



Project Management Innovations

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Chit Chat from the Track

by Mark F. Hynnek

As New Product Development Track co-chair for the 2002 PMI Symposium, I thought it would be appropriate if I provided a short overview of this year's NPD track presentations. The presenters and presentations were as follows:

Vlad Rasper, *Real-life Approach to Lessons Learned*
Olaf Diegal, *Design Breakdown Structures: An Extension to the WBS*
John C. Good Pasture, *Doing the Right New Products Projects*
Randy Bennett, *A Balanced Scorecard Approach to Internet Product Development*
Mike Strelvel and Dirk Uys, *Avoiding the Wall of Schedule-Based Resource Mgt.*
Alexander Walton, *The "Accidental" Program Management Office (PMO)*
Jeff Rosenking, Brad S. Jacobs and Michelle Bergin, *Project Management Planning Process and Procedures (PMP3)*
David Glass, *Managing Development Projects in a Contract Manufacturing Environment* (in the proceedings but not presented)

A Real Life Approach to Lessons Learned

by Vlad Rasper, Patrick Carluccio, Michael Charrett, Michel Stanier and Ken Delcol

(While Patrick, last year's NPD Track Chair, Michael, Michel and Ken were unable to make the conference, we do thank them for helping prepare the paper.)

Project management literature and gurus lead us to believe that we must have some sort of a post-mortem process in place for improvement through lessons learned. Are they right? We believe they are. The key, however, is that the process itself must be a continuous quality process built into the product development cycle. The process must also be organization-wide and not merely within the project management group/office circles. Moreover, depending on the type of problem and organization, the project management group (alone) may not be the most appropriate group to drive future improvements. In a matrix organization, there needs to be a strong buy-in from the different functional groups on the needs for improvement. As a result, organizational support and involvement is essential for the lessons-learned concept to work.

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Letter from the NPDSIG Chair

*By Kurian Jacob, PMP,
NPDSIG Chair*

2002 has been a tough year for me personally and for some of our members. Where I sit, New Product Development has been drastically curtailed and, in general, high quality, competitive product roll-outs are narrow and slow. Things will improve. The NPD board is transitioning for 2003 and exciting changes are planned by your new board. Your new chair for 2003 is Alex Walton who has been an active member of the NPDSIG since its inception.

Kim Johnson continues as Vice Chair for Communications and has been instrumental in either supporting, managing and publishing the newsletter from the very start. Mukesh Patel continues in the role of Vice Chair for Membership and has maintained the NPDSIG Yahoo!Groups site. Jan Wells, who has played a stellar role in numerous PMI leadership positions, joins the board and was an appointed director and co-chair of the 2002 SIG track. Bijoy Chatt joins as the Vice Chair for Finance and Administration. In addition to the board, we have Olaf Diegel as webmaster for our new Web site and Dennis Chang, who has volunteered to moderate the Yahoo! Groups discussion.

Some of the challenges we face next year continue with the same theme as in the past, namely engaging our constituents, developing future volunteer leaders, and growing the SIG with increased activities, resources and support. Give the new team your full support, and consider volunteering in the future. Happy holidays and looking forward to better times for the global economy and a recovering 2003.

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Product Development Metrics Handbook: *What Every Manager Needs to Know About Measuring Product Development*

Various authors, 2001, Management Roundtable, Waltham MA, 44 pages, price \$99

By Greg Githens, PMP, Catalyst Management Consulting

Metrics is a topic that quickly captures the attention of most managers. While there are many books on measuring organizational performance, this offering is unique in that it exclusively targets product development metrics. It is a compilation of 13 articles and presentations on the topic of metrics originally appearing in a Management Roundtable's monthly newsletter, *Product Development Best Practices Report*. The first of the two sections is titled, "Metrics- The Experts Speak" which describes the work of five individuals from consulting or academia. In "Untangling the Measurement Mess," consultant/ author Christopher Meyers says there are too many measurements, people measure what's easy, people ignore predictive metrics in favor of backward looking metrics, they are too cost centered and too functionally based. Meyer also provides a nice example of a management dashboard. Wayne Mackey says that there are four main steps to developing predictive process metrics. He prescribes to first define improvement goals, then measure what gets you to the goal, then tier the "whats" to the level you affect, and finally test the whats for time. A third article reports on MIT's John Hauser's practical approach to bringing weighting strategic priorities so that managers measure the right things.

Brad Goldense contributes two articles to the book. He provides a method to link new versus active products as a lens to understanding corporate goals. In his second article he discusses his insights in the form of "metrics macro trends." He predicts that product development metrics will progress from reactive metrics to predictive metrics.

The second section is titled "Metrics in the Real World-Industry Case Examples," which describes the practices of five firms. An article from featuring Hewlett Packard describes how metrics support *Hoshin Kanri*, or policy deployment. Thus they are part of a strategic management system. Says HP's Tom Kendrick, "Effective metrics have these three characteristics: they are part of something bigger, support the kind of behavior you are trying to foster, and facilitate good business decisions making, helping you get answers to critical questions." In a similar vein, the article on Corning describes "goal sharing" which combines financial and key results indicators. Corning combines these into a scorecard that "pays out" based on how individuals do against the measures, as well as how the company as a whole pays out. An article on Xerox describes the correlation of metrics with the bottom line. If firms become what they measure, then they need to know what metrics foster. Xerox found that best predictor of success was customer satisfaction. The Harley Davidson article shows how metrics promote launch readiness. They measure five metrics for assuring a timely launch: first run, cuts, schedule attainment, holds, and audit scores. Harley's managers review the launch timing scorecard in daily production meetings. The Bell Group is a designer and manufacturer of capital equipment for the jewelry industry and uses the balanced scorecard with theory of constraints to keep strategic focus.

They look at four perspectives (financial, customer, internal process and learning) and then 72 different teams examine whether focus is on applying resources to the constraints that is holding the team back. Bell claims that this measurement system has doubled the bottom line profit, doubled the revenue, increased manufacturing throughput by 40%, reduced marketing costs by 5%, and slashed time to market by 28%.

At 44 pages of length, I consider this publication more of a reading set than a book. When I see the word handbook in the title of a book, I expect to see an open-on-your-desk book that is prescriptive in nature. This anthology is probably best consumed on an airplane ride where you can take in a nugget, lean back and reflect. Many NPD practitioners are looking for magic bullets when they really need to think critically about their goals and priorities. Metrics reflect organizational strategies and culture and can generate significant improvements. This collection of readings offers many good nuggets and is worth a look. While pricey compared to other books, it is economical alternative to conferences, classes, and consultants.

A Review of *Educating the Reflective Practitioner* by Donald Schön

Published by Jossey-Bass
(San Francisco, 1987)
ISBN 1-55542-220-9

Reviewed by Michael Ayers

Rating: 9 (*The Official Ayers Rating Scale goes from 1-10. Anything lower than 6 is thrown out. This produces a net five-point scale from 6-10.*)

This is not a new book - it was published in 1987, after all. It is nonetheless one of those 'classics.' My rule of thumb says that when you see a certain number of references to something, well, you ought to go back and read it. This is a 'go back and read it' book.

The book has a straightforward fundamental premise: professionals who receive real-time coaching and encouragement to think carefully (about what they do while they do it) learn in a more profound way. Perhaps in 1987 people might have found this a revolutionary concept; I don't know. If we knew this in 1987, however, it does not appear to have had a profound impact on our actions in the decade-and-a-half since then. I found it interesting how Schön wrote about professionals. He quotes Everett Hughes, a sociologist: "In return for access to their extraordinary knowledge in matters of great human importance, society has granted them a mandate for social control in their fields of specialization, a high degree of autonomy in their practice, and a license to determine who shall assume the mantle of professional authority. But in the current climate of criticism, controversy, and dissatisfaction, the bargain is coming unstuck. When the professions' claim to extraordinary knowledge is so much in question, why should we continue to grant them extraordinary rights and privileges?"

We expect them to police themselves, based on their special potential for contribution. We expect them to contribute to the common good of society. This comment certainly appears timely in light of the recent corrupt behavior by some professionals - members of the clergy, auditors, stock analysts ... !

Schön examines how people learn. He uses examples from unusual (for most of us) situations: architecture, music performance, psychotherapy. I had never given much thought to how people in *those* professions learn. I *had* given substantial thought to how information systems designers learn and more recently to how educators learn. My exploration has involved side trips into what we mean by:

information versus knowledge; education versus training; learning versus teaching. I found one sentence which represented a clean distillation of my own experience: "I have come to feel that [the] only learning which significantly influences behavior is self-discovered, self-appropriated learning." We can provide the opportunity, the environment, the encouragement ... but the learning belongs ultimately to the learner.

Continued on page 6

Product Development and Management Association Sponsors New Product Development Training



Experts from industry, and organizational expert Dr. Harvey Robbins, are offering three separate two-day seminars addressing the most important elements of new product development. These seminars are a comprehensive introduction to the requirements and best practices of new product and service development. They will introduce managers and other employees involved in new product development to the fundamentals, terminology, concepts, leading edge best practices, essential tools, and the sense of urgency needed to innovate in a timely and effective manner. Marketing, engineering, operations, and other functional personnel will benefit from this program.

December 11-12, 2002 Cincinnati, Ohio - hosted by Equistar

January 14-15, 2003 Washington, D.C. - hosted by AARP

February 12-13, 2003 Tukwila, Washington - hosted by The Boeing Commercial Airplane Company

Costs: \$895 - single attendee
\$845 - two or more attendees from one company

For more information and to register:

Contact 612-861-4594, npdseminar@yahoo.com, or visit the PDMA Web site: www.pdma.org/events.

The Project Manger's Survival Guide **by Donald D. Penner**

*Reviewed by Alexander Walton,
PMP, NPDSIG Vice Chair
Technical*

Initiated from a checklist and a gathering of thoughts, the book is actually a collection of these thoughts, many times taking on the shape and form of PowerPoint slides on the topic being covered.

Like many booklets, it is an easy read, with some nuggets contained throughout the sections, but not a coherent story or an engrossing read.

The highlights are the checklists at the end and a few of the chapters (3-5 pages each) containing facts and ideas that are appropriate for most project managers to consider.

Overall, the focus is very much a military or large government mindset. I would recommend other books or booklets that contain the "how to" of specific areas. But for the \$14 you might get your money's worth from the checklists at the end.

Of course, like the book implies - you will need to modify the list to meet your environment and specific project scope.

Sections of the book can be found at www.battelle.org/bookstore.

I did a second look at the book three weeks later, like a second chance. But, it is still a checklist with additional words. The end of the booklet - "messages from the brass" have some ok one-liners, but for the most part they are the generic phrases like "be decisive, but don't give order... The worst thing, though, is to fail to make a decision." So then you are left with what is the difference between a decision and an order. Well, maybe a lot or nothing at all, but that is not covered in the book.

If you have feedback on this book or on the value of *how to* versus *what to do* books, send them to pmguru@yahoo.com. Another option is the NPDSIG discussion group at Yahoo! newsgroup.

Chit Chat from the Track *(continued)*

There are many factors that need to be examined for the post-mortem process to work. Holding post-mortem review meetings at specific points in the project and identifying "the good, the bad and the ugly" is one thing, but it is merely the beginning of the process, the tip of the iceberg. The bulk of the effort resides in:

1. recognizing and praising good practices
2. ensuring that we maintain the good practices and extend them beyond the specific project out to the entire organization
3. defining solutions for the problems encountered by the project
4. generating an action plan for the implementation of these solutions
5. tracking progress on the implementation with ongoing feedback.

Behind the scenes, data management becomes an issue that can rapidly overwhelm the process and the people involved. Principles for actively managing this data are therefore a must. Another key condition for the success of this endeavor is tying it with the organizational quality process.

At MDS SCIEX, we are striving for continuous improvements as expectations around time-to-market increase. Project managers are on the front lines of the product development process and hence get to see all of its strengths and weakness. Our post-mortem process is the primary tool used to capture learning experiences and suggestions for improvements. Projects provide the opportunity to allow for modifications of the development process [including modifications to functional processes as well].

Results of Sopheon Corporation's Three-part Online Seminar Series "Winning Practices for Product Development"

Which of the following is your most significant challenge in managing your portfolio?

1. Collecting accurate data 45.45%
2. Performing 'what if' analysis 24.24%
3. Confidence in project data 12.12%
4. Understanding methods to use 12.12%
5. Preparing the analysis 6.06%

Which is your most significant challenge in managing your product development process?

- Portfolio Management 35.48%
- Go/Kill Decisions 19.35%
- Team Communication 19.35%
- Idea Management 9.68%
- Process Adherence 9.68%
- Resource Planning 6.45%

Which of the following do you consider your greatest challenge in your innovation process?

- Idea Generation 17.65%
- Idea Evaluation 52.94%
- Idea Management 29.41%

Educating the Reflective Practitioner (continued)

Does that somehow let us - as people who want to help others learn - off the hook? Hardly. Schön suggests that we can learn much from, for example, how designers help others learn to design. "Designing," he says, "in its broader sense involves complexity and synthesis. In contrast to analysts or critics, designers put things together and bring new things into being, dealing in the process with many variables and constraints, some initially known and some discovered through designing. Almost always, designers' moves have consequences other than those intended for them. Designers juggle variables, reconcile conflicting values, and maneuver around constraints - a process in which, although some design products may be superior to others, there are no unique right answers." You discover more about the problem even as you try to solve the problem. You choose a course of action, only to find yourself surprised at some consequence. You adjust, you maneuver ... but basically you synthesize in a world of complexity. If your world involves synthesis amidst complexity, perhaps Schön has something offer you. (If your world does *not* involve synthesis amidst complexity ... hmmm.)

More than that, however, you as the *master* must make your thinking transparent to the learner. He continues, "It is as though the studio master had said to him, 'I can tell you that there is something you need to know, and with my help you may be able to learn it. But I cannot tell you what it is in a way you can now understand. I can only arrange for you to have the right sorts of experiences for yourself. You must be willing, therefore, to have these experiences. Then you will be able to make an informed choice about whether you wish to continue. If you are unwilling to step into this

new experience without knowing ahead of time what it will be like, I cannot help you. You must trust me." The learner must trust that the more experienced person really wants to help even though the experienced person may lack the capability to make it all perfectly clear at the outset.

One reason that the master/teacher/coach cannot make it all clear is simply that there is no single-track agenda. The more sophisticated person possesses a repertoire of options, drawing from them as appropriate. The coach responds to the learner's actions by re-framing, listening, reflecting, engaging in dialogue, and trying again. In so doing, the coach exposes her own thinking. Having herself learned at some point in the past she is now called on to think aloud, making explicit her reasoning in order to clarify it as much for herself as for the learner.

The implications for educators seems clear: The recognition of effectiveness in the future will depend less and less on degrees earned or years of experience. "In a reflective practicum, the role and status of a coach take precedence over those of a teacher as teaching is usually understood. The coach's legitimacy does not depend on his scholarly attainments or proficiency as a lecturer but on the artistry of his coaching practice." The question is not how much you know, but rather how effectively you can help others to learn.

To the extent that each of us knows something special, or each of us has some unique insights based on unique experiences, each of us can be a coach for others more junior to ourselves in that domain. I believe that the most effective organizations of the future will be led by 'coaches' committed to helping others learn; I think that forms the foundation of effective leadership.

Letter to the Editor

I will become a member of NPDSIG soon, to keep up-to-date regarding our interest area and share experiences, so I would like to introduce myself:

I have been working in R&D for Conatel for the last five years, and I have been leading this process for the last three. Conatel is the leading developer and manufacturer of electrical materials and wiring devices of Uruguay (South America), official supplier for Siemens for our region, supplier for Leviton Manufacturing Co., and has over 65 years experience in the business. Our process is being certified under ISO9000, and among the tools we use are Pro/Engineer and SAP.

Being an Industrial Designer, since promoted I have been training in PM and other skills, and got my PMP certificate last year. I am a proud charter member of our local chapter, too, the Montevideo chapter. Also, I have been reviewing some publications on NPD, and got in contact with PDMA.

I would like to share experiences and to take part in the NPDSIG initiatives. Besides, I would like to know whether there are special activities/gatherings for NPDSIG members scheduled for next annual seminar & symposium in San Antonio, as I am considering attending it.

Thank you in advance. Looking forward to hearing from you.

Yours sincerely,

Emilio Oteiza, PMP
Head of Design - R&D Department
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Earn PDUs for Supporting the NPDSIG!

The following table lists the Professional Development Units (PDUs) you can earn for supporting the NPDSIG. PDUs are necessary for recertification as a Project Management Professional (PMP). See PMI's Web site if you have questions on the PMP or on PDUs.

ACTIVITY	PDU VALUE
Speaker on a project management topic at a conference, symposium, or workshop	10 PDUs per activity
Speaker on a project management topic at a Chapter or similar meeting	5 PDUs per activity
Member or moderator of a project management panel discussion at a conference, symposium, or workshop	5 PDUs per activity
Participant in unique project with employer involving implementation of new tools/technology for project management	See Self-Directed Learning Activities Guide on Activities Reporting Form
Author or co-author of an article about or related to project management that is published in a refereed journal (e.g. Project Management Journal)	20 PDUs per article (author) 15 PDUs per article (co-author)
Author or co-author of an article about or related to project management that is published in a non-refereed journal (e.g. PM Network)	10 PDUs per article (author) 5 PDUs per article (co-author)
Author or co-author of a project management textbook	20 PDUs per textbook.
Participant in individual and planned self-directed learning program	See Self-Directed Learning Activities Guide on Activities Reporting Form
PMI PM Network Journal Quarterly Quiz	2 PDUs per Quiz
Organized personal research activity	See Self-Directed Learning Activities Guide on Activities Reporting Form
Developer of content for seminar or other structured learning program.	10 PDUs per new program
<i>NPDSIG Specific PDUs</i>	
Serving as an elected officer	10 PDUs per term
Appointed Officer	5 PDUs per term (if not in any other capacity such as Track Chair, or Newsletter Editor)
Track chair	10 PDUs per term
Track support	5 PDUs per term
Board Meeting attendance	0.5 PDU per attendance
Newsletter Editor	10 PDU per term (if officer, 5 additional PDU to the 10 as officer)
Author or co-author of an article about or related to project management that is published in the NPDDIG PM Innovations	5 PDUs per article (author) 2.5 PDUs per article (co-author)
Volunteer to lead Discussion Group or Special Project for the SIG	2.5 PDU per discussion Group or Project
Promote NPDSIG at local chapters with a presentation of the SIG as part of the topic under consideration	2 PDU
NPDSIG member presentation on PM topic related to NPD	5 PDU

NPDSIG 2002 Board of Directors

Here are your NPDSIG officers for 2002 and their e-mail addresses. As your representatives, they need and welcome your insight. They are a great way to start networking in the NPDSIG.

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Quarter Page: \$85
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Full Page: \$340

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PMI New Product Development
Specific Interest Group

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