

**Project Management**  
**Spring 2013**  
**Meeting Dates/Times: Wednesdays April 17<sup>th</sup> & May 22<sup>nd</sup> 6:00-10:00pm,**  
**Saturdays & Sundays April 27-28<sup>th</sup> & 18-19<sup>th</sup> 9:00am-4:00pm**  
**Location: TBA**

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“You must be the change you wish to see in the world.”-- Mohandas K. Gandhi

**TESC MPA Mission Statement:** Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities.

**Course Description:**

What does success look like for you? In this course we will endeavor to respond to this question on both personal and professional levels. It takes integrated thinking and discipline to become a successful project manager. Tools are only tools. In addition to building an awareness of your own management style, we will use real world client based applications to explore and understand the nuances of successful project management. Students will work hands on with a pre-selected client organization to apply their learning and develop an implementable project management plan.

**Learning Objectives**

1) Develop an awareness of the project environment (culturally, economically, socially, and politically). This requires understanding, listening to and hearing your clients rather than believing you know what is best. 2) Recognize key project management questions: what are the client's needs (real, perceived, political)? What are the potential impacts of meeting these needs (intended or unintended)? What is the risk tolerance for the client and is the project scope reasonable? 3) Cultivate a self-awareness of your own management style when managing others, projects, and yourself. 4) Create a knowledge base of the vocabulary and processes of project management.

**Required Books:**

Cooke, H. & Tate, K. (2010). *The McGraw-Hill 36 Hour Project Management Course*. 2<sup>nd</sup> edition. ISBN: 978-0071738279

Goldsmith, M. (2007). *What Got You Here Won't Get You There: How Successful People Become Even More Successful*. Hyperion. ISBN: 978-1401301309

Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux Publishing. ISBN: 978-0374275631

Taleb, N. (2012). *Antifragile: Things That Gain from Disorder*. Random House. ISBN: 978-1400067824

**Spring 2013 Schedule (faculty may alter schedule)**

**Wednesday April 17<sup>th</sup>**

<b>Time</b>	<b>Activity</b>	<b>Deliverable</b>
6:00pm	Introductions & Course Overview: prior to first class faculty will assign project teams and clients.	Reading: Cooke & Tate (all)
7:00pm	Lecture & Discussion: What is project management?	
8:00pm	Workshop: Within your project teams, conduct a SWOT analysis (strengths, weaknesses, opportunities, and threats) of the team. Identify the KSAs (knowledge, skills, and abilities) each team member brings to the project and the areas the team needs to improve upon.	<u>Done before class:</u> a) communicate with your project team. b) gather publicly available information about your client's organization.
9:00pm	Overview of upcoming assignments: writing memos, sign-up for pilot presentation time so this can be relayed to client	

**Saturday April 27<sup>th</sup>**

<b>Time</b>	<b>Activity</b>	<b>Deliverable</b>
9:00am	Lecture & Discussion: Approaches to project management & the difference between managing a project and operations	<u>Reading:</u> Cooke & Tate (all)
10:00am	Workshop: In groups of two, address at least one "chapter question" from each chapter in Cooke & Tate.	
12:00pm	LUNCH (on your own)	
1:00pm	Workshop: Within your project team, identify the approach you believe will best suit your project and client.	
2:00pm	Lecture & Discussion: Phases of projects, the process model, writing project plans (examples of upcoming assignments: team charter, scope of work, project plan).	
4:00pm	End	

**Sunday April 28<sup>th</sup>**

<b>Time</b>	<b>Activity</b>	<b>Deliverable</b>
9:00am	Seminar	<u>Reading:</u> Goldsmith (all)
10:30am	Guest Speaker (TBA)	
12:00pm	LUNCH (on your own)	
1:00pm	Guest Speaker (TBA)	
3:00pm	Discussion: Project Manager as Leader?	
4:00pm	End	

**Saturday May 18<sup>th</sup>**

Time	Activity	Deliverable
9:00am	Seminar (reminder: incorporate key concepts & lessons learned into final project plan.)	<u>Reading:</u> Kahneman (all)
10:30am	Film (Tennessee Valley Authority)	
12:00pm	LUNCH (on your own)	
1:00pm	Report out on project plan & how readings apply.	
4:00pm	End (discussion about presentations).	

**Sunday May 19<sup>th</sup>**

Time	Activity	Deliverable
9:00am	Seminar	<u>Reading:</u> Taleb (all)
11:00am	Project Team work time	
12:00pm	LUNCH (on your own)	
1:00pm	Project Team practice presentations	
4:00pm	End	

**Wednesday May 22<sup>nd</sup>**

Time	Activity	Deliverable
6:00pm	Pilot Presentations	<ul style="list-style-type: none"> <li>Group presentation with visual aid</li> <li>Clients invited to attend and provide feedback</li> </ul>
9:00pm	Wrap-up course, discuss eval process	

**Assignment #1: Client Memo**

Due: April 30<sup>th</sup> e-mail to Amy by midnight.

Submit a memo documenting your meeting with the client. Note the date, time, location, and persons present. Outline a brief history of the organization/agency/program, note the purpose of the project, purpose of the meeting, items discussed and project background information gathered, action points agreed upon with client, stakeholders involved in the project, future meetings with client scheduled, and affirmation that the client is aware of the pilot presentation date/time of the project plan at the end of the quarter. Look ahead to assignment #2 as this will likely guide some of the questions you will want to ask at the client meeting.

**Assignment #2: Team Charter & Draft Project Scope of Work**

Due: May 7<sup>th</sup> e-mail to Amy by midnight.

Example team charters will be distributed and discussed in class. This basically describes the “who does what & when” for all the members of your team. It also details how you will communicate, how often you will meet, roles and responsibilities of each other, what your definition of graduate level work includes, how you will resolve conflict, and how you will define success.

The project scope of work is discussed in detail in Cooke & Tate. You are submitting a draft now and revisions will be included in your project management plan throughout the quarter. Note: you are responsible for detailing a plan about how to manage the “project” and not the “product.” The project scope of work documents how the project scope is defined (parameters of time, space, money), how the project is to be managed, evaluated, and communicated to the project team, client, and stakeholders. It also includes all work required to complete the project. The documents are used to control what is in and out of the scope of the project. Items deemed out of scope are not added to the project work items. It can be very detailed and formal or loosely framed and informal depending on the communication needs of the project. The project scope of work details the purpose of the project, objectives/goals/outcomes, outputs/deliverables described on a timeline, funding sources and their requirements or resource acquisition plan, stakeholders/audiences, feasibility assessment of the project (is it too big for the client to reasonably accomplish?), and assessment of outside pressures on the project (is this project socially desirable?).

### **Assignment # 3: 1<sup>st</sup> Draft Project Management Plan**

Due: May 13<sup>th</sup> e-mail to Amy by midnight. This is detailed in Cooke & Tate. It will include a revised scope of work and generally includes the following points: project description, project deliverables, client’s mission statement and org chart, definitions and acronyms, benchmarks or major milestones, boundaries of the project (assumptions, dependencies, and constraints), external interfaces/outside pressures/stakeholder considerations, client’s project team member identification and qualifications, roles and responsibilities of each team member, measures of project success, sample team charter for client’s team members, project schedule, data collection plan, budget, risk management plan, communication plan, change management plan, quality control and quality assurance plan, transition and closure plan (How will you transfer the project plan to the client in such a way that it is implementable?), project team commitment, and management endorsement. *This means you will need to receive “buy-in” from your client on this assignment. Submit to client on due date and ask for approval and feedback by May 17<sup>th</sup>.*

### **Assignment #4: 2<sup>nd</sup> Draft Project Management Plan**

Due: May 22<sup>nd</sup> e-mail to Amy by 5:00pm and bring hard copy to class for client to review. Incorporate feedback from 1<sup>st</sup> draft and apply readings.

### **Assignment #5: Pilot Presentation**

Due: May 22<sup>nd</sup> e-mail to Amy by 5:00pm. The presentation should be about your project management plan and not exceed 10 minutes plus 5 minutes for Q & A (total of 15 minutes). This does not include time for the client to provide feedback. All group members do have to verbally participate in the presentation (as able). A visual aid is required for the presentation and should follow the following guidelines: If using power point or prezi, the presentation may not be more than 5 slides. All photographs should be cited with their source. Things to think about: contrast, background color (dark colors require a dark room), limiting red and green (colorblindness), font size, readability, universal design access, proper labeling of graphs/tables/charts. If using a handout, it may not be more than 1 page, single sided, double spaced, no more than 3 colors, 12 point font or larger and must have a graphic. If using a poster/display, it must be large enough for all to see, have no more than 3 colors and use a graphic. If using a video, it may not be more than 5 minutes long and should be of good quality. Other visual aids may include: website, time toast, or white board animation.

### **Assignment #6: Final Project Management Plan**

Due: May 29<sup>th</sup> e-mail to Amy by midnight and e-mail/mail/deliver to client. This final version should address and/or incorporate all feedback received from client and faculty.

**Evaluation:** Written self-evaluations and seminar faculty evaluations *are required for credit*, at the end of the quarter. (Students may elect to submit faculty evaluations to Program Secretaries.) Submitting your self-eval to the Registrar is optional, however, it does need to at least be sent to your faculty.

**Learning Styles:** We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (for example knitting may be ok, however, activities such as surfing the internet, reading unrelated materials, playing with a PDA or cell phone are not appropriate.) Consult your faculty to discuss learning style options.

**Multiculturalism & Diversity:** Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue and by presenting current events regarding public service. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power and life-style differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

**Format:** Papers should be typed, double spaced, 12 point font and follow APA format. All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request resource writing assistance from faculty.

**Late assignments:** Turning in assignments late is unacceptable. However, if there is a need to turn in an assignment late, the student must contact their seminar faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the end of the quarter the assignment was originally due to ensure full receipt of course credit.

**Credit:** Students will receive 4 graduate credits at the completion of the quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes will not be offered. Credit denial decisions will be made by the faculty. Plagiarism (i.e., using other peoples' work as your own), failing to complete one or more assignments, completing one or more assignments late (without having made arrangements *before* the due date), or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. The faculty makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements.

**Accommodations:** will be provided for any student who desires them through a working relationship with Access Services, the Writing Center and the Quantitative and Symbolic Reasoning Center. To request academic accommodations due to a disability; please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty after class and/or

Contact Access Services in Library 1407-D, 867-6348. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students With Disabilities Policy. <http://www.evergreen.edu/policies/g-studentada.htm>

**Expectations of Students and faculty:** to promote a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; Use high standards in reading the text and preparing our papers, lectures, and comments in seminar; Handle all disputes in a spirit of goodwill. Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so), with the right to support from other program members during those discussions, if that seems helpful.

**We will abide by the social contract:** WAC 174-121-010 College philosophy.

<http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010>

**We will abide by the student conduct code:** Chapter 174-120 WAC

Student Conduct Code & Grievance/Appeals Process

<http://search.leg.wa.gov/wslwac/WAC%20174%20%20TITLE/WAC%20174%20-120%20%20CHAPTER/WAC%20174%20-120%20%20CHAPTER.htm>

**We will abide by the non-discrimination policies and procedures at TESC:**

<http://www.evergreen.edu/policies/g-nondiscr.htm>

**Participation & Attendance:** Students are required to attend each class meeting. Participation includes speaking in class, listening to others, taking notes, completing class interactive exercises, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty must be notified prior to a class absence. After one full absence (4 hours), the student may be denied credit.

**Guest Policy:** Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.