="list-style-type: none"> <li>• Read from <i>The Project Meeting Facilitator: Facilitation Skills to Make the Most of Project Meetings</i>:               <ul style="list-style-type: none"> <li>○ Chapter 5, “Facilitating Project Initiation Meetings,” section titled “Project Initiation Meetings,” pp. 83-98</li> <li>○ Chapter 6, “Facilitating Project Planning Meetings,” section titled “Project Planning Meetings,” pp. 104-123</li> </ul> </li> <li>• Exercises: 9.1</li> <li>• Writing Assignments: 9.1</li> <li>• Analyses: 9.1</li> </ul>
10—Facilitating Project Meetings in Different Project Phases	<ul style="list-style-type: none"> <li>• Read from <i>The Project Meeting Facilitator: Facilitation Skills to Make the Most of Project Meetings</i>:               <ul style="list-style-type: none"> <li>○ Chapter 7, “Facilitating Project Execution Meetings,” section titled “Project Execution Meetings,” pp. 132-154</li> <li>○ Chapter 8, “Facilitating Project Control Meetings,”</li> </ul> </li> </ul>

Unit	Activities
	<ul style="list-style-type: none"> <li>section titled "Project Control Meetings," pp. 162-177</li> <li>○ Chapter 9, "Facilitating Project Close Meetings," section titled "Project Close Meetings," pp. 184-193</li> <li>● Exercises: 10.1</li> <li>● Analyses: 10.1</li> </ul>
11—Course Review	<ul style="list-style-type: none"> <li>● Course Review</li> <li>● Course Project Part 3</li> <li>● Course Project Presentation</li> </ul>

## Instructional Methods

Effective teamwork leads to increased productivity, effective use of resources, cost reduction, improved quality, innovation, and good customer service. This course will help you understand the critical components of ineffective and effective teams and provide you with tools, techniques, and templates that can be used to acquire, staff, train, and manage teams. This course will also provide you guidelines for managing project meetings in each phase of a project.

Each unit in this course has been designed to focus on important issues and provides the foundational knowledge and skills required to apply critical thinking skills, determine alternatives from which decisions can be made, and apply information learned to a specific situation.

The instructional strategies for the course include the following:

- Discussion questions will promote collaboration and sharing of ideas and ensure comprehensive learning of objectives. Discussion questions will be assessed under the "Exercises" category.
- In scenario-based analyses, you will analyze situations similar to real life and apply various team-player methods and techniques.
- In-class team-building exercises will be conducted in some units to provide you an insight into various aspects of team development.
- This course also includes a course project, which covers all fundamental tasks in the team-building process. This project is a group assignment and is divided into three parts and a final presentation. You will complete and submit the parts at the end of various units for obtaining constructive feedback. You will revise the parts according to the feedback and use the revised parts for the final submission and the course project presentation to be made in Unit 11. The project teams will meet at the end of every unit to discuss and analyze the progress of the project and document the minutes of the meeting. The course project presentation will provide each team with an opportunity to showcase their work.
- Ninety percent of your course project grade will depend on the final project staffing plan and the course project presentation that you make as a team in Unit 11. Each member of the team, except those who did not participate actively in teamwork, will receive the same grade for the project staffing plan and course project presentation. The rest of your course project grade will depend on peer evaluation.

## Instructional Materials and References

### Student Textbook Package

- Adams, Tammy, Jan Means, and Michael S. Spivey. *The Project Meeting Facilitator: Facilitation Skills to Make the Most of Project Meetings*. San Francisco: Jossey-Bass, 2007.
- Parker, Glenn M. *Team Players and Teamwork: New Strategies for Developing Successful Collaboration*. 2<sup>nd</sup> ed. San Francisco: Jossey-Bass, 2008.

### Other Required Resources

In addition to the student textbook package, the following is also required in this course:

*A Guide to the Project Management Body of Knowledge (PMBOK® Guide)*. 4<sup>th</sup> ed. Newtown Square, Pennsylvania: Project Management Institute, Inc., 2008.

(This book is normally issued with the Introduction to Project Management course.)

### References

#### ITT Tech Virtual Library

Log on to the ITT Tech Virtual Library at <http://library.itt-tech.edu/Pages/default.aspx> to access online books, journals, and other reference resources selected to support ITT Tech curricula.

#### Books

You may click “Books” or use the “Search” function on the home page to find the following books.

#### Books24x7

- Brown, Katherine M., Brenda Huettner, and Char James-Tanny. *Managing Virtual Teams: Getting the Most from Wikis, Blogs, and other Collaborative Tools*. U.S.: Wordware Publishing, 2007.
- Deeproose, Donna. *How to Recognize & Reward Employees: 150 Ways to Inspire Peak Performance*. 2<sup>nd</sup> ed. New York: AMACOM, 2006.
- Diamond, Linda Eve. *Perfect Phrases for Building Strong Teams: Hundreds of Ready-to-Use Phrases for Fostering Collaboration, Encouraging Communication and Growing a Winning Team*. U.S.: McGraw-Hill, 2007.
- Hutson, Harry, and Barbara Perry. *Putting Hope to Work: Five Principles to Activate Your Organization’s Most Powerful Resource*. CT: Greenwood Press, 2006.
- Kendrick, Tom. *The Project Management Tool Kit: 100 Tips and Techniques for Getting the Job Done Right*. New York: AMACOM, 2004.
- Kliem, Ralph L. *Leading High Performance Projects*. Boca Raton, FL: J. Ross Publishing, Inc., 2004.
- Mackin, Deborah. *The Team-Building Tool Kit: Tips and Tactics for Effective Workplace Teams*. 2<sup>nd</sup> ed. New York: AMACOM, 2007.
- Parker, Glenn M. *Cross-Functional Teams: Working with Allies, Enemies, and Other Strangers*. San Francisco: Jossey-Bass, 2003.
- Prentice, Steve. *Cool Down: Getting Further by Going Slower*. Ontario: John Wiley & Sons, 2007.
- Selby, John, and Ahmos Netanel. *Executive Genius: How to Build a High-Awareness Company*. NJ: Career Press, 2008.
- Verma, Vijay K. *The Human Aspects of Project Management: Managing the Project Team, Volume Three*. U.S.: Project Management Institute, 1997.
- Yukl, Gary, and Richard Lepsinger. *Flexible Leadership: Creating Value by Balancing Multiple Challenges and Choices*. San Francisco: Jossey-Bass, 2004.

#### Ebrary

- Aldisert, Lisa M. *Valuing People : How Human Capital Can Be Your Strongest Asset*. Chicago, IL: Dearborn Trade, A Kaplan Professional Company, 2002.
- Aitken, William, and Darren O’Conor. *Delivering Successful Projects*. CT: Scitech Educational Publication, 2000.
- Clutterbuck, David. *Coaching the Team at Work*. Finland: Nicholas Brealey Publishing, 2007.

- Deal, Jennifer J, and Don W. Prince. *Developing Cultural Adaptability : How to Work Across Differences*. Greensboro, NC: Center for Creative Leadership, 2007.
- Duke Corporate Education. *Building Effective Teams*. U.S.: Dearborn Trade Publishing, A Kaplan Professional Company, 2005.
- Kanaga, Kim, and Sonya Prestridge. *How to Launch a Team : Start Right for Success*. Greensboro, NC: Center for Creative Leadership, 2007.
- Kanaga, Kim, and Henry Browning. *Maintaining Team Performance*. Greensboro, NC: Center for Creative Leadership, 2007.

### Periodicals

You may click "Periodicals" or use the "Search" function on the home page to find the following periodicals.

#### EbscoHost (all)

- Coles, Sarah. "Satisfying basic needs." *Employee Benefits*, Oct2001, Special section p3, 4p; (AN 6078783)
- Kaliprasad, Minnesh. "The Human Factor II: Creating a High Performance Culture in an Organization." *Cost Engineering*, Jun2006, Vol. 48 Issue 6, p27-34, 8p, 3 charts, 4 diagrams; (AN 21557349)
- *Human Performance*

Articles on presentation of original research, theory and measurement methods, and individual- and team-performance factors that influence work effectiveness

- *Leadership Excellence*

Articles on issues and ideas related to personal development, managerial effectiveness, and personal productivity

- *Leadership Quarterly*

Scholarly research and developmental applications, theory, and empirical research on effective leadership in all walks of life

- *Project Management Journal*  
Articles on advanced state-of-the-art project management techniques, research, theories, and applications
- *PM Network*  
Latest news on techniques and best practices in the field of project management
- *Team Performance Management*  
Case studies, application papers, and reviews of theories and techniques for developing teams

### School Of Study

You may click "School Of Study" or use the "Search" function on the home page to find the following resources.

#### School of Business> Professional Organizations

- American Society for the Advancement of Project Management
- International Association of Project & Program Managers
- International Project Management Association
- International Research Network on Organizing by Projects
- National Management Association



## Other References

The following resources may be found **outside** of the ITT Tech Virtual Library, whether online or in hard copy.

### Web site

- <http://www.gantthead.com/> (accessed May 20, 2008).

This Web site is useful for gaining practical knowledge about project management. It provides training opportunities, updates, and e-mail updates on conferences and other topics related to project management.

All links to Web references outside of the ITT Tech Virtual Library are always subject to change without prior notice.

## Course Evaluation and Grading

### Evaluation Criteria Table

The final grades will be based on the following categories:

CATEGORY	WEIGHT
Exercises	20%
Analyses	30%
Writing Assignments	20%
Course Project	30%
<b>Total</b>	<b>100%</b>

Note: Students are responsible for abiding by the Plagiarism Policy.

### Grade Conversion Table

The final grades will be calculated from the percentages earned in the course, as follows:

A	90–100%	4.0
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

*(End of Syllabus)*