



PMBP CURRICULUM DEPLOYMENT KIT
September 2002

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Preface

The PMBP curriculum was developed to help your organization be successful in working in the PMBP environment. The purpose of this deployment kit is to get you started in both developing and carrying out your plans for implementing the PMBP curriculum. It contains background information, a recommended deployment plan, helpful hints, a variety of guides and facilitator resources, communication aids, briefing slides, and a reference list for those who may want to read further on the topics of culture change and project management. Although this kit has broad utility for all Corps members, its primary intended audience is each organization's leadership and the project delivery team in charge of deploying the curriculum.

The PMBP Deployment Kit, in its loose-leaf notebook format, is designed to be supplemented as we continue development of the curriculum, and as we all learn from our experiences in implementing the various courses. This is your kit to add to and modify as you implement the curriculum. The kit is also available electronically on the PMBP curriculum web site.

We encourage you to share your ideas, best practices, feedback, and lessons learned with other members of the Corps by posting them on the Lessons Learned Discussion Forum via the PMBP Portal at <https://pmbp.usace.army.mil>.

Thank you!

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Chief's Message To All Employees

-----Original Message-----

From: Bob Flowers
Sent: Friday, September 13, 2002 8:54 AM
To: CDL-All-Corps of Engineers
Subject: PMBP

Dear Corps Team Members:

By now some of you have had an opportunity to view the first compact discs (CDs) of the PMBP curriculum - Introduction and Why PMBP. As I travel to field offices, I see and hear about great things that are going on to cover the curriculum and remain focused on the everyday project work. Many of you have been trained to lead small group discussions and others of you are instructing the training classes. Still others are helping to ensure the CDs work on the assortment of computers we have at the Corps and to make the curriculum available to those who do not have access to the Internet. Many of you are beginning to develop program and project management plans and to form teams for implementing the PMBP and its various components - the curriculum, the business processes, P2 and ER 5-1-11. I applaud each and every one of you for taking the initiative to play a role in helping your organization in successfully implementing the PMBP. You have risen to the challenge.

As you know, it has been my goal that we implement the business processes (BP) manual beginning FY 03. It is my highest priority. I believe the PMBP - the systematic teaming approach with supporting doctrine, processes, tools, and corresponding curriculum - is key to the Corps' continued relevance to the Army and the Nation. PMBP is synonymous with a flexible, adaptable, learning organization - made possible by teamwork and capable people - who are you.

For those who have not yet become engaged in the PMBP curriculum, there are plenty of opportunities. There are eight courses in all planned for PMBP- each consisting of a self-study component, a small group discussion component, and a formal training component. The 8 courses are being delivered as they are developed over the next 18 months. In fact, the Introduction and Course 1 has been issued for some time, and just last week we started distribution of Courses 2 and 3 throughout the Corps.

Each of you received an album containing the introduction and course 1. With each successive distribution of remaining 7 PMBP courses, you will be equipped with the information and understanding of PMBP, and forge our path to complete our cultural change to PMBP. I believe PMBP is so important to our future that I want to give you flexibility for maximum opportunity to view the CDs as it suits your own schedule and location. Having your own copy of the curriculum allows you to make repeated reference to what you learn in the curriculum as you put it into practice.

My intent is for each of you to share what you are learning with others on your teams, including, where appropriate, your customers and other stakeholders. You may wish to use excerpts of the courses in team meetings, learning together about how to manage your work to best meet the needs of your customers. When you receive course - 6 - Working in the PDT - it will present to you an in depth training in the business processes manual and using the P2 tool - key enablers of the PMBP.

Now I would like to stress the importance curriculum small group discussions, which I consider vital to the success of the PMBP. I ask you to take these small group discussions seriously. Why? They offer us, individually and organizationally, the opportunity to develop shared understanding of PMBP, how it works, how it affects each of us and what role we each play. That shared understanding is essential for us to develop the agility we need to meet today's and the future's challenges. Inherent in your participation in small group discussions is the team discipline of learning from each other - of forming those third alternatives I talk about and of being a continuously learning, improving - and relevant - organization. To help make small group discussions successful, we are training facilitators throughout the Corps to assist in conducting

them. Find out who they are in your organization and engage them in your group discussions. Such sessions are best done in small numbers with sufficient time for meaningful discussion on course topics of most relevance to your particular group. I recommend your groups be cross-functional to best facilitate shared learning and to emphasize the team environment - the heart of the PMBP.

To assist in the continual reinforcement of PMBP principles, there is a mentoring program associated with the curriculum. Training for this program is available online through the curriculum web site - soon to be accessible directly through the PMBP Portal. In my third year as the Chief of Engineers, I plan to focus on institutionalizing mentoring and coaching of our people.

With the implementation of the PMBP program, we are well on our way to becoming a learning organization and to realizing our Strategic Vision. I ask each of you to get involved in this important time in the Corps' future. Start asking questions. Be persistent to get your copy of the PMBP curriculum CDs, view them, participate in small group discussions, and share what you learn with your coworkers, customers, and others. Last but not least, apply the PMBP principles to your work every day.

I will be checking in with you from time to time to find out how you are doing. I look forward to talking with you and to receiving your feedback.

Essayons!

Bob Flowers

INTRODUCTION

Curriculum Introduction

For the past decade, the Corps has been evolving in our transition to the Project Management Business Process (PMBP). In the past few years as an organization, we have taken a closer and more candid look at ourselves, where we are, where we have been, where we want to be. Some have asked "why aren't we further?" and have looked into it. As part of our transition, we are recognizing the importance in today's world of rapid and continuous change of becoming an organization that continuously learns and makes improvements in what we are doing and how we are doing it. Having learned from our past experience and from others who have made large organizational changes, we have developed a "refreshed" approach to change. We have learned that there is no "one fix" and that we must approach change with the same flexibility and adaptability that we describe in our vision for the organization - an agile organization that is able to rapidly apply what we learn everyday to action that serves the Nation and the Army. The PMBP is our way of doing business to achieve that vision.

Our "refreshed" approach has the following fundamental beliefs:

- 1: Training is essential for organizational change to be effective - people must be enabled to be successful.
- 2: Culture change drives process change. For a change to "stick" and become a part of the "way we all do business", people must understand why; what new behaviors are expected of them; and they must see the value in the change. Each of us must know "what's in for me" as well as "how will this make the organization better?" - a place where I can exercise my potential and contribute in a meaningful way.
- 3: For change to be sustained, a systems approach must be taken. All systems must be adapted and aligned to support the desired change - from leadership; business processes; and how we are organized to do work to training; awards; recruitment; how we measure success; how we learn; and how we are evaluated.
- 4: Our customers want us to be able to rapidly adapt, to learn from every experience, and to work with them to provide innovative solutions to complex problems

- 5: The team environment where decisions are made at the lowest organizational level enables us to be more responsive to our customers' needs.

The PMBP curriculum has been designed in response to these beliefs. Additionally, the Corps-wide curriculum development team also believes that a new approach to training - to learning - is essential to the successful implementation of the PMBP. The new learning approach occurs onsite and incorporates the team discipline of dialogue - of sharing ideas and exploring assumptions and beliefs - of learning together to create continuous improvement in how we solve problems and complex issues for the public and customers that we serve. This discipline forms the foundation of a learning organization - key to our relevance today and into the future. The method is an adult learning method. Training that occurs **"just in time"** and can be **immediately applied to the work** we do everyday. Learning that recognizes our experience, connects that experience from the past and applies it to our future, offering each of us **"real-world" relevancy**. This method recognizes that adults are experiential learners, learning best through problem-solving activity and dialogue. Further adults tend to assess their own learning needs - they tend to be problem-based learners and as such their learning initiatives are **self-directed**.

Consistent with this thinking, key components of the PMBP curriculum are **self-study** - offering an opportunity for individuals to learn what is relevant to them based on their past experience and to apply that immediately to their daily work; and **small group discussion** - that's where the discipline of dialogue is developed. We cannot make the gains in implementing the PMBP with this curriculum by the self-study alone.

To help you in conducting small group discussions, using trained instructors, **facilitators** are being trained within each Corps organization to serve as in-house assets for facilitating discussion sessions. Additionally, each course comes with questions to assist in the design of each small group discussion session. The curriculum also includes **online mentoring training** to assist leaders in your organization in providing follow-up staff assistance to reinforce key learning points of the curriculum. That training is available via the PMBP Curriculum web site.

Finally, each curriculum course consists of a **formal training** component to serve as a resource for individuals to obtain additional training in topics pertinent to a particular course. That information is available through a link to the web accessible via the course CD and is intended to provide a start to finding appropriate supplemental courses. With the exception of "hands-on" P2 training being developed as part of Course 6, no other formal training is being developed by the PMBP curriculum team at this time.

A key element of a **learning organization** is that people share their good ideas. We invite you to share what you are learning from the curriculum, your best deployment practices, and your ideas for improvement by placing your ideas, comments, and implementation stories on the PMBP Portal Lessons Learned discussion forum to be shared with others. The Portal is available to all Corps employees. A Portal User Guide is included as part of the deployment kit.

Take the time and put in the effort! We guarantee that members of your organization will gain both personally in understanding what is expected of them in the PMBP and in skill development, helping to enhance their success. The organization will gain in its ability to respond, adapt, to learn, and to innovate - and in so doing, to continue to provide valued public service.

"Organizational Culture Change isn't something you can pop in the microwave and out comes McCulture" (adapted from Edgar Schein)

It takes hard, dedicated, purposeful work.

"Du-it"

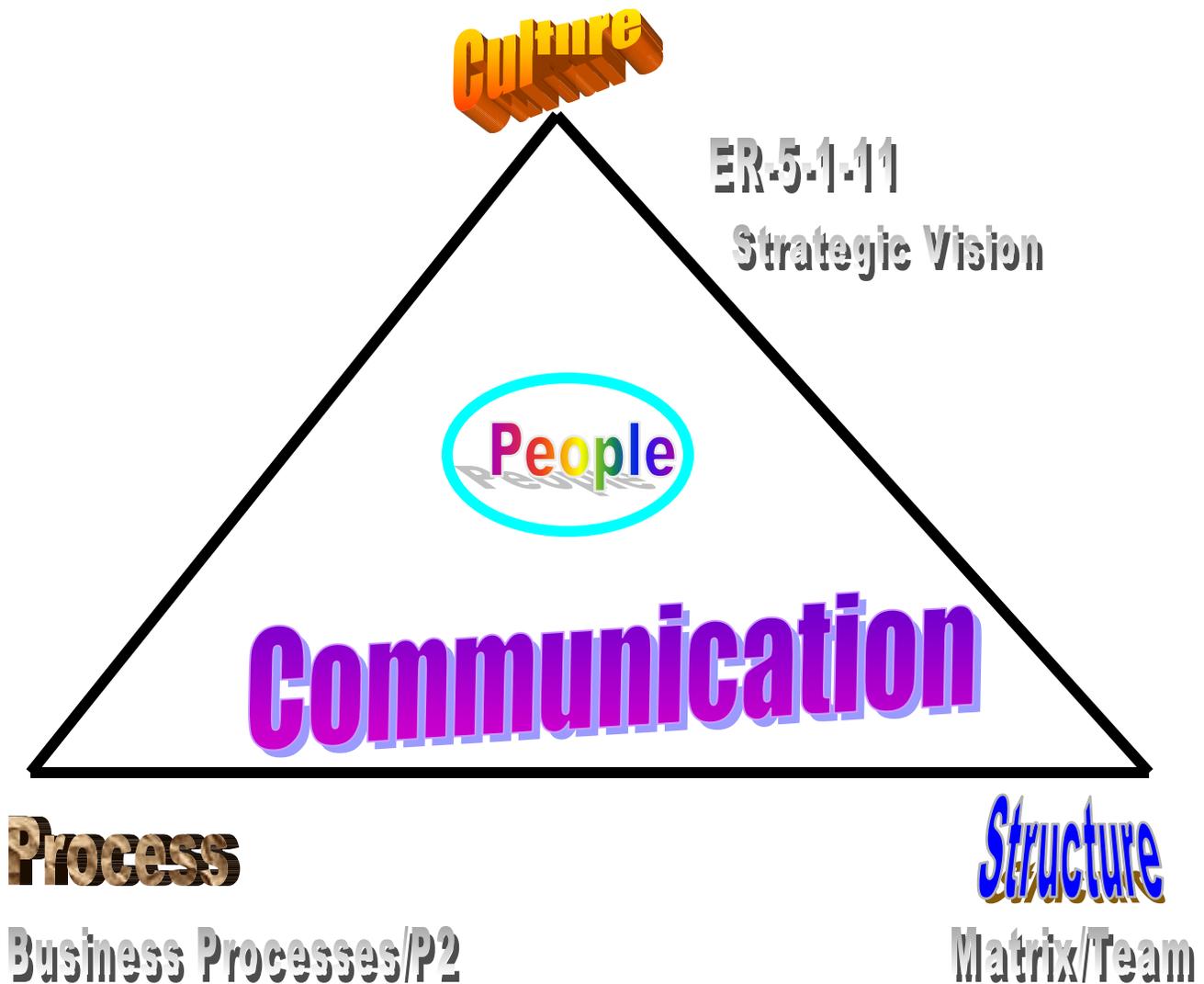


CONTENT DESIGN

Culture, Process, Structure

A Model for Organizational Change

Organizational Effectiveness



Note: An expanded presentation of this model can be found in the Learning Organization Doctrine developed by the USACE Learning Advisory Board. It presents change in terms of 7 "Ss": Strategy, Style, Skills, Systems, Shared values, Stakeholder values, and Structure. We have simplified the model here in keeping with the curriculum design goal of starting with the basics and building a foundation of common understanding.

Curriculum Content Design

“The Systems Approach”

The System

The PMBP curriculum addresses all key parts of the organizational system: the culture, the processes and tools, and the structure - the people that make up the organization and the communication that serves as the glue for the smooth functioning of all the parts. The curriculum design emphasizes the importance of all aspects of the organization being aligned to support the desired change for it to be effective and lasting.

Target Audience

Consistent with a system's approach to change, the curriculum is designed to appeal to a variety of learning styles and uses several multimedia methods. The target audience of the curriculum is all Corps employees. At the same time, the curriculum modular course structure accommodates the recognition that different team members may require different levels of depth in subject matter detail depending on each person's role in the organization.

What to Expect

Each permanent member of your organization is receiving a CD album to contain the disks for the curriculum courses. Course disks will be delivered as they are developed starting with the Introduction and Course 1, which were delivered in the CD albums throughout the Corps from April-June 02. The CD-ROM (self-study) portion of the curriculum contains CD content and web links. At the end of each course, there is an opportunity to evaluate the self-study portion. Following the evaluation, the participants will have the opportunity to print a certificate of completion for their records. There is also a link to references for formal training keyed to topics covered by the particular course. Following the self-study portion is the small group discussion component of the curriculum providing opportunities for dialogue about key learning points from each course. Small group discussion questions with possible discussion points are provided with each course accessible through a web link from the course CD.

Curriculum Course Summaries

Introduction: Presents an overview of what to expect in the curriculum and a video in which the Chief establishes his expectations. It also includes the guide on how to navigate through the curriculum.

Course 1. Why PMBP? This course lays the context for the entire curriculum. It addresses what PMBP is, why we are transitioning to a new way of doing business, the culture change - the behaviors, values, and beliefs of the PMBP and what that means in terms of the roles and responsibilities of everyone in the organization. It presents the PMBP doctrine (ER 5-1-11) and explains how it links to the Strategic Vision. Included is a video that uses the metaphor of building a house to illustrate the importance of including the right members on your team and taking the time up front to plan your project.

Course 2. Teams and Me provides basics on the key structural element of the PMBP - the team. It reviews what a team is and how it is formed, addresses the team process, and presents instructional scenarios of behaviors essential to effective teamwork. Its focus is on team members internal to the organization. It presents the organizational view of all work as projects and all people in the organization as team members.

Course 3. Public Service and Me recognizes the importance of public service - our reason for being. It reviews our missions and the broad range of services we provide the Nation and the Army. It presents a civil works and a military project story to serve as illustrative positive examples of high performance teams. This course focuses on the importance of the external customer as a project team member.

Course 4. The Organization, Teams and Me addresses the importance of relationships, and discusses how organizational design, how we work together and how the roles of the hierarchy are changing to support the team environment of the PMBP. It emphasizes the important role of vertical, as well as horizontal, teams.

Course 5. Quality and the PDT addresses the role of quality in project delivery teams, reviews key aspects of ER 5-1-11 on quality, and discusses the definition of quality and quality parameters. It reviews organizational roles associated with quality and how those are changing with the PMBP.

Course 6. Working in the PDT addresses why the business processes are important and points out key changes in the way we do our business. The course reviews how the processes support the PMBP doctrine and teaches both the business processes and the supporting tool - P2.

Course 7. Success, the PDT and Me discusses organizational competencies key to PMBP success. It also reviews the human resources systems that must be in place to enable success in the team environment.

Course 8. Your Call to Action summarizes key learning points and presents video testimonials from team members throughout the organization about the PMBP and the curriculum.

**COURSE PURPOSES,
LEARNING GOALS &
CONTENT OVERVIEW**

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?"

CURRICULUM REQUIREMENTS GUIDE

PMBP Curriculum Requirements Guide

Applying the principles of adult learning, requirements for learning vary depending on the culture of the organization and individual experiences and learning styles. There is no "one size fits all". General guidance can be provided, however, the specifics need to be developed by the organization (e.g., division, district, center, lab) undergoing the change. The specifics can be derived through a process of assessment to gain an understanding of where the organization is, and to identify aspects of its culture that will assist the change and those that will hinder it. From there, the specific focus areas for study and small group discussion can be developed leveraging and reinforcing "assisting" aspects of the culture and working to eliminate the hindrances.

The following is offered for use as a [guide](#) based on the minimum requirements the PMBP curriculum team estimates to be necessary to do the self-study and small group discussion for each course. *(Note that some of the times have been updated from previous versions you might have seen as we have gained experience with the curriculum and further developed some of the later courses).* A guide regarding course participants and an updated curriculum schedule are also provided.

PMBP CURRICULUM TRAINING TIME ESTIMATES

Course	%Trained	Completion Date Goal	Hours required (CD and SGD)
Intro/Courses 1, 2 & 3 Why PMBP? Teams and Me Public Service and Me	100	4 QFY02 - 1 Q FY03	15
Courses 4 & 5 Organization, Teams & Me Quality & the PDT (NOTE: Feedback has been received from the field recommending these courses be taken by all Corps members)	60	2Q FY 03	10
Course 6 Working in the PDT <ul style="list-style-type: none"> • Module 1 • Remaining modules • Additional: BP/P2 detail (Formal Training: "Hands-on" P2 Training) **** <ul style="list-style-type: none"> ○ Executive ○ Managers ○ PMBP PDT workforce ○ PMs/System administrators/ Budget analysts <p>Total range:</p>	90 60 (% trained reduces with increasing level of detail depending on need)	FY 03 (Begin in 2Q) Modules 1&2: 2Q Modules 3-6: 2-4Q FY03 depending on schedule for deployment of P2 Integrate with small group discussion	2 7 2 4-6 16-24 24-40 2-50
Course 7 Success, the PDT & Me	60	FY 03	5
Course 8 Your Call to Action	100	FY 03	2

*** **Plan for Course 6 is to make Modules 1 (Introduction) and 2 (BP and Projects) available in early 2Q FY03 to support the business process manual – pre-deployment of P2. In this way, Corps members can learn the business processes, begin applying them, putting into practice the key principles of the manual (e.g. planning, lessons learned, etc.) before the enabling tool - P2 comes. Having these modules available may also facilitate development of local procedures.**

At the same time, divisions/districts/centers/labs would be assessing what type of additional training they think they will need to prepare for P2 - before it arrives. Then about 30 days (or more - depending on the results of the assessment) before it is deployed, the more intense training would start at that district/division, etc. Specific "hands-on" P2 training is being developed. Additional details are forthcoming. Refer also to the discussion of Course 6 in Course Purposes, Learning Goals, and Content Overview in this deployment kit. Modules 3-6 of Course 6 are planned for delivery in 2-4Q FY03. A guide for getting ready for P2 is currently begin prepared and will be provided in the near future.

Recommended Participants for PMBP Curriculum by Course

Participants	Intro and Course 1	2	3	4	5	6	7	8
HQs/MSC/District Senior Leaders	X	X	X	X	X	X	X	X
HQs/MSC/District Branch Chiefs	X	X	X	X	X	X	X	X
HQs/MSC/District Section Chiefs and Team leaders	X	X	X	X	X	X	X	X
HQs/MSC/District Program/Project Managers	X	X	X	X	X	X	X	X
HQs/MSC/District G&A Staff (non-project related)	X	X	X	*	*	*	*	X
HQs/MSC/District Technical Team Members	X	X	X	X	X	X	X	X
Overhead staff in Technical Elements	X	X	X	*	*	*	*	X
Rangers/Lockmasters/Area Managers	X	X	X	*	*	*	*	X
Area Engineers/Resident Engineers/Construction Supervisors	X	X	X	X	X	X	X	X
Mechanics and other Trades & Craft Personnel in Operations	X	X	X					X
Construction Office Field Personnel	X	X	X	X	X	X	X	X
HQs/MSC/Project-related G&A Staff	X	X	X	X	X	X	X	X

X Recommended that all modules be taken for that course.

* Recommended that at least CD Module 1 of each of these courses be taken. (Note: Feedback has been received from the field recommending all Corps team members take courses 4 and 5).

NOTE: These recommendations are based on level for which courses were designed and are provided as a guideline. Each Corps organization will need to develop a specific plan for curriculum deployment.

Curriculum Schedule

December 02

<u>Course</u>	<u>Delivery Schedule</u>
Introduction/1-Why PMBP?	April - June 02
2-Teams and Me	August 02
3-Public Service & Me	August 02
4-Organization, Teams & Me	October 02
5-Quality & the PDT	October 02
6-Working in the PDT (Modules 1&2)	February 03
6-Working in the PDT (Modules 3-6)	2-4Q FY03
6- Formal "hands-on" P2 training	<ul style="list-style-type: none"> ➤ 2Q FY03 (for IOC) ➤ As P2 is deployed Corpwide
7-Success, the PDT & Me	4Q FY03
8-The Call to Action	4Q FY03

RECOMMENDED CURRICULUM DEPLOYMENT PLAN

Recommended Deployment Plan

The following presents a recommended approach for deploying the curriculum as part of the overall implementation of the PMBP. You may have other approaches. This one reflects some of industry's best for undergoing a major organizational change and responds as well to our own experience with change in the Corps, the findings of the EIG reports on various aspects of the PMBP, and the doctrine contained in ER-5-1-11. Your own plan should be tailored to the specifics of your organization and where it is with respect to change and the PMBP. Leadership's role is critical in setting the direction, guidance and context for deployment planning.

1. **Identify who will do what.** Get the right people for the job! Leadership involvement and support is critical. Everyone in the organization plays a key role in the successful implementation of the curriculum and PMBP as a whole program. Specific roles are described below.

Project Manager/PDT: The project manager/PDT handles receipt and distribution of the CDs; develops the plan for deploying the curriculum; ensures communication with the workforce; monitors and reports on implementation and interfaces with leadership.

Facilitators: The primary role of the facilitator is to manage the process of the small group discussion (SGD) and to work with the discussion sponsor to ensure the SGD goals are met. The facilitators should have people skills, a positive attitude about PMBP; be those who want to a facilitator. They don't have to be content experts; although they do need to be very familiar with the subject matter provided in each course. Each facilitator works with a SGD sponsor to plan, design, conduct and evaluate the discussion. The SGD facilitators may also serve as a continuing resource to the organization in other capacities - as facilitation is a critical skill in a team environment. Eventually, it is anticipated that team facilitation will develop into an organizational capability as more and team members develop these skills.

Sponsors: Member of leadership/management; a project manager; or other position of influence that works with the facilitator to ensure success of the SGD. The sponsor attends the SGD, gives a kick-off, is a full participant, and helps the facilitator to keep the group moving forward to achieving goals as needed. The sponsor also serves as a resource for identified follow-up after the SGD. The sponsor should be a person with a positive attitude about PMBP, who is in a position (not necessarily formal) to help with follow-up on any issues identified at the SGD, and a person that the SGD participants feels safe with for creating an environment of sharing. Sponsors and facilitators are identified as part of the PMP development for curriculum deployment.

Participants: Participants are active team members in the discussions of the SGD. They can be a functional group; an established PDT; or a cross-functional group established for the purpose of the SGD. Expectations for them are that they attend the SGD, fully participate, keep an open mind, contribute to the success of the SGD, and come prepared by having done the self-study.

Mentors: Mentors are identified members of the organization that are the "go to" people to clarify understanding of the PMBP; reinforce the PMBP principles by their own behavior; remove obstacles; and give advice and support. Many identify this as a role for senior leadership in the organization. Their key role is reinforcement of the key learning points of the PMBP. They may be thought of as "Organizational Mentors" for the PMBP - rather than the more traditional individual-based relationship view of mentoring. Mentors may attend SGDs. Mentors may also serve other roles, e.g., as sponsors. A key consideration on mentor attendance at any particular SGD is the participants' level of comfort and the SGD goal for full participation and sharing of perspectives and ideas.

Coaches: Coaches are those in your organization that may directly work with teams and coworkers to help integrate the PMBP principles. They may include any of the above or others. A coach may be a coworker or team member. They become the informal network of those who emerge as part of their personality and understanding of

PMBP to assist coworkers and teams. These are people with high organizational trust that others go to naturally for assistance.

2. **View the PMBP curriculum as a project.** Establish a project manager, assemble a project delivery team, and prepare a Project Management Plan for deployment. Put the right people in the right job! In addition to the project manager, some suggested roles: facilitator group representative; PMBP mentor; IT; logistics (for setting up the SGD); management/leadership cross-section; emerging leader; one or two members of the workforce; and a financial person (funding accountability and tracking).

(NOTE: There are a lot of ways to look at the deployment of the PMBP. Some divisions are taking a regional view and are managing the PMBP and all its components as a program with regional oversight provided by the division for some consistency of approach and metrics from district to district. Most districts have assigned a project manager to manage the implementation of PMBP as a project in their district. Teams are being assembled and members assigned to take the lead on various aspects of the PMBP as they become available - e.g., the curriculum, the business process manual (including the development of local procedures), and P2.)

3. **Develop a Project Management Plan.** The team develops a curriculum deployment PMP (could be a component of a PMBP Implementation PMP). Team works with senior leadership to develop the specifics of the deployment plan, including how it will be communicated and tracked; who will take what by when; how the small group discussions will be managed; expectations associated with the curriculum; how it will be funded, etc. Suggested key elements in the plan (not necessarily in exact order):
 - **Kick-off event - town hall, communication campaign.** Use more than one medium. Provide a place for people to ask questions and get responses regarding the PMBP and the curriculum. Develop a deployment communication plan.
 - **Senior leaders involvement.** Parallel with the above and as a critical first step of the deployment plan, the senior leaders in the

organization view the Introduction and Course 1 - Why PMBP? They hold a facilitated small group discussion following the Chief's/MSC example. Provide the results of the discussion via a rollout town hall or via video made available to the workforce. *(Note: Video of the Chief's SGD is available)*

- **Senior leaders engage the rest of management** through facilitated small group discussions with the district/center etc. management team.
(Note: One possible way to do this is to assemble all managers in the district/etc. for a one-day event. Provide an overview of the curriculum and set the expectations for implementation, integration of learning principles, and follow-through. Everyone attending as a requirement would have gone through the self-study for the Introduction and Course 1 - Why PMBP? Then break large group into smaller groups, assign a senior leader to each small group to serve as both mentor and workshop sponsor and a facilitator to conduct small group discussions. Share key learnings/"Aha's" with the larger group. Discuss what next - review issues place in the Parking Lot (or BIN) and identify areas where additional clarification may be necessary. Develop a plan for follow-up.)
- **Perform an assessment.** Using the results of the above as well as other inputs that may be available, conduct an assessment of where the district is in terms of the PMBP. This will guide the focus for the discussions in the SGD, for follow-up actions, and for the criteria developed to measure as metrics for determining the results of PMBP implementation.
- **In-house facilitators.** Parallel to above planning, train in-house facilitators to help with conducting small group discussions.
(Note: As part of the curriculum project, instructors for this training are available throughout the Corps and have been teaching small group discussion facilitation through regional workshops coordinated with POCs at each division. Many districts have trained a handful of facilitators at

these regional workshops and then have had those train others in their local districts. Suggest that the facilitators do a "pilot" SGD practicing what they learned about conducting a SGD together before the "real" SGDs are initiated. Use an experienced facilitator paired with an inexperienced to do the leadership SGD - and other SGDs as needed to gain confidence in doing the sessions.)

- **Develop a plan for how the disks will be viewed.** Each person on their own? Together in groups? How much time? Specific times allotted? Or given a target completion date, you are on your own?
(Note: One approach for those who may have trouble finding time, do not have easy access to a computer or have trouble getting the disks to play, is to have scheduled group sessions where a facilitator(s), an IM POC, and a PMBP mentor/sponsor meet in a computer training room and work through the curriculum viewing with a group. All the workforce is invited; variety of times are offered; sign up ahead of time to ensure numbers can be accommodated.)
- **Develop a small group discussion plan.** Plan will include participants, which course/module, where the SGD will be, and when as well who will facilitate and who will sponsor each discussion. Will the discussions be done in teams? In functional groups? In combination? Will supervisors be present? How much time will you allot? What questions will you focus on for your discussion? Who will sponsor each SGD? Will PMBP mentors be present?
(Note: Recommend a cross-functional group for SGD as it maximizes opportunity for learning and sharing understanding and reinforces the PMBP team environment.) An alternative approach may be to engage first line supervisors with their functional groups for a start, to introduce this method of learning, begin to engage the workforce, and set expectations. The supervisor in this case could be the workforce sponsor, working with the facilitator to design the SGD and to develop what questions should be asked. (Remember that questions and possible discussion

points are provided for each course). Then with subsequent courses, cross-functional groups could be assembled (one district identified small groups by using the list of names provided in Outlook). A mix could be done (some discussions be functional group oriented - depending on the subject matter; others be cross-functional groups either keeping the same together or mixing them with each course. A couple of make-up sessions could be scheduled for those who are not able to attend their designated SGD time.)

- **Establish course completion recognition/incentives.** Be creative - be sure not to skip this step! Recognition is important for both self-study and the SGD portions.

(Note: Course certificates are available at the end of each course self-study from the virtual campus if the evaluation is completed. Talk to other districts if you are looking for ideas. Some have been very successful with incentive awards.)

- **Include provision for providing feedback** on the curriculum itself as well as for identifying gaps and further actions in PMBP deployment in the organization.

(Note: Parking Lots (BINs) from each SGD list issues that may need follow-up action. At the end of the session be sure to review the BIN items and "pin the rose" on further action if necessary. For example, if there is confusion on a PMBP principle and its application, that issue could be referred to senior leadership/mentor(s) for clarification and publishing of the clarification for the benefit of the whole organization. Key issues of broader applicability could be posted in the lessons learned discussion forum of the PMBP Portal for sharing with the whole Corps - perhaps stimulating discussion and further clarification with others.

Additionally, the key results of each SGD AAR could be shared. This begins to spread lessons learned for continuous improvement - a foundational principle of a learning organization - and enhances achievement of common understanding of the PMBP throughout the Corps.)

- **Metrics.** Include metrics for measuring the results of the curriculum deployment. How will curriculum success be defined? How measured? Recommend a qualitative versus solely a quantitative (numbers taking courses) approach.

(Note: One approach is to develop criteria for success, then conduct interviews of a few teams (both management and project delivery teams), followed by a facilitated discussion to consolidate results and ratings with senior leadership members on how we are doing. Indicate red, amber, and green as indicators; report to all members of the organization. Perform the evaluation on a regular basis. See "An Approach for Measuring Success" in this kit.)

- **Develop** a mechanism for integrating curriculum learnings and identified gaps into other organizational systems - e.g. training plans/IDPs; workforce planning strategies, such as capable workforce/METL; development of operating budgets, strategic planning, awards, performance evaluations, etc.

(Note: Engage employees/management in the systems changes. Organize subgroups that take strategic ideas under the general guidance provided by the leadership and develop plans for action implementation.)

4. Implement the plan!!! Notes on implementation are provided in the above component descriptions. More tips are provided in the Self-Study, Small Group Discussion and Reinforcing the Curriculum Guides in this kit.

5. Provide feedback on what you have learned, best practices and good ideas for Corps-wide sharing.

(Note: the PMBP Portal provides an opportunity for anyone to post and share learnings with others in the Corps.)

6. Capture lessons learned for continuous curriculum improvement - e.g. through facilitators, course evaluations and posting to the PMBP Portal.

(Note: The curriculum team will review postings as well as the course evaluations and facilitator input for continuous program and course improvement.)

7. Additional support and Information:

- Members of the curriculum team will be available to provide deployment support/advice/ assistance as requested to the field.
- PMBP Portal
 - ✓ Information about the curriculum
 - ✓ Lessons Learned Discussion Forum: sharing of information; best practices for deployment; ideas and lessons learned related to the PMBP.
 - ✓ On-line mentoring training (via PMBP curriculum website)

EXAMPLE SMALL GROUP DISCUSSION PLAN *

(As an attachment to PMP for PMBP Curriculum Deployment)

SGD	TYPE	WHEN	WHERE	TIME	SPONSOR	FACILITATOR	COURSE	MENTOR
Staff (10)	Functional Group	6 September	Executive Conference Room	0800- 1000	Chief, HTRW Branch	Karen	Course 1: Why PMBP? (focus: roles and responsibilities)	None
Employees X, Y, Z, etc. (20)	Random x- section	10 September	Large Conference Room	1300- 1600	Chief, Logistics	Stephanie and Joe	Course 1: Why PMBP? (Focus: What's in it for me?)	District Engineer
Team Members (8)	Mid-mgmt Team	5 September	Fort Lewis Room	1000- 1200	Chief, EN	Ted	Course 1: (Focus: changing role of the resource provider in a matrix org)	Ch, EN
Project Delivery Team Members	An established PDT	5 October	Team Meeting Room	1500- 1630	PM	Rich	Course 2: (Focus: team dynamics and leadership)	DPM

* Illustrates a variety of ways the small group discussions might be done.

**AN APPROACH FOR
MEASURING SUCCESS**

Measuring Success

Assessment and continuous evaluation is essential in each organization of the Corps if the PMBP implementation is to be successful. In this way, we can measure how we are doing, share best practices, and make appropriate adjustments and course corrections as we learn from our experience.

Tracking curriculum deployment quantitatively involves keeping a record of numbers taking the curriculum. Measuring success of the curriculum is another story. How do we measure whether the curriculum is successful? How do we measure whether PMBP is successful?

One approach for getting a handle - qualitatively - on how we are doing is offered for your consideration. The approach consists of the following components:

- ❑ Identify criteria for success in PMBP (draw on the key learning points of Course 1, the Strategic Vision, and ER-5-1-11)
- ❑ Assess how your organization is doing in those criteria
- ❑ Rate whether green, amber, and red
- ❑ Identify gaps and an action plan to fill the gaps
- ❑ Repeat cycle of evaluation on a continuous basis
- ❑ Follow trends to assess possible correlations with PMBP initiatives.

Assessment phase. Assemble a cross-functional team (suggest members of management, leadership, and employees to conduct the assessment). Get your emerging leaders involved! Interview a few teams - including PDTs and leadership/management teams - using questions developed from the success criteria established. Discuss results and rating using the small group discussion methodology. Identify what can be done to fill the gaps. Look closely at what is operating that influences how we do our work. What values are at work? What strengths exist in the culture that you can use to advance the PMBP vision; what gets in the way - what can be done about them.

DEPLOYMENT GUIDES AND HELPFUL HINTS

Deployment Guides and Helpful Hints

What follows are guides and helpful hints for your use in curriculum deployment. They supplement the recommended deployment plan with more plan implementation details and are keyed to the eight stage process of creating major change presented in Kotter's book "Leading Change". These stages are consistent with the change model used for the curriculum and presented in more detail in the Learning Leadership Doctrine developed as part of the work of the USACE Learning Advisory Board. Many in our organization are familiar with Kotter's book and its strategies for change.

Kotter's 8 Stage Process of Creating Major Change:

1. Establishing A Sense Of Urgency
2. Creating The Guiding Coalition
3. Developing A Vision And Strategy
4. Communicating The Change Vision
5. Empowering Broad-Based Action
6. Generating Short-Term Wins
7. Consolidating Gains And Producing More Changes
8. Anchoring New Approaches In The Culture

Culture, Process, Structure

Self-Study Guide

Distributing the Disks

Helpful Hints

1. Communicate using every means possible! Use multiple means to engage every learning style (*Communicating the Change Vision*).
2. Stir up interest with advanced "teaser" communication (see posters in Communication Aids).
3. Set the context when you distribute the disks to employees: Communicate what you are doing and why (*Establishing a sense of urgency; Communicating the change vision*).
4. Make certain each permanent employee gets a copy of the disks and is provided the time to view them (*Empowering broad-based action*).
5. Be clear on your expectations of the workforce and the organization. Who's involved? (*Who is your guiding coalition for change*)? Who are the deployment team members? Facilitators? Mentors? Small group discussion sponsors? What is the schedule? How will the disks be reviewed? How will the effort be funded? Why is this important? Communicate the various roles and their place in the change process.
6. Plan a kick-off event, like a town hall (see briefing slides provided in the Communication Aids). At the town hall, introduce your *guiding coalition*. Have them talk about what they are going to be doing.
7. Develop "talking papers" that can be used by leadership, management, project managers, others to talk with their staffs, teams, etc. about what we are doing and why (see Information Paper and example messages under Communication Aids) (*Communicating the Change Vision*).
8. Communicate the curriculum system requirements and make certain all computers (including laptops) have been enabled with QuickTime and Flash.

Viewing the Disks

Helpful Hints

1. PDT pilot the viewing to learn what some of the IM issues might be and to make a list of user tips as well as to familiarize themselves with the content and the navigation for helping others. Establish an IM POC to help people with IM issues associated with the disks (see system requirements and user tips provided in this kit under Communication Tools).
2. Provide multiple opportunities for viewing in order to target multiple learning styles. For example,
 - ✓ Viewing on your own at your own workstation or on TDY via laptop.
 - ✓ Setting up group viewing sessions in a computer lab/training room. Have an IM person there to help; plus a facilitator and a PMBP mentor/member of the deployment PDT to answer questions).
3. Make use of already existing forums (like staff meetings and team meetings) to:
 - encourage people to talk about what they are learning,
 - hear how employees are applying what they are learning to their everyday work,
 - share good ideas with others,
 - identify organizational structure/processes/behaviors (culture) that they see to be inconsistent with the PMBP,
 - stimulate discussion among coworkers,
 - discuss where they have changed their own behavior in response to what they have learned and the consequences of that change.
4. Develop an incentive/recognition program to recognize people as they complete the viewing of each course and begin to apply what they have learned to their work. Advertise and make short-term wins public. Recognize those responsible publicly in a town hall forum, as an example (***Generate short-term wins***).
5. Set up a means for people to get quick responses to their questions about what they are learning in the self-study. An electronic in-basket to the PDT is one example. Engage the assistance of your PAO! Communicate responses of wide applicability to the workforce in a running list of FAQs. Post

questions on PMBP Portal to see what others think as well as to share clarifications you have developed with others in the Corps.

Curriculum System Requirements

In order to use the curriculum disks, you must have [QuickTime 5.0.2 \(or later version\)](#) on your computer for the CD content and [Flash and Adobe Acrobat](#) to enable the web content. Contact your IM systems administrator to install this software.

Other minimum system requirements for the curriculum are:

- P II - 400 MHz
- Connectivity to the WWW
- Microsoft Windows 95, 98, WinNT, 2000
- Netscape 4.0 or higher; or Internet Explorer 4.0 or higher
- 15 inch SVGA monitor
- 8 Mb Video Card (supporting 800X600 screen resolution)
- 32 Mb RAM
- 8X CDROM Drive

Please note: These requirements are to implement the curriculum; not to deploy P2. Additional software, as well as hardware, is required for P2. Information on those requirements will be provided separately from this curriculum deployment kit.

User Tips

Some things learned so far from curriculum users:

- Turn off all other programs (e.g., email, CEFMS, etc.) before using the CDs.
- Extend the time on your screensaver to minimize interruptions during viewing (additionally, to the extent possible, find a block of time when you can work uninterrupted when viewing the CDs).
 - Also periodically jiggle your mouse to prevent the screensaver from coming on.
- Some new Dell computers require a sound card fix. If you have one and are having trouble with the audio on the curriculum CDs, see your system administrator for help. [The website for the Dell sound card](#)

"fix" is: <http://support.dell.com/us/en/register.asp?redirect=yes>
Look up the type of computer you have and go to sound card drivers.

- Some Corps organizations may want to put the curriculum on their LAN for training sessions/small group discussions. This may not work well depending on the demands on your system because of the large multimedia files contained within the curriculum. All permanent employees of your organization are receiving their own copy of the curriculum to enable flexibility and to maximize opportunity for viewing, for sharing what they are learning with each other and for applying the curriculum to their work.

The Student Notebook

The student notebook is a series of note pages contained in each course. These note pages are available on the web via the CD - click on STUDENT NOTEBOOK. Print off the pages and use them for taking notes as you go through the curriculum. Keep your note pages in a loose-leaf notebook for easy reference.

CD Evaluation and Certificate of Completion

At the end of each course, participants have the opportunity to evaluate the course and receive a certificate of completion. The evaluation and certificate are accessed through the Professional Development Support Center's (PDSC) virtual campus. To receive the certificate, you must do the evaluation. To do the evaluation, you must register on the virtual campus. If you have ever taken a course on the virtual campus, you have already registered and you will use the same password. A "Forgot your password?" button has been added to the site, as have directions for printing the course certificates.

Small Group Discussion Guide (Empowering broad-based action)

Small Group Discussions (SGD) are the most critical component of the curriculum. The goals of small group discussions are:

- To develop a common understanding of the PMBP principles within our organizations
- To instill a discipline of sharing ideas, experience, and knowledge - learning from each other and together - a critical skill for team learning and success.

The **SGD method** of learning draws on the experience and knowledge of the participants to achieve defined objectives. It is an adult learning method - different than instructor led - in which the instructor is the expert and is imparting knowledge to the "students". SGD are facilitated discussions - aimed at creating a psychologically safe environment for team members to fully participate and is designed to draw out the participants to share what they know and guide the process to achievement of its objectives.

To achieve these goals it is important that time be spent in **planning, designing, conducting and evaluating the small group discussions**. The role of the facilitator and the sponsor are key to the success of achieving these goals and more specifically the purpose and objectives of each of the small group discussions. Because no two organizations are in the same place on the "PMBP journey", no specific cookbook approach can be taken to any change program. Instead making use of the general guidance provided here, each Corps office must assess where they are with the PMBP and hence where they believe their focus needs to be. The assumptions made about where the organization is need to be checked and rechecked and reevaluated on a continuing basis. A suggestion is provided in this kit on how to do that. Such evaluations could be part of already established forums in the district - such as corporate board meetings, middle management meetings, various employee/employee-management forums; team meetings.

The team learning disciplines practiced in SGD are key to becoming a learning organization. This is an opportunity for a whole organization to learn key principles about how we do our work together and to share ideas and

lessons learned. It has been said in this era of knowledge assets, that the greatest strength an organization can have to continue to provide value to its customers is to be able to convert what is learned quickly into action that benefits the customers. The discipline of the SGD both serves to enhance our ability to learn from each other and also to build a common understanding of PMBP. As a result, our goal is to become "corporately agile" in serving our customers needs by leveraging our resources quickly and effectively to bring to bear on any engineering and scientific problem within our mission purview. At the same time, we also maximize the potential and growth opportunities for our employees aiding their ability to contribute, to be valued team members, and to take pride in our organization - a key to our ability to retain and attract talent, and to sustain our critical capabilities.

Key Roles. To review, the key roles in a SGD are:

- Facilitator
- Sponsor
- Participants

Small Group Discussion Process

The process for achieving the small group discussions is described in the following. This guide is largely addressed to the facilitators and the sponsors, but is also meant to gain leadership, curriculum deployment PDT and mentor understanding of the SGD process.

Getting Started (the "you" in this discussion is the facilitator)

You are at the stage at which the PMP has been developed and approved and the small group discussion (SGD) plan developed, establishing who will participate, when, where and who will be the sponsor and the facilitator for each. Such a plan might be in a matrix format and look something like the chart found in the section in the kit on the recommended deployment plan. Assessment of organizational focus for the SGD has been done - or will be done as part of each SGD. You, as the facilitator, now are ready to get started. You have learned the basics at the facilitator training and you are now ready to apply them. Remember to team up if you are inexperienced or if you have been assigned a large group (more than 10).

1-Planning the Small Group Discussion. The planning phase of the SGD consists of the facilitator preparing for a meeting with the sponsor, meeting

with the sponsor, soliciting information you will need to design the agenda for the SGD, and checking on the logistics for the SGD. Key outcomes of your meeting with the sponsor are:

- Purpose, objectives, and outcomes of the SGD (you may want to come to the sponsor's meeting with an agenda outline as a place to start)
- Gaining an understanding of the participants and their knowledge of the PMBP
- Ensuring roles are clarified. Will a mentor be invited? If so, what will his/her role be?
- Clarifying where the meeting will be held and when; how much time you will have; number of participants; what incentive/recognition you will use for SGD completion.
- Deciding whether you are the right facilitator for the group. Remember you are an in-house asset and as a facilitator will want to be as objective as possible. It may be difficult for you to maintain objectivity with a certain group because of your past experience with them - perhaps as team member or coworker. Also the nature of the group may require a more experienced facilitator - or a team of more than one facilitator. In any case, you will need to take the responsibility to find an alternative/teammate and coordinate that with the sponsor.
- Deciding who will communicate with the participants, what the message will be (e.g., remind them that they must do self-study before coming), who will prepare any read-ahead (e.g., like the roles and responsibilities contained in course 1).
- Deciding what small group discussion questions you will use in your SGD. Use any "focus" guidance that may have been provided by your leadership in development of the PMP. If none, talk with the sponsor about what might be most appropriate for the group.

You will want to double check the room and ensure that it is reserved and that the appropriate equipment has been arranged and will be there on the designated day. In some organizations, a logistic PDT team member may handle this task and you will coordinate with that person. In others, the facilitator may play a bigger role in the logistics.

Helpful hints

- Suggested group size: ideal 6-8; no more than 10.
- Time: A two-hour block.

- Number of questions: Have 10 ready and prioritized. Expect to cover 3-4. **Remember goal is to have a meaningful discussion, not to cover all the questions.** Suggest you review all the questions for an entire course and select from all questions. For each course within the curriculum, questions are provided, as are possible discussion points. For any particular course, depending on the need within that organization, you may have one or more SGD sessions.

Note: Part of the assessment done as part of PMP development is to decide the number of SGDs per course.

The following additional resources are provided for use in the planning phase of the SGD:

- Example questions for conducting the meeting with the sponsor (SGD-1).
- A logistics checklist (SGD-2)
- An example sponsor meeting read-ahead from SGD with the Chief (SGD-3)
- An example pre-meeting design (SGD-4)
- Example of discussion questions and possible discussion points (SGD-5).

Note that in the example case provided, the Chief is serving the role of the workshop sponsor, as well as he is a PMBP mentor. This may or may not be the case of any particular sponsor you are working with. A mentor may or not participate in a small group discussion. This is part of the planning done in development of the PMP.

2-Designing the SGD. The design phase involves developing the agenda details, deciding what processes will be used to facilitate the discussion, and assuring appropriate room and equipment arrangements. This phase involves the facilitator preparing the agenda for the SGD based on information resulting from the meeting with the sponsor. You and the sponsor will also decide whether the agenda will be distributed before the SGD and who will do that. As part of the agenda development, you will decide what facilitation techniques you will use to draw out the group. Suggest a variety be used to appeal to different people's learning styles. If your group is large, then you will need to consider breaking people into smaller groups, then bringing them

back to share with the larger group. If this is the case, you will also need to consider more time to conduct the SGD - maybe extending it to a 3-hour block. If a long time is planned, be sure to incorporate a break that keeps people in the room (e.g., a stretch break; having coffee/water and snacks) and helps to continue the dialogue. For large groups using a longer block of time, a place offsite may also be preferred to help resist the temptation of people getting called back to their desks.

Examples of [different facilitation methods](#) include brainstorming; individual work using post-its, then round robin to share (each person can say "pass" if they have nothing more to add); role playing and sharing; working in partners; breaking the group into smaller groups and then reconvening to share results. These are just a few of many examples that can be used to stimulate discussion and engage the participants.

Some other aspects of designing the SGD include determining whether you will need to have an [introduction/ice-breaker](#). Such is recommended especially if the group has not worked together as a whole before. It helps to break the ice as each participant learns something about each other. Also since you are facilitating in-house groups, participants may hold strong opinions about each other that can inhibit sharing and participation. An introductory exercise that allows each person to share something little known about themselves can help to break down stereotypes we have of each other and to open us up to new possibilities for ourselves as well as others. This helps to ensure full participation and creation of a safe environment. Also consider the time you have available when deciding what, if any, introductory method you will use.

Other considerations to clarify as part of the design phase:

- Plan what will be charted on butcher block paper; who will chart it
- What will be done with what is charted
- What are the expected outcomes of the SGD
- Decide whether the agenda will be sent out to the participants before the SGD (recommended)
- Will there be any other resources used by the participants at the SGD - and if so, who will prepare them, what is their purpose and how will they be used.

Note each SGD design should have an opening, a middle, and a closure. The purpose, objectives, and outcomes need to be specified as part of the agenda/SGD design.

The following additional resources are provided to assist you in accomplishing this phase:

- SGD Agenda Template (SGD-6)
- SGD Agenda Example (SGD-7)
- SGD Planner Checklist (SGD-8)

3-Conducting the SGD. Remember your job as a facilitator, in working with the sponsor, is to create a safe environment for learning, to engage the participants, and to guide the SGD process toward achievement of the goals and objectives of the SGD - managing the process including time! The sponsor's job is to present a positive attitude about the PMBP, work with the facilitator in ensuring success of the SGD, kick off the SGD, be a full participant, and help the facilitator run interference if the process gets bogged down by a participant(s). The facilitator must work hard to be objective. The sponsor can play a critical role in helping the process stay on track and moving forward.

The phases of conducting the SGD are to open the SGD, manage the discussion, and to close the SGD.

Opening

Opening includes welcoming the participants, stating the purpose and goals, establishing ground rules, reviewing the agenda/and any handout materials/references. If you are using one, have an icebreaker/introductory exercise decided between yourself and the sponsor during the planning and design phases.

Managing the Discussion

Key methods for managing the discussion include using different ways to involve the participants. You may want to use a different method for each discussion question, although that is not necessary - although at least some variety is recommended. Such techniques as brainstorming and asking open-ended questions can be particularly useful. When you feel you might be

losing control of the process, ask a clarifying question of an individual or of the group. Keep the attention off yourself and onto the group. Using open-ended questions is very effective in stimulating discussion and drawing out the participants. Referring to the ground rules and bringing people back to the purpose of the session (keep it posted on the wall as well as the ground rules) can both help you effectively manage a process that is beginning to get off track. Remember it is not your role (or the sponsor's) to have all the answers. You want to draw upon the experience and knowledge of all of the participants and maximize their opportunity to contribute to the discussion.

Closing

In closing the SGD, remember to summarize key points and review the agenda to ensure objectives have been met. Identify remaining issues (BIN items) and "pin the rose" on who will take what action if any and by when. Perform an AAR and identify lessons learned (what worked in the SGD; how could the SGD be improved), as well as evaluate the effectiveness of the session content (what was learned?). What follow-up actions will be required? Decide who will type up the workshops results and who will do what with the results. **How will results be shared and communicated and by whom?** Decide what will be posted for sharing with others in the organization, within the region, and within the larger Corps via the PMBP Portal. And who will do the posting? Pass out the incentive/recognition for having completed the SGD. Pass out and collect evaluation forms.

Helpful tip: Remember to use open questions to keep the conversation going - closed to bring the discussion to a close.

Additional resources provided for use in this phase include:

- ❑ Guidance for open questions (SGD-9)
- ❑ Brainstorming rules (SGD-10)
- ❑ SGD evaluation form (SGD-11)
- ❑ Ground Rules for SGD (SGD-12)

4-Evaluating the SGD. This phase is critical for continuous improvement to the process as well as feedback on the content of the curriculum. It is divided into two parts - group evaluation of the SGD by the participants (occurs as part of the closing phase of the SGD) and facilitators self-evaluation based on group input as well as their own evaluation of themselves.

After each SGD, each facilitator should use the input of the AAR/lessons learned to improve their facilitation skills. It is recommended that the facilitators meet on a periodic basis to share evaluations/lessons learned results with other facilitators for continuous improvement of facilitation skills and the SGD process as well as to roll up any feedback gained on the content of the curriculum. Decide what should be posted on the Portal and shared with others and who will do that.

Note: The PMP should address how results will be rolled up, shared, curriculum deployment tracked and results measured.

Additional Helpful Hints about Conducting the SGDs

1. Senior leaders do a small group discussion at the outset of curriculum deployment and share their experience with the workforce
2. Show the video of the Chief/MSC SGD to give people a sense of what to expect (provided with this kit).
3. Develop some posters/visuals to post in the small group discussion rooms to stimulate thought and dialogue as people enter the room.
4. Require that all participants have viewed the course before coming to the small group discussion.
5. Sponsors provide feedback to leadership through PRB or other appropriate forum. This feedback (gaps, good ideas) can be used as input to strategic planning, training plans, operating budgets, recruiting and retention practices, processes, etc. **(Consolidating gains and producing more change)**
6. There are many approaches that can be taken for the small group discussions depending on the specifics of your situation and needs. Some alternatives are listed as follows:
 - Start with functional groups - especially in groups that might find that a safer group for sharing to gain familiarity with SGD
 - Move to the extent possible to cross-functional group of no more than 10.

- Assemble large groups with multiple facilitators that will hold SGD in a specified block of time. Be mindful that this will take more time, but be sure to schedule breaks and opportunities for people to move around. If you do a large group, design the session to provide small group opportunities using different techniques for dialogue and then sharing with the larger group. This may work well for all managers as an example - a group that could really gain by sharing ideas, building an understanding.
- Have snacks!

7. Encourage participants to talk with their supervisors about what additional training they may have identified they need as a result of the course viewing and SGD. Refer to the formal training section of the curriculum course as a place to start to identify possible courses to fit those needs.

8. Encourage participants to post what they have learned, comments, and good ideas on the Portal for sharing with others.

What's Next? Reinforcing the Curriculum

(Anchoring new approaches in the culture)

What's next after the curriculum has been deployed?

Further Training

It is expected that though the process of self-study and the small group discussions, participants will identify additional needs for learning. As these are identified they would be communicated to the supervisors and become a part of the individual's IDP. Some needs may be so widespread in an organization that a more organizational approach needs to be taken to providing training - perhaps onsite if the need warrants. Refer to the [Formal Training](#) component of each course curriculum for a place to start in identifying training sources to meet further needs.

What Happens After Initial Curriculum Deployment Is Completed

When the curriculum is completed, the work isn't over. The principles taught in the curriculum need to be continually reinforced for a new - modified - culture to sustain itself - otherwise we tend, being humans, to fall back to our old ways and habits. The [roles of leadership, mentors, and coaches](#) are critical to PMBP reinforcement and sustainment in an environment of continuous learning. After action reviews, learning from each other as we do out work in teams, sharing ideas and experiences and developing those "third" alternatives are key sustaining ingredients to our success.

Consider the curriculum disks as a part of your reference library to be referred to and used in team meetings, discussions with customers and other stakeholders. Keep some in your organization's library, share them with your customers, and use them in new employee orientations.

The goal of the PMBP program is to provide for the continued maintenance, updating, and refinement of the curriculum contents to reflect what we learn from our experiences in applying the principles of PMBP. The curriculum has been designed in an effort to place the more time sensitive material on the web for ease of updating and the less time dependent content on the CDs.

Additional Helpful Hints

- ❑ Keep the communication flowing - you're not done when the curriculum is done!! Change and learning are continuous!
- ❑ Walk around and talk to people about what they have learned and how they are applying it. Continue to celebrate and recognize accomplishments. Use real examples of projects to illustrate use of the PMBP principles and their impact on project results.
- ❑ Measure the results in a way that connects learned new behaviors with organizational performance (see example provided in kit) **(Anchoring new approaches in the culture)**.
- ❑ Engage your customers! Ask them for feedback on any changes they have observed. What differences in results have they observed, if any? In their relationship with us? In our processes and attitudes? Do they feel like a valued member of the project team?
- ❑ Visit PDT meetings, acknowledging observed changes that support the PMBP. Look for the use of small group discussion techniques in team meetings and signs of team learning taking place.
- ❑ Advertise PMBP mentors and their availability for continuing support.
- ❑ Incorporate the curriculum into new employee orientation - assign a mentor/coach to work with each new employee to develop that understanding **(Anchoring new approaches in the culture)**.
- ❑ Expand your mentors/coaches and facilitators to include other members of the workforce who have surfaced as persons of influence in your organization through the initial curriculum deployment. Continue to expand your coalition for change. Draw upon you LDP and emerging leader graduates **(Consolidating gains and producing more change)**.
- ❑ Modify performance evaluation systems to reflect the desired changed behavior **(Anchoring new approaches in the culture)**.

- Model the change - most critical!!!! (**Anchoring new approaches in the culture**)

- Incorporate new behaviors in leadership development programs and succession planning (**Anchoring new approaches in the culture**) Draw upon you LDP and emerging leader graduates.

SMALL GROUP DISCUSSION RESOURCES

(SGD-1 THROUGH SGD-12)

SGD-1. Facilitator Preplanning Worksheet
General questionnaire for the meeting with the sponsor

1. What is the organizational issue we are targeting with this curriculum?
2. What is the level of knowledge in your group of the PMBP? Where would you put it in terms of a rating of 1 (minimal understanding) to 10 (high level of understanding)?
3. Based on level of knowledge, what type of facilitation are you looking for?
4. Does your organization currently have a plan for PMBP training? If so, can a copy be obtained?
5. What are the relative roles between workshop sponsor, facilitators and participants? Who will do what?
6. Has everyone in your group reviewed the course material to be discussed at the SGD? If not, what is the expectation for completion? How has that been communicated?
7. How big is your group? What communication has your group received about the PMBP curriculum and small group discussion? What advance message have you sent (or will you send) regarding the small group discussion? When do you want to do the SGD? How much time are you willing to put into the SGD? How do you plan to fund it?
8. What is your expectation regarding attendance and who will attend? What accountabilities will you use to ensure that level of participation?
9. How do you anticipate measuring the effectiveness of the small group discussion?
10. What questions in the small group discussion questions would you want to focus on? Any others you would like to ask?
11. What facilitation methods do we want to use? Break-out? Group brainstorming? Exercises? Others?
12. How will we handle disruptions? Tangents? Time management?
13. What roles will we each play? What type of facilitator is needed? Who will do what? Who will open? Who will close? Who will do the AAR?

14. Review a rough draft agenda and facilitate a discussion with the sponsor by asking open-ended questions clarifying purpose, objective, and content of the SGD.
15. How will we handle breaks? Ground rules? Lunch? Coffee? Donuts? Snacks?
16. Who will be the participants? Any mentors? Coaches invited? How will leadership be informed? Involved?
17. What follow-up to the SGD do you anticipate? What will happen next? What do you want my role to be?
18. How do you anticipate the results of the SGD will be communicated and shared with others?
19. How will we recognize the group for having completed the SGD?

SGD-2. Logistics

- Contact Logistics POC (if one)
- Go over meeting particulars
 - Who
 - What
 - When
 - Where
 - Notification of participants
- Additional needs
 - Room set up
 - Equipment needs
 - Lighting and temperature adjustments
- Other? Coffee? Snacks?

SGD-3. and 4.

Small Group Discussion Workshop Pre-Meeting Design

Roles, Purpose and Objectives

1. Roles. The role of the Chief is to be a “realistic cheerleader”. He is both a mentor and the workshop sponsor. Working with the facilitator to ensure workshop success, he will provide supportive comments, engage in the dialogue, and help the facilitator keep things moving, as needed. He will provide opening and closing remarks and be a full participant in the discussions. Karen’s role will be to facilitate the workshop, primarily managing the process, although she will also offer her knowledge of the curriculum.

2. Purpose. The purpose of this workshop is to role model small group discussion by Corps senior military leadership.

3. Objectives. The workshop objectives are to:

- Provide an example for the rest of the Corps of what a small group discussion is all about
- Demonstrate a communication style of openness, sharing knowledge and experience, trying different things, learning, and having fun – communication essential in the team environment
- Provide a leadership example setting the expectation for the rest of the organization regarding deployment of the curriculum.

Concepts for Workshop Agenda and Design (Based on 90 minutes)

- 1. Setting the Stage (Karen) (10 minutes).** Karen will review what we are doing and why; the videotaping and how it will be used
- 2. Starting the Workshop (General Flowers and Karen) (25 minutes)**
 - General Flowers will comment on what he expects of the MSC commanders relative to deploying the curriculum; emphasizing its importance to the overall PMBP program’s effectiveness and the importance of small group discussion as a key to team learning – the heart of the PMBP.
 - Karen will review the workshop objectives and the agenda; the ground rules and roles of participants.
 - Karen will lead a participatory warm up exercise.
- 3. Workshop Discussion (45 minutes)**
 - Karen will lead all participants in a discussion that integrates key learning points from the Introduction and Course 1 of the PMBP curriculum.
 - General Flower’s role is to be supportive and participate with the group. If the discussion gets stuck – Karen will look to him to help her

keep it going and to step in, as needed, to respond to any individual that may be having a tough time with what we are doing. In this SGD, he is both the sponsor and the mentor.

- Prior to the workshop, General Flowers and Karen will decide what questions will be asked to guide and structure the discussion. (Possible questions are provided). For each, we will use a different facilitating technique (e.g. group brainstorming; individual exercise; group exercise) in order to demonstrate different ways of keeping people engaged and of appealing to different learning styles.

4. Workshop Closure (10 minutes) – All

- Karen will summarize key learning points and conduct a brief AAR/Lessons learned
 - Karen will thank everyone and give her parting words of encouragement
 - General Flowers will provide closing remarks re-emphasizing what he expects the Commanders to do with the curriculum within their MSCs.
-

SGD-5. EXAMPLE DISCUSSION QUESTIONS

Course 1 – Why PMBP?

Module 1: *The Corps Strategic Vision*

Question 1:

Why does the Nation need the Corps?

Possible discussion points:

- The Corps relationship with the Nation has a historical basis of needed service. That need still applies today. The Nation has relied on the Corps for many diverse engineering operations. These services include the building of coastal fortifications, surveying roads and canals, exploration of the Western frontier, elimination of navigation hazards on major rivers, protecting natural resources (such as Yellowstone National Park), constructing National monuments and buildings, and providing on-time expertise during many national emergencies.
- The Nation needs the Corps to preserve the need to have an honest broker to make sound, honest, unbiased engineering decisions.
- The Corps has the capability to mobilize multiple disciplines rapidly to solve problems of the Army and the Nation.

Question 2:

What's changed to motivate a different way of doing business within the Corps?

Possible discussion points:

- Knowledge is doubling every five years. The pace of change is increasing and our organization must keep pace with it.
- To maintain our relevancy as a public agency, we need to achieve and maintain the ability to learn and rapidly apply what they learn.
- The workforce environment is changing. Projects are smaller and more numerous. There is a shift in focus from rules and regulations to results and customer, client, sponsor, and partner satisfaction.
- Those we serve are looking for different ways to execute the work (e.g., Design/Build). We have lost our captive audience.
- Our traditional work is diminishing as our service to the Army and the Nation is being transformed.

Question 3:

Why did the Corps implement the PMBP as our way of doing business?

Possible discussion points:

- The PMBP will help us meet several challenges:
 - Becoming the world's premier public engineering organization.
 - Sustaining a capable workforce to meet the changing needs of those we serve.
 - Maintaining in-house capabilities.
 - Maintaining responsiveness in an organization of this size and diversity of missions.
 - Building relationships and mutual understanding.
 - Increasing awareness of our role as public servants.
- The PMBP mobilizes talent and increases flexibility to improve responsiveness.
- The PMBP provides a single point of contact to customers, backed by a cross-functional team of expertise.
- The PMBP strengthens our ability as regional business centers.
- The PMBP empowers teams, focuses teams on delivering quality projects, and provides opportunity for innovation.
- The PMBP team environment facilitates cross-functional communication.

Question 4:

What can my team(s) do to implement the PMBP? What can I do?

Possible discussion points:

Project delivery teams can:

- Take individual responsibility to be effective team members.
- Look for ways to streamline processes that keep the project in line with customer needs.
- Keep up-to-date in our fields, share ideas with others, and look for increased effectiveness through innovation.
- Instill continuous learning in the team process; apply lessons learned from project to project and team to team.

- Value others; treat all members with dignity and respect.
- Become aware of future trends and what is happening in our customers' worlds that we may be able to support with our products and services.
- Contribute to aligning all sub-processes (Financial, Research and Development, Human Resources, Contracting, etc.) to increase our effectiveness.
- Share resources across Divisions.
- Help infuse the concept of PMBP in the work we do.

Management teams can:

- Support the project delivery teams.
- Serve as mentors and coaches.
- Create an environment that fosters empowered and innovative team work.

Module 2: PMBP Defined

Question 1:

What does the PMBP mean to you?

Possible discussion points:

- It's a process to help me do my work more satisfactorily and effectively.
- It aligns me with a team, a common goal, and results.
- It's a way of doing our business differently.
- It's a way to rapidly satisfy our customers by being flexible, adaptable, and responsive.
- It's a culture change.
- It's necessary in order to ensure our future.
- It means I work in teams.
- It means my role has changed from ----- to -----.

- It's a legitimate and necessary process, rather than a "flavor of the month."
- It gives me the opportunity to be empowered to take action.

Question 2:

How would you rate your organization's progress in adopting the Project Management Business Process? Give it a grade from A to F. Discuss why that grade is given.

Possible discussion points:

- Ask the group to discuss a real project example – both successful and not so successful – and to share observations on how participants were behaving/roles at all levels in each case. What worked? What could be improved?
- Discuss behaviors that may be used to measure against, such as:
 - Using cross-functional teams to serve specific customer needs, as opposed to doing work within the functional stovepipes
 - Maintaining a focus on those we serve, as though the Number 1 priority of both employees and managers is to provide quality service, as opposed to being focused upward in the organization
 - Sharing information and ideas and creating new knowledge, as opposed to keeping information to yourself or just within your work group
 - Building partnerships and connections within your teams, with the community, our customers and other stakeholders and our organization, rather than keeping to ourselves.

Question 3:

Given the goals of the PMBP as discussed in this module, what would a PMBP workplace culture be like?

Possible discussion points:

- Discuss the roles of both corporate and project players in the PMBP culture. These include:
 - Senior leaders
 - Middle management
 - First line Supervisors
 - Project Managers
 - Other Team members
 - Customers, clients, partners, sponsors, and other stakeholders

- You

NOTE: Refer to the section on *Creating the PMBP Team Culture* in this module.

- Talk about which roles and responsibilities are most challenging and which align more easily with your current work situation.

Question 4:

What are some ways to promote the PMBP culture? What stands in our way of achieving this culture?

Possible discussion points:

- Ways in which you can promote this culture may include:
 - Establishing team norms that align with the preferred behaviors.
 - Individually role modeling good team behaviors (as described above) in our PDT.
 - Holding the attitude that the process of working in a PDT is a continuous learning experience.
 - Conducting lessons learned; sharing what you learn with others within your team and in other teams.
 - Facilitating team discussions about the PMBP process itself and how it can be improved.
- When discussing challenges to the PMBP culture, focus on the concrete. Ask for two recommended solutions to each challenge offered. Ask how these solutions could be implemented.

Module 3: *Why PMBP and Me?*

Question 1:

How does this house example relate to your experience with the PMBP?

Possible discussion points:

- It's necessary that each person be involved throughout the house planning, design, and construction (the life cycle of the project). What happens if this is not the case?
- What happens if a builder doesn't consult with the client on every major decision?
- What would happen if the PM didn't consult you before creating the project budget?

- What effect would it have on the building of the house if the various contributors didn't communicate or weren't willing to work together? How would this translate to executing a project?

Question 2:

Where do you fit in the PMBP? What do you see as your role(s) on the team(s) you belong to?

Possible discussion points:

- Stress that everyone works on a team.
- It's important that everyone recognize their contribution.
- Teams may look different and serve different purposes, but they have common attributes (e.g., they all have a purpose, team members, group rules for operating, the primary objective of providing client excellence).
- Everyone, as a team member, has the responsibility to
 - Understand what is expected of her or him
 - Follow-through and meet deadlines
 - Communicate with team members, the Project Manager, your supervisor
 - Help others on the team proceed and succeed
 - Identify issues (and solutions) before they become crises
 - Work with the client /customer/partner/sponsor and other team members to define project quality
 - Ask how each of these behaviors is best accomplished.

SGD-6. PMBP SGD Curriculum Agenda Template

Workshop Purpose:

Workshop Objectives:

Workshop Outcomes:

Workshop Logistics:

Workshop Notes:

DATE	WORKSHOP LEAD	ACTIVITY	NOTES
		OPENING & WELCOME -	
		INTRODUCTION –	
		DISCUSSION PART I –	
		DISCUSSION PART II –	
		DISCUSSION PART III –	
		CLOSURE –	

SGD-7. General Flower's PMBP SGD Curriculum Agenda

Workshop Purpose: to role model a small group discussion (SGD) by Corps senior military leadership

Workshop Objectives:

- Provide an example of SGDs for Corps employees
- Demonstrate the discipline of team dialogue
- Illustrate the process of facilitating a SGD
- Demonstrate open communication, sharing of ideas, being flexible and having fun
- Provide a leadership example for the USACE for deployment of the curriculum

Workshop Outcomes:

- Ideas on how PMBP relates to our customers
- A shared learning about why people should care about PMBP regardless of where they sit in the organization
- After action review
- An understanding of what is next
- A video of a SGD

DATE	LEAD	ACTIVITY	NOTES
3/22/02	General Flowers	OPENING & WELCOME -	
0800-0815	Karen	INTRODUCTION – <ul style="list-style-type: none"> • What are we doing and why? • Videotaping and how it will be used 	
0815-0840	Karen- facilitator General - Sponsor	DISCUSSION – <ul style="list-style-type: none"> • Role of participants • Ground rules • Review meeting design • Warm-up exercise - All 	
0840-0940	Karen- facilitator General - Sponsor	DISCUSSION – <ul style="list-style-type: none"> • How do we help people make the connection between what they do everyday and PMBP? • What is in it for the customer? • What are your thoughts on metrics for evaluating our success with PMBP implementation? 	
0940-1010	Karen General	CLOSURE – <ul style="list-style-type: none"> • Summarize key learning points • AAR/Lessons learned • What's next • Team awards • Closing remarks 	

SGD-8. SMALL GROUP DISCUSSION PLANNER

- **Planned Room Layout?**
- **Room Reserved?**
- **Agenda prepared?**
- **Meeting notice sent?**
- **Verified number of participants?**
- **Checked on equipment? Tables? Chairs?**
- **Prepared Handouts? (if any)**
- **Checked on light and temperature controls?**
- **Have extra markers, pens, paper?**
- **Need extension cord?**
- **Have your slides? (if using any) and Projector?
Extra bulbs? VCR? Video? Screen?**
- **Flipcharts?**
- **Planned refreshments? Breaks?**
- **Double checked plans with the Sponsor?**

SGD-9. ASKING QUESTIONS

Questions are one of a facilitator's primary tools. They engage the participants and increase the interactions among them. They also enable you to guide the discussion without taking too much airtime.

Good questions are brief. They serve a simple purpose, are open – inviting dialogue – not usually closed (“yes” or “no” responses) and do not carry a lot of baggage (excess commentary and explanation). There is a time for closed questions, such as when you are bringing a meeting/topic to closure. There are also times when both closed and open questions are used effectively together, such as to end one topic and then engage discussion in a new one.

Here are some of the ways you can use questions to facilitate:

Initiate Discussion (Open)

The next agenda item is distribution. Jean, what are your findings in this area?

Solicit Contributions (Open)

*Valuation seems to be a recurring theme here. How should we address it?
Helmut, what would you suggest?*

Clarify Statements (Open)

What do you mean by “distributed processing”? Could you give an example?

Direct the Discussion (Open)

Storage is an important issue, but it's not on our agenda today. Can we focus on production? The key issue is feed stocks. What problem are we having with them now?

Manage Time (Closed)

Should we move on?

Promote Active Listening (Closed with paraphrasing, followed by Open)

Are you saying that interest rates have less bearing on the decision than we thought? Could you tell us more about that?

Test for Consensus (Closed)

Can everyone live with this?

Transition to Another Topic (Closed, followed by Open)

Are we ready to move on? Okay, the next issue is seniority. John, would you tell us what your team found?

SGD-10. GROUND RULES FOR BRAINSTORMING*

1. Every contribution is worthwhile.
 - Even weird, way-out ideas
 - Even confusing ideas
 - *Especially* silly ideas
2. Suspend judgment.
 - We won't evaluate each other's ideas
 - We won't censor our own ideas
 - We'll save these ideas for later discussion
3. We can modify this process before it starts or after it ends, but not while it's underway.

When introducing the technique of formal brainstorming to a group, spend a little time discussing the value of *suspended judgment*. Then ask each participant if s/he is willing to follow these ground rules. If one or more members are not, encourage the group to modify the ground rules to fit the needs of all members.

*The inventor of brainstorming as a technique for stimulating creativity was Alex Osborn. His classic, *Applied Imagination*, New York: Charles Scribner & Sons, 1953, has spawned more than one hundred variations of brainstorming.

SGD-11. SGD WORKSHOP EVALUATION

Instructions: Please rate each item by circling a number from 1-5, with 1 being the lowest and 5 the highest. If you rate an item less than 4, please write specific suggestions on how we can improve that item.

1.	Accomplishment of workshop goals: Comments: _____ _____	1	2	3	4	5
2.	The design/flow of the workshop: Comments: _____ _____	1	2	3	4	5
3.	The length of the workshop: Comments: _____ _____	1	2	3	4	5
4.	The number of participants: Comments: _____ _____	1	2	3	4	5
5.	The expertise of participants: Comments: _____ _____	1	2	3	4	5
6.	The facilities: Comments: _____ _____	1	2	3	4	5
7.	Staff support: Comments: _____ _____	1	2	3	4	5
8.	The facilitator(s) Comments: _____ _____	1	2	3	4	5
9.	The small group work: Comments: _____ _____	1	2	3	4	5
10.	The large group work: Comments: _____ _____	1	2	3	4	5
11.	Would you recommend this workshop to your peers: Comments: _____ _____	1	2	3	4	5

The most satisfying part of this workshop was: _____

The least satisfying part of this workshop was: _____

One thing I would change would be: _____

SGD-12. PMBP Small Group Discussion Ground Rules (Examples)

- Session will start and end on time
- No phone calls during scheduled meeting sessions
- No side bar conversations
- It's okay to move around when you need to, but stay in the room
- Listen for understanding to the other person's thoughts
- It's okay to have fun
- All ideas are valid
- Minimize war stories and watch those tangents!
- Pay attention to time and allow others opportunity to speak
- Say what you mean and mean what you say
- People need not agree
- This is about learning, not problem solving
- Keep an open mind
- One person talks at a time
- Everyone participates
- Stay conscious!

COMMUNICATION AIDS

The Communication Context

Communication Ideas Collected from the Field

PMBP Lessons Learned Discussion Forum

PMBP Curriculum Website

PMBP Curriculum Project Information Paper

Employee Message

Communication Aids

Communication plays an invaluable role in our transformation to the PMBP way of doing business. In that context, it can be viewed as the sharing of information directed at changing behavior - our culture - "what it takes for each of us to be successful around here." This section of the deployment kit offers communication aids to help in curriculum deployment as well as describes some principles to think about regarding communication in the context of our transformation to the PMBP.

The Communication Context

"Employee communication should be about the hard, day-to-day business of changing frontline employee behavior" (Larkin, 1999).

DEFINITIONS

Communication: Information that changes behavior

Change: New directions requiring an adjustment in individual behavior

Goal: Improving performance, changing the way the organization's members do their work.

Curriculum objectives:

- ❑ To assist individuals in learning to interact together in a way that gets the work done effectively in teams.
- ❑ To facilitate the repetition of the experience of successfully working in teams until it eventually becomes the new way we do business. From that new behavior - a new or modified cultural value emerges.
- ❑ To continually reinforce the new way by facilitating its integration into the organization's systems - e.g., how we train, how we reward, how we recruit, etc. - in order to become institutionalized as our way of doing business.

The curriculum strives to communicate key messages in multiple ways to appeal to various learning styles - e.g., individual learners versus group learners - and personality styles - e.g., intuitive versus facts based. In using small group discussions, it seeks to maximize to the extent possible face-to-face communication.

Communication Ideas Collected from the Field

- Publish a PMBP Question of the month - electronic and have people respond to it; publish responses and leadership thoughts. Use for gap analysis and action planning. Questions touch on both facts and attitudes/behaviors. Tailor questions to the key learning points of the curriculum course, focusing on issues of particular relevance to your organization.
- Pose a PMBP Question of the month for discussion at the PRB
- Use as many existing organization forums (staff meetings, PRB, etc) to talk about what people are learning from the curriculum. Invite people to tell "real application" stories.
- Translate the change and tailor the specifics of communication to show how it affects each department/division. Challenge each functional area to come up with a "Press Release about what PMBP means to them". Have a contest for the "best" Press Release.
- Assess where your functional group is and together at a staff meeting, planned offsite, or small group discussion session, develop "from" and "to" as shown in Course 1, engaging employees in the culture description. Post the results in your work area to show a picture of PMBP culture as it applies to you and your work group.
- Connect desired behaviors to organizational success - invite stories, metaphors, case examples where PMBP principles are working and not working and the results. Talk about what can be done about them.
- When communicating change, talk more about performance and less about values. Communicate performance directly - e.g., have we done well or not. Be as specific as possible - ask for suggestions for improvement at the local work area level - working through and engaging the first line supervisors.
- Develop briefing cards sized to be carried easily (index cards) and used for communicating key facts regarding the PMBP and its goals.
- Prepare a "talking paper" with key information about the PMBP program and the curriculum to be used by management/PDT/others to send a consistent message about what we are trying to achieve.
- Communicate reality by letting people know about uncertain information and that the plan is evolving as it is implemented. Otherwise, they will fill the voids with their own perceptions.
- Communicate simultaneously with plan development by communicating probabilities. (E.g. the probability that we will get a new software

- program is 100% - the probability that it will be P2 as currently envisioned is 90. **NOTE:** This is an example not a fact!).
- Communicate the most likely scenario - employees have the best response to change when their managers communicate early and often, even if management doesn't know for sure what will happen. This can help to form a bridge between employees and management and indicates to employees that they are to be trusted with the information.
 - Develop and publish FAQs (see the FAQs on the PMBP curriculum website).
 - Post key learning PMBP principles as well as places for employees to post their implementation ideas and lessons learned around conference rooms, hallways, the coffee pot and cafeteria.
 - Put up posters throughout the organization (some provided as part of this kit)
 - Talk to customers about what we are doing and what we hope to achieve - ask them for their observations and suggestions.
 - Senior managers hold discussion sessions with supervisors; then invite supervisors to provide opinion reports to senior management regarding their concerns and issues related to the PMBP
 - Make random calls to supervisors and employees to invite their feedback and their understanding of PMBP. Let them know that you will be doing that.
 - Include communication as a performance objective. *An idea: Supervisors evaluate their managers' communication; feedback is shared with other managers, as well as first line and senior managers as a learning experience for continuous improvement in communicating.*
 - Invite employees to be a part of the district's communication process - to actively participate in communication as well as to offer suggestions and ideas for improving communication. Tap into your emerging leaders, local leadership development classes and alumni - a huge and growing resource!

PMBP Lessons Learned Discussion Forum

The PMBP Lessons Learned Discussion Forum is a feature available through the PMBP Portal. Its purpose is to serve as a place for Corps team members to provide feedback, sharing ideas and lessons learned, and posting issues for discussion related to the PMBP. Accompanying the roll-out of the PMBP Portal will be a

Portal User's Guide (included in this Kit) and PowerPoint presentation to aid in communication about this new tool available to Corps employees from their desktop computers.

PMBP Portal

<https://pmbp.usace.army.mil>

Click on: PMBP Curriculum

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Curriculum PMP

Schedule and Budget

Frequently Asked Questions (FAQs)

Facilitators Information

Facilitators Training Manual

Online Mentoring Training Link

Current Updates

Communication tools

Curriculum Deployment Kit

PMBP Curriculum Project Information Paper

What is the PMBP Curriculum project? The PMBP Curriculum project involves the development of structured coursework for nurturing the project management business process (PMBP) within the Corps of Engineers.

What is its purpose? The purpose of the project is to guide the individual and the organization in the progressive development of understanding and skills needed to work successfully in the PMBP environment.

Why are we developing a curriculum? The shift to the PMBP as our key business process has been evolving for several years within our organization. Adoption of the PMBP has occurred at varying degrees and rates throughout USACE. With increasing need in our organization to operate as One Corps, regionally as well as nationally, there is increasing need for all of us to be operating consistently and from the "same sheet of music". In this way we can best leverage our resources, make available our capability, and continue to provide value-added service to the Nation and the Army.

The PMBP curriculum will help us establish corporate consistency in the way we approach our work and our customers, in our communications, in our processes, and in what we value - our beliefs and attitudes. This will 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 PMBP curriculum will assist us in remaining focused on results based on common goals and thus, in providing better service. By fostering teamwork, the curriculum will also help us to understand what is expected of us, to 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. This has benefits to us as individuals, to our teams, to our organization and to the public that we serve.

What is the curriculum's focus? Key to the success of the PMBP is a workplace environment that enables effective teamwork. The PMBP

curriculum is focused on the development of the team culture that is the heart of the PMBP.

Who does this curriculum apply to? This curriculum applies to every member of the Corps of Engineers. It is based on the philosophy that everything we do can be considered a project and every employee is a team member.

What is different about this curriculum? Unlike traditional classroom training, this curriculum is designed to role model the teamwork that is the fundamental cornerstone of the PMBP. Implementation of the PMBP curriculum occurs onsite and is based on how adults learn. This learning method recognizes and makes use of the fact that each of us brings experience and knowledge to the team and we all have something to share and to learn from each other. The curriculum design provides a forum for accessing that sharing and role models an approach that is a critical part of how highly effective teams perform.

What does the curriculum involve? The PMBP curriculum involves self-paced learning via CD-ROM and the Internet, small group discussions, mentoring and coaching, and formal classroom training as needed. These are summarized below:

- **Self-Study.** Self-Study consists of a series of modules available on CD-ROM and links to PMBP web content on the Internet.
- **Small Group Discussion.** Small Group Discussion serves as the backbone of the PMBP Curriculum implementation by using team dialogues to reinforce key learning points from the self-study. Small Group Discussion Guides will be developed for use as a tool for facilitators in guiding these discussions. Facilitators will receive training on basic facilitation skills. An orientation program for facilitators will provide specifics on supporting the PMBP.
- **Mentoring and Coaching.** Mentoring and Coaching serve as continual and critical forms of support throughout implementation of the PMBP Curriculum. Mentoring and Coaching provide teams and individual members with insights about expectations, success criteria, and immediate expert assistance with a problem or situation. Mentors from senior leadership in Headquarters and in each District and Division

throughout the Corps will complete a web-based mentoring training program.

- **Formal Training Program.** As Corps members progress through the curriculum, they may identify additional specific training needs to enhance their success in the PMBP environment. Although this project does not intend to develop formal courses, it will identify a variety of existing sources to refer to for additional training.

What are the actual subjects being taught by this curriculum?

The curriculum includes the following courses:

<p>Course 1: Why PMBP?</p> <ul style="list-style-type: none"> ▪ Module 1: The Strategic Vision ▪ Module 2: PMBP Defined ▪ Module 3: Why PMBP and Me? ▪ Module 4: So What? 	<p>Course 5: Quality & the PDT</p> <ul style="list-style-type: none"> ▪ Module 1: The Essence of the PDT ▪ Module 2: Building Quality through PDT Success ▪ Module 3: So What?
<p>Course 2: Teams and Me</p> <ul style="list-style-type: none"> ▪ Module 1: Team Development ▪ Module 2: Team Maintenance ▪ Module 3: Leadership ▪ Module 4: So What? 	<p>Course 6: Working in the PDT</p> <ul style="list-style-type: none"> ▪ Module 1: Understanding the CBP ▪ Module 2: BP and Projects ▪ Module 3: BP and Programs ▪ Module 4: BP Tools ▪ Module 5: Mission Processes ▪ Module 6: So What?
<p>Course 3: Public Service and Me</p> <ul style="list-style-type: none"> ▪ Module 1: Who We Serve ▪ Module 2: Building Synergistic Relationships ▪ Module 3: Involving the Customer ▪ Module 4: So What? 	<p>Course 7: Success, the PDT and Me</p> <ul style="list-style-type: none"> ▪ Module 1: PDT Success ▪ Module 2: Your contribution ▪ Module 3: Reinforcing success ▪ Module 4: So What?
<p>Course 4: Organization, Teams & Me</p> <ul style="list-style-type: none"> ▪ Module 1: USACE/Project Teams Relationships ▪ Module 2: Management Responsibilities ▪ Module 3: So What? 	<p>Course 8: Your Call to Action</p> <ul style="list-style-type: none"> • Summary of key learning points • Testimonials from people and customers throughout the Corps regarding the PMBP • Closing reinforcing video of General Flowers

Who is creating this curriculum? The curriculum is being developed by a Corps-wide team of subject matter experts from within each Corps Division and Headquarters with support from the Professional Development Support Center and contractors.

How does this project relate to other PMBP initiatives ongoing in the Corps? All PMs for the initiatives are working together to develop an integrated implementation and communication strategy. Specifically, the PMBP curriculum and the BP/P2 teams are including the appropriate training for the business processes and P2 as part of the curriculum. Additionally, the curriculum integrates the Strategic Vision and the USACE Business Process regulation.

What is the schedule for the curriculum? The curriculum courses are being made available according to the following schedule:

<u>Course</u>	<u>Delivery Schedule</u>
Introduction/1-Why PMBP?	April - June 02
2-Teams and Me	August 02
3-Public Service & Me	August 02
4-Organization, Teams & Me	October 02
5-Quality & the PDT	October 02
6-Working in the PDT (Modules 1&2)	February 03
6-Working in the PDT (Modules 3-6)	2-4Q FY03
7-Success, the PDT & Me	4Q FY03
8-The Call to Action	4Q FY03

Deliverables to each MSC/Center/ERDC will include: Self-study CDs and a Deployment Kit, including a Facilitators Guide for small group discussions. Additionally, facilitators' training was made available in each MSC in the third quarter of FY 02. Mentoring training is available on-line via the curriculum website.

What is my role in this curriculum? Some of you have served as SMEs in the development of the curriculum. Others of you are facilitator instructors or have been trained to be facilitators of small group

discussions. Many of you will be sponsors working with the facilitators for success of the small group discussions. Still others of you will be mentors to serve the organization in a reinforcing role for the PMBP. An online mentoring course is available for you through the curriculum web site. Many of you will find that you serve informally as coaches on the teams that you participate on, helping to integrate the PMBP principles that you are learning into your work on Project Delivery Teams. All of you are expected to be active participants in viewing the disks and in the small group discussions. Each of us plays an important role in ensuring the success of the PMBP. Feedback is welcome, as are good ideas for sharing with others in the Corps via the PMBP lessons learned forum available on the PMBP Portal or by contacting the PMBP Curriculum Team via the curriculum web site.

Who can I contact for more information? Contact Karen Northup, Project Manager, at (206) 764-3310 or via email.

Employee Message

THE PMBP CURRICULUM IS HERE!!!

PMBP! Culture! Teams! Public Service! Customers! Matrix! Quality! Business Processes! P2! Capabilities! Learning! Success! A corporate word search game? Not exactly! These are a few of the key topics addressed in the PMBP curriculum that you are starting to receive in your organization. The curriculum, developed by a Corps-wide team, is designed to help create the environment for the success of the Project Management Business Process - an environment in which we work in teams to deliver quality projects to our customers - both internal and external. The target audience for the curriculum is every one of us in the Corps of Engineers whether we work at a District, Division, Headquarters, a lab or a center.

The curriculum uses the learning methods of self-study using compact disks and web content, small group discussion involving trained in-house facilitators, and coaching and mentoring to support the application of what is learned in the curriculum. Additionally a reference for formal classroom training is provided for each course. On-line mentoring training is also being provided via the web site. Starting with a March kick-off event held between the Chief and MSC Commanders, the current course delivery schedule is:

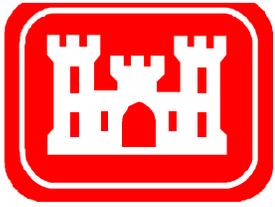
<u>Course</u>	<u>Delivery Schedule</u>
Chief's Kick-off Event	22 March 02
Introduction/Why PMBP?	April-June 02
2-Teams and Me	August 02
3-Public Service & Me	August 02
4-Organization, Teams & Me	1Q FY03
5-Quality & the PDT	1Q FY03
6-Working in the PDT	2Q FY03- 4Q FY03
7-Success, the PDT & Me	4Q FY03
8-Your Call to Action	4Q FY03

For additional information on the PMBP curriculum, visit the PMBP program web site at <https://pmbp.usace.army.mil> and/or contact Karen Northup, the PMBP Curriculum Project Manager at karen.s.northup@usace.army.mil

Get ready to enjoy a unique learning experience!

COMMUNICATION AIDS

PMBP Curriculum Briefing Slides



PMBP Curriculum Briefing

US Army Corps
of Engineers



Chief's Vision Timeline

Year 1

- Re-establish Relationships with the Administration, Congress, & the Public
- Empower the Workforce

Year 2

- Process Improvements
 - ◆ PMBP
 - ◆ Strategic Planning
- People Issues
- Encourage Emphasis on Training

Year 3

- Consolidate Gains
- Consideration of Senior Leader Moves
- Set up the 51st Chief for Success

Year 4

- Transition to New Chief
- Continue to Have Fun

USACE Vision Goal: Process

"Use the PMBP to operate as One Corps regionally delivering quality goods and services "

Process

Objectives

- Practice Project Management at all levels
- One Corps, operating regionally and globally
 - Synergy between economic objectives and the environment



What is the PMBP Curriculum?

Consists of an Introduction and 8 courses designed to progressively develop skills and understanding necessary to be a successful team member in the PMBP work environment

Curriculum Components

- CD-ROM Self Study
- Facilitated Small Group Discussion
- Mentoring and Coaching
- Formal Training Resource

Project Management Business Process (PMBP) Curriculum

PROJECT MANAGEMENT BUSINESS PROCESS (PMBP) INTRODUCTION AND TOUR GUIDE

PMBP COURSES

WHY PMBP?



TEAMS AND ME



PUBLIC SERVICE AND ME



THE ORGANIZATION, TEAMS, AND ME



QUALITY AND THE PROJECT DELIVERY TEAM



Working In The PDT



SUCCESS, THE PDT, AND ME



YOUR CALL TO ACTION

What are the curriculum's objectives?

- ◆ Ensure a shared understanding of the PMBP for everyone in the organization
- ◆ Lead the culture change - the "Why"; establish the PMBP context
- ◆ Develop team skills and behaviors
- ◆ Advance organizational learning
- ◆ Teach processes and tools that support the PMBP

Who developed the curriculum?

- HQUSACE Sponsor representation
- USACE MSC representation
- Additional subject matter experts from throughout the Corps Districts, Centers & Labs
- Contractors and support from PDSC
- Team took a broad organizational perspective versus a functional perspective

Change Model Used

Culture change leads process change

- Curriculum addresses the capabilities the organization needs to have for success in team environment
- Translates capabilities to desired behaviors
- Reinforces behaviors thru program of self-study, dialogue & mentoring; formal training as needed
- Uses a systems approach - culture (PMBP doctrine), structure (matrix team), processes (BP/P2 and people systems, such as awards and evaluation- METL/Capable workforce/IDPs)

Goal: Engage the Individual Help to answer the questions

- What's in it for me?
- How do I fit in?
- How can I contribute?
- What opportunities do I have?

Focus on individual's success as a team member in the PMBP environment

How?

- Curriculum uses the adult learning approach
 - ◆ Participants have much to contribute
 - ◆ Facilitators; sponsors; mentors and coaches versus “teachers”
- Employs multiple methods to appeal to different learning styles
- Occurs onsite, where we work, for immediate application to what we do everyday

What are the courses about?

- Introduction: Overview of curriculum; Chief's video; navigation tour guide
- Why PMBP? PMBP culture; need for; expectations; PMBP defined; ER 5-1-11; Strategic Vision
- Teams and Me Basics of working in a team environment - internal focus
- Public Service and Me Value of public service; Corps missions - external focus on customer/stakeholders as team members

What are the courses about?

- The Organization, Teams and Me: How organization structure, roles, and relationships are changing to support PMBP- importance of vertical and horizontal teams
- Quality and the Project Delivery Team (PDT): Role of quality in the PDTs; defines quality and quality parameters; identifies quality processes.

What are the courses about?

- Working in the PDT: Importance of business processes, reviews project phases and teaches business processes and P2
- Success, the PDT and Me: Human resources systems and organizational competencies that must be in place for success of the PMBP
- Your Call to Action: Summary of key learning points; presents testimonials through the Corps about the PMBP and the curriculum

Will I be required to take all courses?

- Depends on your organization's assessment of needs
- Some courses recommended for everyone (Why PMBP?; Teams and Me; Public Service and Me; Your Call to Action)
- Others dependent on your role as a team member in your organization
- A matrix guide is provided in deployment kit and on the web-site (FAQs)/ PMBP Portal

How much time will be required to take these courses?

- Varies depending on:
 - each individual's pace in completing the self-study
 - how your organization does the small-group discussion sessions
- Guide provided on web-site (FAQs)/PMBP Portal and in deployment kit
- There is a lot of flexibility depending on your organization's assessment and needed focus

How much time will be required to take these courses?

Guideline: CD & Small Group Discussion

Introduction	45 minutes
Why PMBP?	5 hours
Teams and Me	5 hours
Public Service and Me	5 hours
Organization, PDT and Me	5 hours
Quality, PDT, and Me	5 hours
Working in the PDT	Varies to 50+ hrs
Success, Teams and Me	5 hours
Your Call to Action	2 hours

What does the curriculum cost?

- Curriculum materials provided at no charge
- Your cost will be:
 - Labor and time to participate in the curriculum.
 - Additional training that may be needed to support P2
 - Participation of staff for facilitation training and subsequent facilitation of small group discussions.
- Up front cost is an investment for your future

What is the curriculum delivery schedule?

Course

Delivery Date

Introduction/1-Why PMBP?

Apr-Jun 02

2-Teams and Me

Aug 02

3-Public Service & Me

Aug 02

4-Organization, Teams & Me

Oct 02

5-Quality & the PDT

Oct 02

6-Working in the PDT (1&2)

2QFY03

6-Working in the PDT (3-6)

2-4QFY03

7-Success, the PDT & Me

4QFY03

8-Your Call to Action

4QFY03

What about the PMBP Curriculum facilitators and mentors?

- Facilitator instructors were trained in Mar 02.
- Regional training workshops were held to teach facilitators throughout the Corps in facilitating small group discussion (May - August 02).
- Online PMBP mentoring training is provided through the curriculum web-site.
- A kick-off Small Group Discussion with the Chief and the MSC Commanders was held in March. Video available to serve as teaching aid.

KEY DEFINITIONS TO REMEMBER

PMBP SMALL GROUP DISCUSSION ROLES

- **Facilitator** : Primary role is to manage the process of the SGD - to ensure the goals are met (the focus of this workshop)
- **Sponsor**: Member of management; a project manager; or other position of influence that works with the facilitator to ensure success of the SGD
- **Participants**: Active team members in the discussions of the SGD; can be a functional group; an established PDT; or a cross-functional group established for the purpose of the SGD. Expectations: Participate; keep an open mind
- **Mentors**: Identified members of your organization that are "go to" people to clarify understanding of the PMBP; remove obstacles; give advice. Their key role is reinforcement of what you are learning. May be thought of as "**Organizational Mentors**"
- **Coaches**: Those in your organization that may directly work with teams to help integrate the PMBP principles. May include any of the above or others. May be one of your coworkers or team members.

Small Group Discussion Example

Why PMBP? Module 1: The Vision -

Questions provided as part of course

- Why does the nation need the Corps?
- What's changed to motivate a different way of doing business in the Corps?
- Why did the Corps implement the PMBP as our way of doing business?
- What can my team do to implement the PMBP?

Small Group Discussion Example

Why PMBP? Module 2: PMBP Defined

- What does PMBP mean to me?
- How would you rate your organization's ability to adopt the Project Management Business Process? Give it a grade from A to F. Discuss why that grade is given.
- What would a PMBP culture look like?
- What are some ways to promote this culture? What stands in our way? What can we do about it?

How does the curriculum relate to other PMBP initiatives?

- The Curriculum integrates and links to:
 - PMBP culture
 - ER 5-1-11
 - BP/P2
 - Strategic Vision (People, Process, and Communication)
- BP and P2 training incorporated as part of Curriculum Course 6 - Working in the PDT

How does the curriculum relate to the CorpsPath?

- Curriculum focus: PMBP; working in teams; takes a systems approach to transforming the Corps; increases in depth as one progresses through the courses.
- CorpsPath focus: understanding our vision; our history, how we are organized, what we do, how we operate, and how each of us fits into and contributes to the Corps missions.

What is the deployment concept?

- Leadership involvement as role model is critical
- Assemble a team with PM, facilitator reps, IM support, and cross-section of organizational managers/leaders as mentors
- Assess your organization's needs
- Develop a PMP for deployment - include the who, what, when, & how much - both self-study and small group discussion
- Ensure input to operating budget
- Track, evaluate effectiveness and provide feedback thru self-study evaluations and Portal lessons learned forum

What are the curriculum team's expectations?

- Teams will be able to participate in the curriculum together.
- Each organization will develop in-house facilitation and mentoring capability for the PMBP.
- Facilitated small group discussions will be used to develop a team discipline of sharing and learning.
- Curriculum will enhance the synergy teams already have and enable them to move to the next level of teamwork and customer service.

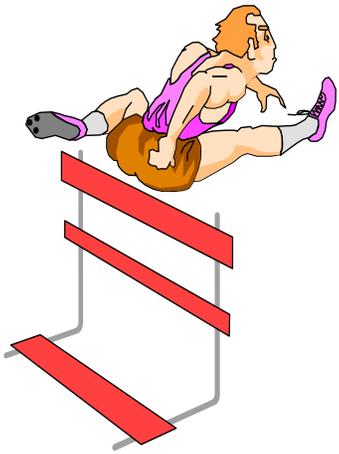
Summary of Deliverables

- CD Albums
- Course CDs
- Small Group Discussion questions and bulleted discussion aids
- Curriculum Deployment Kit
- Facilitator training workshops
- Online mentoring training

Video

***Small Group Discussion
Chief and MSC Commanders
(30 minutes)***

(Provided with Deployment Kit)



**What are the challenges to PMBP
Curriculum Deployment?**

**Talk about it in small groups and share with larger
groups or brainstorm in large group.**

What can we do about these challenges?

Group Brainstorm

Share ideas for use in creating a PMP for deployment of the curriculum

Where can I get more information?

PMBP Portal

<https://pmbp.usace.army.mil>

COMMUNICATION AIDS
POSTERS

- Share in the Management
- PMBP is an Environment,
Not a Stovepipe



Got the idea?

<http://www.hq.usace.army.mil/pmbp2/>

- Introduction & Why PMBP?
- Teams and Me
- Public Service and Me

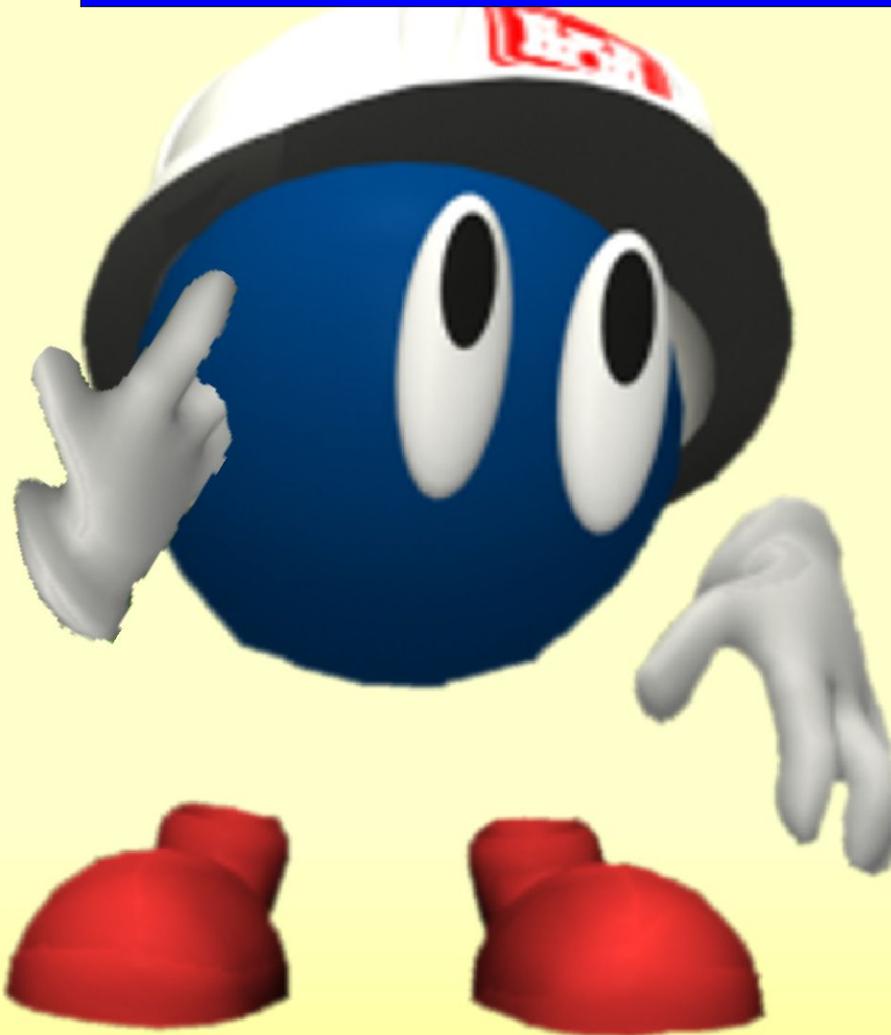


They're Coming!

<http://www.hq.usace.army.mil/pmbp2/>

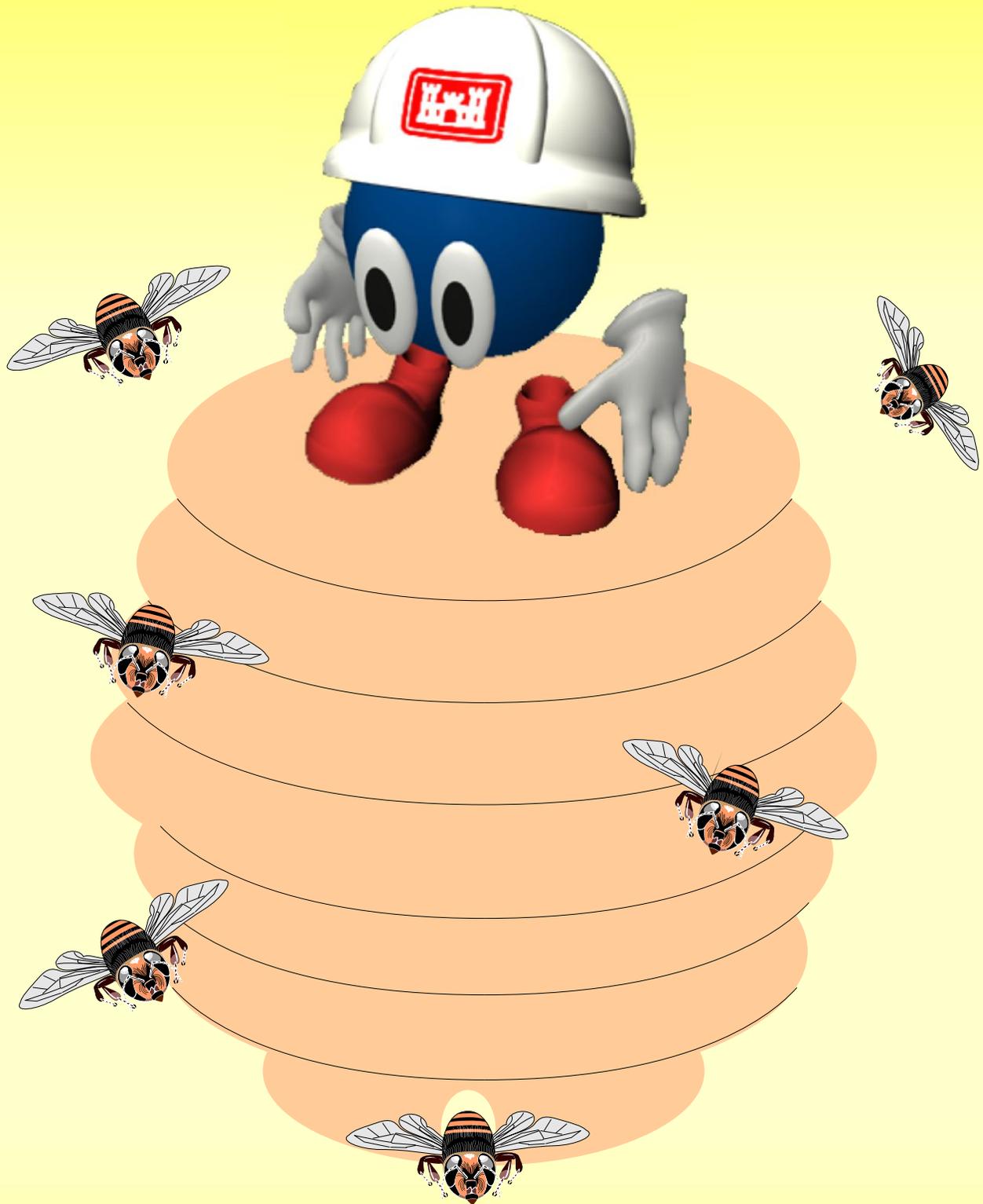
Project Phases

- 1. Initiation**
- 2. Planning**
- 3. Execution & Control**
- 4. Closeout**



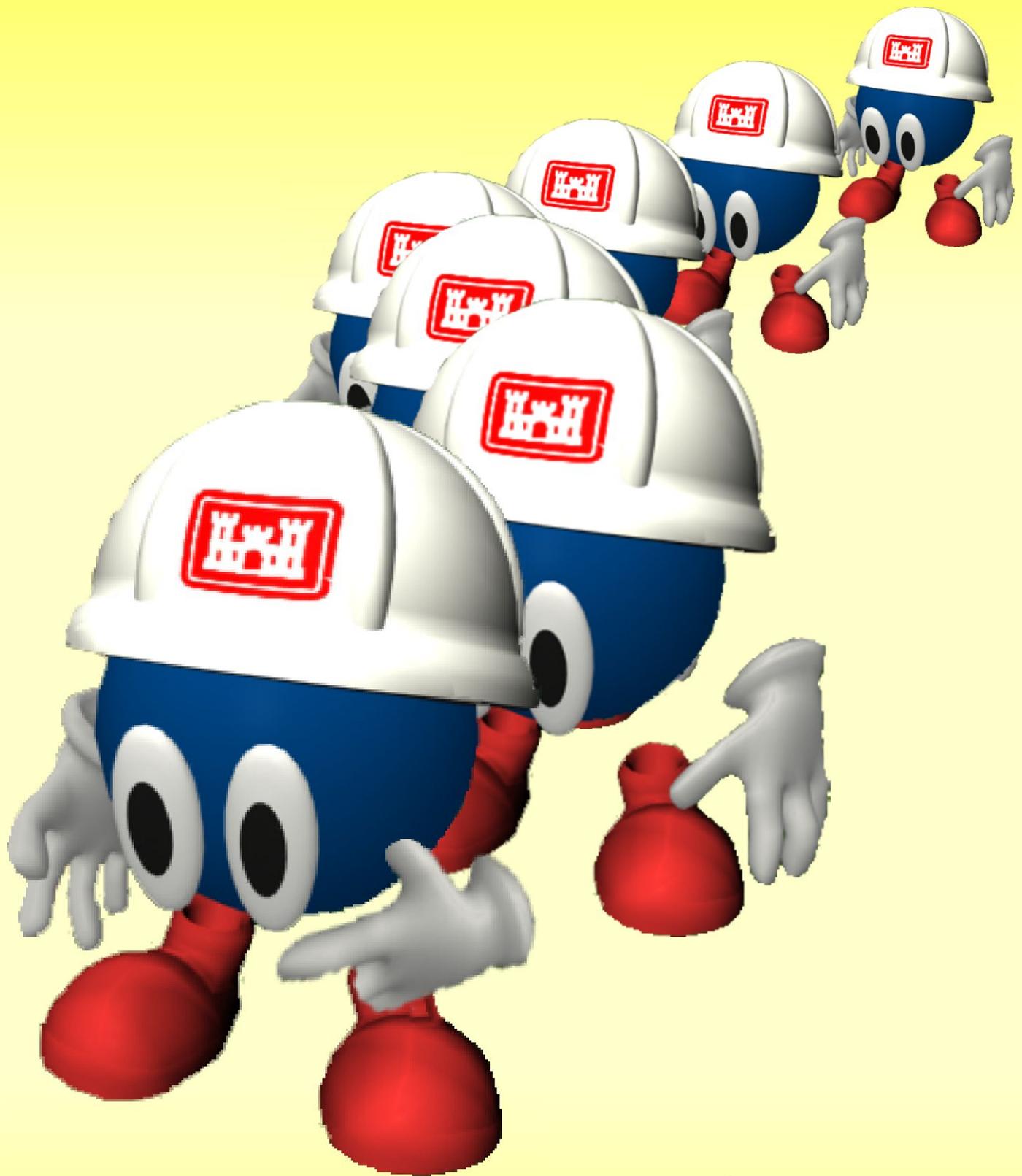
BPs make good business!

<http://www.hq.usace.army.mil/pmbp2/>



Matrix, naturally!

<http://www.hq.usace.army.mil/pmbp2/>



Be in step!
Plan, Do, Check, Act!

<http://www.hq.usace.army.mil/pmbp2/>



Use Teams for success!

<http://www.hq.usace.army.mil/pmbp2/>



Your portal to the future!

<http://www.hq.usace.army.mil/pmbp2/>

COMMUNICATION AIDS

PMBP Portal User Guide

PMBP Portal User's Guide

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PMBP Portal User's Guide

Welcome to the PMBP Portal!

The purpose of this document is to serve as a jump-start guide to facilitate a smooth and efficient deployment of the PMBP Portal, your window to Project Management Business Process information and the P2 suite.

What is a Portal?

A portal is a collection of dynamic web pages that can be used to make information easily available to a number of users. Additionally, it is a common, integrated starting point from which you USACE can build, deploy, and manage internal and external corporate application and information sources using only an Internet browser.

What is the USACE PMBP Portal?

The USACE Project Management Business Process (PMBP) Portal is a dynamic, integrated starting point that provides all users with a single, personally customizable starting point to access relevant organizational knowledge across USACE, realizing the Army Knowledge Management Goal of adopting governance and cultural changes to become a knowledge-based organization.

The USACE PMBP Portal is a pilot effort and consists of a strategically scalable selection of functionality based on the Project Management Business Process (PMBP) initiatives including the supporting P2 automated information system.

Initial PMBP Portal Deployment Objectives

The PMBP Portal will be deployed in phases.

Phase I of PMBP Portal Deployment - Objectives (1 August 02)

- Provide delivery mechanism for information about all PMBP initiatives to USACE employees including on-line access to the PMBP Manual
- Provide collaborative environment for USACE employees to share best business practices and lessons learned about PMBP principles
- Acclimate new PMBP Portal users to the culture change of using the Portal to access critical information for their daily jobs
- Provide integration with PPDS (in its existing state), thus allowing "one-stop shopping" for business process information and updates on programs and projects throughout USACE



Currently, the PMBP Portal points to the existing PPDS application; however, the ultimate goal is to incrementally integrate components of PPDS into the P2 framework. The first component to be replaced is the PPDS discussion forum. Future components are being scheduled into the development queue.

Phase II of PMBP Portal Deployment - Objectives (Release date - To Be Determined)

- Provide the sign on mechanism to P2 using UPASS user names and passwords
- Provide ease of use access to reports and other key program and project-specific information without having to sign into P2
- Provide collaborative workspaces including discussion forums and documentation libraries for each project utilizing self-service publishing functionality for project documentation
- Provide search capabilities across the PMBP Portal to facilitate information access at the site level (vs. at a content area level)

Accessing and Availability of the PMBP Portal

Access the PMBP Portal entering the following URL into your Internet browser:

<http://cpc56.usace.army.mil:7778/pls/portal30>

This link brings you to the DEFAULT HOME PAGE. Any user connected to the USACE network has authority to access this page.

The Portal will have scheduled downtime for backups and maintenance on a routine basis and will be during a time period as to not interfere with user production time.

Functionality of PMBP Portal

A portlet is a contained region on a Portal page that displays information or navigation for a specific purpose. The dynamic nature of portlets allows them to be used to summarize key data, highlight important information, and alert users of new PMBP developments.

The matrix below describes the purpose of each portlet in the PMBP Portal.

Portlets denoted with an asterisk (*) are those that require PMBP Portal login to access. These portlets will only be available to PMBP PDT members during Phase I of Portal deployment. Additional portlets will be available to other users in Phase II using the UPASS user name and password.

Portlet Title	Description
PMBP Communications Portlet	Portlet used by HQUSACE Program Management Team and the PMBP PDT members to communicate with employees throughout USACE about key PMBP initiatives. The bottom section contains "scrolling messages" that will be updated regularly.
Programs and Projects Delivery System	<p>Portlet that points the USACE end user to the existing PPDS application during Phase I of PMBP Deployment. PPDS currently extracts project information from PROMIS and CEFMS. RMS data is extracted through PROMIS.</p> <p>As P2 is deployed, each organization's information will move from PROMIS into P2. Therefore, PPDS will transition over the duration of P2 deployment, one organization at a time.</p> <p>The note under the US map on the default homepage of the PMBP Portal explains this fact to users so they understand the source of project information. The name of the portlet will change to inform people that PPDS will be integrated into P2.</p> <p>Upon implementation of P2, this portlet will become the P2 Reporting Portlet.</p>
USACE PMBP Initiatives	<p>This portlet provides all USACE employees with access to key information about the PMBP initiatives led by Dan Duncan at HQUSACE.</p> <p>The PMBP Portal Design Team is currently analyzing the best business practice for displaying PMBP content. The team is working with PMBP Initiative PMs to determine the most effective way to merge the existing PMBP Initiative web sites into the PMBP Portal.</p>
My USACE Applications*	<p>Portlet where the end user will log in using their UPASS user name and password to access the P2 suite and CEFMS. Certain P2 project level documentation will also only be available by logging in to the PMBP Portal.</p> <p> After the end user logs into the PMBP Portal, the information in this portlet will change to provide hyperlinks to the USACE AISs mentioned above based on security privileges for the specific user.</p>
PMBP Frequently Asked Questions	Portlet where USACE employees can find the answers to frequently asked questions (FAQ) about PMBP Initiatives. PMBP initiative project managers will serve as the content providers for this portlet. Currently, FAQs are provided for the PMBP Manual, P2 and Curriculum initiatives.
Favorites*	<p>This portlet only appears after the user logs in to the PMBP Portal. It displays links to frequently used web sites.</p> <p>The end user may assemble and manage links to frequently accessed web sites, but must log into the PMBP Portal to take advantage of the</p>

	<p>customization feature.</p> <p>This feature will be available during Phase II of PMBP Deployment for all USACE employees.</p>
USACE Communities	<p>Portlet that allows USACE employees to access information about various Communities within USACE. Acts as “One stop shopping” place for employees to get key information for their daily work.</p> <p>Links available in this portlet are similar to the links the user would find on the “Who Are We” page of the HQUSACE web site.</p>
Learning Organizations	<p>This portlet provides a discussion forum where USACE employees can share examples of best practices within the PMBP.</p> <p>Content contains information about Corps Path and USACE University, etc.</p> <p>During Phase II of the PMBP Portal implementation, employees will make content submissions to the PMBP Portal Configuration Management Team. The PMBP Portal Content Manager will review submissions and determine which ones should be posted, how long they will remain posted, etc.</p>
Feedback	<p>This portlet allows USACE employees to provide feedback to the PMBP Portal Design Team. The team welcomes feedback from end users with questions and suggestions using the “Feedback Portlet” to submit.</p> <p>The Portal Content Manager (and Portal team) will address and prioritize requests and questions based on overall P2 Configuration Management Strategy.</p>

PREPARING FOR P2

Preparing for P2

Project Management Business Process (PMBP) Initiative



Executive Summary

Introduction

The purpose of this Guide is to address questions related to the preparation for local implementation of the P2, the program/project management tool that supports the Program and Project Management Business Process (PMBP). This document will provide users with a ready reference guide and sources for additional assistance to help prepare for the deployment and implementation of P2 in local offices.

This guide is not intended to be a P2 User's Manual, as the complete manual will be provided when the application is deployed at the respective sites. To reference questions already addressed by the P2 Project Delivery Team, please refer to the [PMBP Frequently Asked Questions](#) document found on the PMBP Portal. This document is an executive summary of the Preparing for P2 Guide. The complete Guide will be provided to USACE employees as a component of the PMBP Deployment Kit.

Who Will Use This Document?

All USACE employees participating in Phase I of P2 deployment and implementation should use this Guide as a reference tool to prepare for P2 deployment. Phase I includes HQUSACE/MSC/Center/District resources from the Military, Civil Works, Environmental, Research and Development and International and Interagency Services mission areas.

The USACE employees who have the most to gain from this Guide fall into these categories:

- **District/Division Commanders** who need to possess a high-level understanding about what P2 means for their organizations from a leadership perspective.
- **PMBP Deployment and Implementation team members** who are responsible for preparing HQUSACE, MSCs, centers and districts for the deployment and implementation of P2.

This group includes:

- Regional Working Group (RWG) members who will be helping their organizations prepare to implement P2.
- Information Management office staff who are responsible for preparatory work including ensuring that desktop and LAN requirements are met. The IMO will also assist the P2 Deployment team with technical issues.
- **Project and Program Managers** who are responsible for managing the project or program delivery teams and ensuring the customer's requirements are met and that the project/program is accurately maintained in P2.
- **Project Delivery Team members** who are responsible for updating and progressing the activities in P3e (or Primavision) for which they are responsible.
- **System Administrators** who are responsible for initiating new projects in P2.

- **Resource Providers** who are responsible for determining the availability of resources for project delivery teams or program delivery teams utilizing resource information in P2.

For a summary listing of the job roles ("actors") outlined in the PMBP Manual, refer to the [Desk Manual](#). For a detailed explanation of the roles and responsibilities of each "actor," refer to the [Roles and Responsibilities](#) reference document in the PMBP Manual.

How to Use this Guide

- Use this document to understand the relationship between P2 and the PMBP and the relationship between P2 and other automated information systems.
- Use this document to educate your local Command about the new P2 product being deployed in the near future. Program/Project Managers and Project Delivery Team members should be some of the first individuals to read it from front to back cover.
- Use this document to better understand and prepare for the technical requirements that must be met to successfully implement the P2 software.
- Note that specific instructions for PROMIS data conversion and other detailed subjects are not available at the time of preparing the Guide. Therefore, additional white papers will be developed and provided to USACE before P2 deployment begins. The white papers will be made available through the PMBP Portal and communicated to local senior leadership.
- Note that some of the information contained in this Guide has not been finalized and is provided to explain the requirements and possible strategies being considered.

How This Guide Is Organized

This Guide consists of eight parts.

Part I: What P2 Will Do For You

Part II: P2 Roles and Responsibilities

Part III: How P2 Is Put Together

Part IV: Your Hardware, Software and Connectivity Needs

Part V: How P2 Will Be Delivered to You

Part VI: Training You Need to Use P2

Part VII: How You Will Get Help

Part VIII: How P2 Will Be Updated and Maintained

FUN STUFF!

**PMBP (to be sung to the tune of the song "YMCA")
written by one of our illustrious Facilitator Instructors**

I said people, it is time to embrace
I said teamwork, in our new business place
We can show the whole world

We can, develop our skills
I said transform, without all of the frills
To a learning Corps of Engineers
We can share our understanding

We've got to move to the P M B P
We've got to groove to the P M B P
It has everything for us to succeed
It can teach us how we can lead

We've got to move to the P M B P
We've got to groove to the P M B P
We can all work on teams
We can comm un icate
We can show that we are great

Clients, are who we want to please
I said Congress, will be down on its knees
Saying "show us how you work with such ease"
It's just the P M B P culture

No one does it without a dream
I said PM's need the help of the team
And the Vision of the P M B P
Is to transform us today

It's all a part of the P M B P
It's at the heart of the P M B P
Learning corporate Corps, and quality too
We can't do without YOU

It's time to get with the P M B P
I said let's get with the P M B P
It's what's happening now
So let's all get on board
It's the future of the Corps

P M B P
P M B P!

HELPFUL REFERENCES

Helpful References

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