

PMBP Curriculum: Course Purposes, Learning Goals and Content Overview

PMBP CURRICULUM

Curriculum Purpose: To guide the individual and the organization in the progressive development of the skills and understanding needed to work successfully in the PMBP environment.

Focus: Focus is on the development of the team culture that is the heart of the PMBP. The curriculum takes a systems approach looking at the array of systems across the organization that must be in place to achieve the desired outcomes of working in teams - the culture, the processes and tools, and the structure.

Key principle: The curriculum applies to everyone in the Corps of Engineers as it is based on the principle that everything we do can be considered a project and every employee a team member.

Goals:

- Help us to develop corporate consistency in the way we approach our work and our customers, in our communications, in our processes, and in what we value - our culture - our beliefs, attitudes, and behaviors.
- Facilitate the creation of a team-based, learning environment for the success of the PMBP.

To what end: To facilitate our doing work together, and provide a common environment that will increase efficiency and our responsiveness to the nation, our customers, and to each other. The curriculum will enable us to:

- Understand what is expected of us
- Develop skills to be successful in a team environment, and to experience the synergy that offers each of us new opportunities to contribute and to grow
- Understand the benefits of PMBP to ourselves, our teams, our organization, our customers, and the public we serve

The specific learning goals for each course are provided in the following course overviews.

COURSE 1. WHY PMBP?

Course Purpose:

The purpose of *Why PMBP?* is to provide a basic understanding of what PMBP is, the reasons for implementing PMBP within USACE, and the responsibilities of all individuals in its implementation.

Learning Goals:

At the end of this course, participants will have a better understanding of:

- The philosophy behind PMBP
- How PMBP is defined
- How PMBP goals are achieved
- Individual roles in implementing PMBP

Content Overview:

Module 1 - Strategic Vision

Module 2 - PMBP Defined

Module 3 - Why PMBP and Me?

Module 4 - So What?

Module 1, *Strategic Vision*, sets the context for "Why PMBP" by describing key changes taking place in the world, how these affect the way we do our work, and what we are doing about them. It describes how the Strategic Vision integrates with the Project Management Business Process and how this applies to our jobs as team members in the Corps.

Module 2, *PMBP Defined*, provides a basic understanding of the PMBP with a particular focus on how one goes about creating a culture that instills the PMBP as our way of doing business throughout the Corps. It provides a picture of what the culture looks like from an organizational point of view readying the participants for learning about their role, how the PMBP applies to them specifically, and what the organization expects of them. This module answers the question: **What is PMBP?**

Module 3, *Why PMBP and Me?* uses the analogy of building a house with the PMBP as the cornerstone, to build on the organizational context established in the previous modules and focuses on how the PMBP applies to the individual. It answers the question: **What's PMBP got to do with me?** It helps the participants begin to understand their role in the

PMBP and that they are each an important component of its success.

Module 4: *So What?* helps to anchor what participants have learned in the course and prepares them for the next course. It answers the question:

What's in it for me? In this module, key course learning points are reviewed.

Small Group Discussions:

During small group discussions, participants will have an opportunity to discuss some of the following questions:

- What's changed to motivate a different way of doing business?
- Why do we use PM as a business process?
- What can our team do to meet the Nation's needs using PMBP?
- What does PMBP mean to you?
- How would you rate your organization's PM-based thinking? Give it a grade from A to F. Discuss why that grade is given.
- Given the goals of PMBP as discussed in this module, what would a PMBP culture look like?
- How does the house example relate to your experience?
- Where do you fit? What do you see your role to be on a team?
- What have I learned?
- What do I do with what I've learned?

COURSE 2: TEAMS AND ME

Course Purpose:

Teams and Me serves to provide a basic understanding of the importance of teams to the Corps and the process and skills required to create, participate in, and contribute to high-performance teams.

Learning Goals:

At the end of this course participants will be able to:

- Understand the importance of teamwork.
- Describe what a high-performance team is and does.
- Discuss the skills and capabilities required to create and maintain effective teams.
- Identify the individual's contributions for successful teamwork.
- Describe steps and skills involved in the team process.
- Discuss the skills for effectively leading a team.

Content Overview:

Module 1 - Team Development

Module 2 - Team Maintenance

Module 3 - Leadership

Module 4 - So What?

Module 1, *Team Development*, looks at the team makeup and its dynamics.

Module 2 considers *Team Maintenance* as it relates to the team's function, its relationships and communication.

Module 3, *Leadership*, addresses leadership skills, capabilities and styles in the team environment.

Module 4, *So What?* deals with the roles of team members and working on multiple teams. This self-study portion of this course closes by reviewing the key points of all the modules.

Small Group Discussions:

During small group discussions, participants will have the opportunity to discuss the following questions and topics:

- Describe your experience with team dynamics, either positive or negative.
- What is the most challenging experience you've had participating on a team?
- What are some ways your team members could reward and recognize each other?
- What are you willing to contribute to team maintenance?
- How should conflict be resolved within the team? How do I participate in conflict resolution?
- What's the difference between team management and team leadership?
- Discuss your experience with team members performing the role of leader within your team.
- When do you see yourself taking a leadership role in projects?

COURSE 3: PUBLIC SERVICE AND ME

Course Purpose:

Public Service and Me serves to communicate the USACE philosophy toward public service through partnerships and to familiarize team members with the knowledge and skills necessary to create and maintain excellence, integrity, and credibility in our service to the Nation.

Learning Goals:

The goals of this course are to increase your knowledge of how to:

- Serve a diverse variety of stakeholders
- Create and maintain successful synergistic relationships with those we serve
- Achieve excellence through customer involvement

At the end of this course, learners will have a better understanding of:

- How to use our expertise to help the customer find the best solution
- The type and nature of stakeholders
- How the customer defines quality of the USACE products and services
- The Corps as a customer-oriented public agency
- The building blocks for creating and maintaining synergistic relationships for win-win outcomes
- How and why we involve the customer in the PMBP

Content Overview:

Module 1 - Who We Serve

Module 2 - Building Synergistic Relationships

Module 3 - Involving the Customer

Module 4 - So What?

Module 1, *Who We Serve*, addresses public service, the work we do, and the stakeholders that we serve.

Module 2, *Building Synergistic Relationships*, focuses on how to build relationships with those we serve.

Module 3, *Involving the Customer*, presents two videos of projects showing customer involvement in the team and project success.

Module 4, *So What?* summarizes the course's key learning points and draws relevance to each of us and our role in providing value-added public service as a Corps team member.

Small Group Discussions:

To accomplish the course goals, Corps team members will be asked to contribute to follow-on discussions regarding the following topics and questions:

- Consider one of your projects. Make a list of all the stakeholders.
- What are the consequences of not involving *all* the stakeholders?
- Talk about a project where stakeholders weren't involved (to the right degree or at the right time). What are the lessons learned?
- How do you build synergistic relationships?
- Describe experiences you've had with synergistic relationships. Highlight lessons learned and describe how synergy contributed to the relationship.
- Describe a positive experience you've had as a result of soliciting a customer's expectations.
- Describe an experience when you had to differentiate between customer wants and needs.
- Describe how you get your customers involved in your process.
- How have you used your technical talents to help the customer shape or develop project scope?

COURSE 4: THE ORGANIZATION, TEAMS AND ME

Course Purpose:

The Organization, Teams, and Me highlights the benefits and challenges of a matrix organization. It shows how teams work within matrix management and how teams relate to the organization.

Learning Goals:

Upon completion of this course, participants will be able to:

- Understand the matrix organization and the team environment and the way teams transcend organizational boundaries.
- Describe the multiple views of individuals in relationship to a team-based organization.
- Define key relationships among individuals and teams.
- Describe operational responsibilities, benefits and challenges in a matrix organization.

Content Overview

Module 1 - Teams in a Matrix Organization

Module 2 - Management in a Matrix Organization

Module 3 - So What?

Module 1, *Teams in a Matrix Organization*, looks at the operation and value of teams in the Corps of Engineers.

Module 2, *Management in a Matrix Organization*, describes the roles of various management levels in the USACE organization.

Module 3, *So What?* summarizes the course key learning points with practical direction you can start putting into practice today.

Small Group Discussions:

During the small group discussions, participants will discuss some of the following questions:

- How do you see your role changing within a matrix organization?
- How do you see your team working in a matrix organization?
- What are the various teams you've been a part of? What roles have you played on those teams?
- What experiences have you had on cross-functional teams?
- How did you work with other functional organizations—project functions, support functions, field offices, operating projects, Headquarters, Division, other districts?
- What is the difference between the model of a functional organization and the model of a matrix organization? What role does the hierarchical structure serve in a matrix organization?
- How can a matrix organization provide greater support for personal and career growth?
- What does vertical team mean? What does it look like? How can it support team success?

COURSE 5: QUALITY AND THE PDT

Course Purpose:

The purpose of this course is to ensure every Corps employee understands his or her roles and responsibilities in delivering quality projects and services through the Project Delivery Team (PDT) and Project Management Business Process (PMBP).

Learning Goals:

Upon completion of this course, participants will be able to:

- Define Project Delivery Team (PDT)
- Describe how the PDT benefits all employees and stakeholders.
- Understand the meaning of empowerment
- Recognize how PDTs are formed and how members are empowered and accountable to each other for project success
- Define quality and describe how the team determines quality parameters
- Explain how horizontal and vertical integration enhances project quality

Content Overview

Module 1 - The Essence of the PDT

Module 2 - Building Quality through PDT Success

Module 3 - So What?

Module 1, *The Essence of the PDT*, helps the participant understand why the Corps uses the PDT for project delivery, how PDTs are formed, and what the members' roles and responsibilities are in bringing their skills to bear on team objectives.

Module 2, *Building Quality through PDT Success*, identifies the quality philosophy and processes that guide the PDT.

Module 3, *So What?* provides a review and reinforcement of key course learning points and summarizes what the content means to the individual and his or her job.

Small Group Discussions:

During small group discussions, participants will be asked to contribute to follow-on discussions regarding the following topics and questions:

- Who is involved in forming a PDT? What factors should be considered when forming a PDT?

- Does a team member need to get every part of a project reviewed by someone else? Why or why not?
- How does a team member know when to go back to the parent organization for technical guidance or review?
- What is the supervisory chain of command's responsibility for assuring the PDT delivers quality projects?
- How can Division and HQ support the PDT's quality efforts?
- Who is responsible for the quality of a project?
- How do you encourage team members to think strategically about what they may have overlooked?
- How would a PDT measure quality on a dredging project?
- Why does the PMBP so strongly stress the customer's role in defining quality?
- During early PMP/design efforts, what specific actions can PDT members take to ensure project quality?

COURSE 6: WORKING IN THE PDT

Course Purpose:

The purpose of *Working in the PDT* is to provide each team member of the Corps with basic concepts of the processes and tools used to manage work in the PMBP environment.

Learning Goals:

After taking this course, you will:

- Understand your role in the business process
- Understand why we use these processes to manage projects
- Understand what the project management plan—or PMP—is, its development and use, and why it's essential
- Know the relationship between business processes and project lifecycles.
- Know how program and project management, business processes and automated information systems tools relate to each other
- Know the similarities and differences in applying business processes to mission areas
- Understand how to use automated information system—or AIS—tools with the business processes

Content Overview:

Module 1 - Overview

Module 2 - Business Processes and Projects

Module 3 - Business Processes and Programs

Module 4 - Tools We Use

Module 5 - Mission Processes

Module 6 - So What?

Formal Training: "Hands-On" P2 Training

Module 1, *Understanding the Business Processes*, defines the business processes, linking them to automated information systems in the management of projects.

Module 2, *Business Processes and Projects*, looks at the role of business processes in projects and teaches key business processes.

Module 3, *Business Processes and Programs*, relates business processes to Corps programs.

Module 4, *Tools We Use*, focuses on PMBP tools (such as P2) in doing our work.

Module 5, *Mission Processes*, looks at business processes with respect to mission areas.

Module 6, *So What?* follows a team working its way through a project using the business processes.

Small Group Discussions: The concepts taught in Working in the PDT come together in important ways during the small group discussions. Here, participants will share their views and experiences with colleagues and explore the concepts of PMBP further. Participants will have the opportunity to discuss some of these questions and topics:

Module 1. Understanding the Business Processes

- Why are we using these business processes? What is the benefit to your organization?
- Explain the relationship of the business process phases to your project lifecycle phases.
- When should you perform closeout activities?

- How do members of your PDT(s) share responsibility for management of the project?
- How will any extra work involved in following these business processes help you deliver projects on time with lowered costs?
- How will the business processes change the management of your project(s)?

Module 2. Business Processes and Projects

- What do you see as your management responsibility as a member of a team? How much responsibility do you share? Do you currently share management responsibilities for your project(s)? In what way?
- What are the benefits to the project of sharing the management of a project? To you as a team member?
- How are lessons learned generated and utilized by your team? Can others' lessons help your project?
- What value does developing a detailed schedule in the WBS provide?
- What value do you see in having a detailed Communication Plan?
- What experience have you had with change management on teams? How does managing change impact you?
- How are these processes different from how you're doing work now?
- How will following the business processes help you develop more realistic budget and schedule and meet the customer's expectations as agreed upon in the PMP?
 - Take a project. How do these business processes apply to your project? What have you learned from this module that will allow you to apply business processes differently? On your largest project, what phase are you in and how can you apply the business processes?

Module 3. Business Processes and Programs

- In your organization, what might now be defined as a program? Why?
- What are the advantages and disadvantages of your project being managed under the umbrella of a program?
- How do the components of a management plan differ between programs and projects?
- What are the advantages of planning at a programmatic level?

Module 4. Tools We Use

- How will the new AIS affect your daily work?
- How will using the new tools benefit the entire organization?

- How will the new tools assist the PDT members to operate in the PMBP?
- How will the new tools help the PDT members and resource providers meet shared management responsibilities?

Module 5. Mission Processes

- Other than the ones identified in this module, what unique management considerations can you identify in your mission area?
- How will these business processes be applied to those considerations?

Module 6. So What?

- Is this the way we're doing business in our mission area? If not, where should we start?
- What additional training will you need to work effectively in the PDT using the business processes and the P2 tool?

Course 6: Formal Training. Unlike curriculum courses 1-5, course 6 involves the development of a formal training course "Hands-on P2". Since part of PMBP implementation requires the use of a new tool to fully deploy the business processes, the PMBP teams are working together with contract support to develop a course tailored to the use of P2 and its applicability to Corps work. This course is under development now that design of the self-study portion of course 6 is completed, the business processes are finalized, and the P2 tool has reached a stage of development that we can "see" what additional training might be required.

The P2 "Hands-on" training will be provided in modular format serving a menu of training options for your organization to choose from depending on a team member's experience, knowledge and skill with network analysis systems and the specific role he/she has in the organization - e.g., management, program manager, project manager, power user, budget analyst, system administrator, and other project delivery team members - either in direct or support roles.

Before P2 Arrives. The plan for rolling out Course 6 is to deliver Modules 1 and 2 early in Calendar Year 03 to support deployment of the business processes manual and facilitate local development of procedures as needed to support the manual implementation at any particular Corps organization.

With P2 Deployment. It is recommended that as part of P2 deployment at an organization, a small group discussion for course 6 be tailored to integrate with "hands-on" training. A concept might be: individuals receive some specialized training module(s) in P2 that are specific to their roles; then a small group discussion be held in a computer training room with a team/cross-functional group to review business processes and why they are important, followed by "hands-on" application of the processes to a project using P2 - showing how the various roles come together and are dependent on each other. After the training sessions, follow-up could be provided by power users/others (e.g., contractor) for individuals at their workstations (or via other learning methods) for those who may need it.

A challenge is to get the needed training "just in time" to be able to immediately apply it when P2 is deployed. More specifics on training timing and the availability of a test database will be provided as the "hands-on" training is developed over the next few months and then piloted as part of the initial rollout of P2.

Note that the "Preparing for P2" section of this kit contains an executive summary. When the complete guide becomes available in the near future, it will be provided to you for your use and insertion in this kit.

COURSE 7. SUCCESS, THE PDT AND ME

Note: The design of this course (scheduled for deployment in late FY 03) is not yet fully developed. The following presents its purpose, objectives and an outline.

Course purpose:

Success, the PDT, and Me will describe the capabilities required for effective performance in a team environment. It will integrate relevant points from all previous courses of the curriculum and paint both an organizational and individual picture of what team success looks like. It will further describe the responsibilities of individuals at each organizational level to contribute to team success. It will place key emphasis on the importance of:

- Understanding and positioning talent to align with customer needs
- Team learning

- Building internal and external relationships
- Aligning people systems to the goals of PMBP

Learning Goals:

After taking this course, the participants will be able to:

- Understand the capabilities required for team success
- Understand the relationship among knowledge, skills and behaviors
- Understand how to assess your strengths and talents
- Understand how to align personal strengths with team needs
- Understand the relevance of communication and relationships to team success
- Understand team learning
- Understand the importance to effective change for the recruitment, retention, training, award and recognition, and performance evaluation systems to be aligned with the organization's goals for PMBP
- Integrate and reinforce key relevant points from previous course in the PMBP curriculum

Key learning points:

- There are key organizational and individual capabilities that are essential to success of the PDT
- Everyone has a personal responsibility to understand his/her strengths, to be able to communicate those strengths with the team, and to align them to team (which includes the customer) needs.

Content Overview:

Module 1 - PDT Success

Module 2 - Success in a Team

Module 3 - Reinforcing Success

Module 4 - So What?

Module 1. PDT Success

- Criteria - what success looks like
- Behaviors
- Capabilities
- Your contribution
- Reinforcing success

Module 2. Success in a Team (What makes a PDT successful)

Keys to success:

- Understanding each other's strengths and what's expected
- Understanding your role in your success/your supervisor's role
- Organizational and individual capabilities that lead to team success
- Helping customers succeed
- Relationship building
- Understanding talent and how to assess your own strengths
- Positioning people/oneself to be successful
- Increasing your awareness of new ways of thinking about your job
- Appropriate recognition and reward
- Learning how to align personal strengths with team needs
- Understanding how team learns (integrate what we have learned from Gallup)

Module 3. Reinforcing Success:

- Award systems for teams
- Assessing team performance
- Performance evaluation
- Responsibilities at all levels - e.g., individuals reinforce each other
- Building learning into the team
- After Action Reviews

Module 4. So What?

- Summarize key learning points and applicability to each individual.

Small Group Discussion Questions: *

- Where is your organization in terms of team learning? Why?
- Where are you?
 - Use a project case example to discuss what worked and what didn't in terms of team learning.
- Picture yourself starting out in a team. What criteria will you establish to determine what team success will look like? How would you evaluate it - both in terms of the team and in terms of the individual?
- Conduct an After Action Review (AAR) on a selected project.

*Other SGD questions will be developed as the course is designed.

COURSE 8. YOUR CALL TO ACTION

This course will consist of a series of videos showing Corps team members applying the principles of PMBP; using the curriculum; sharing lessons learned and best practices; giving feedback and conducting AARs. Including a couple of interviews with customers (what are they observing?) is a goal. Key learning points gleaned from the entire curriculum will be reviewed and reinforced. The course will end with a video *Call to Action* by General Flowers who will discuss "What's Next?"