

**Project Management
Spring 2014**

**Meeting Dates/Times: Wednesdays April 2, April 16, May 21, June 4 6:00pm-10:00pm,
Saturdays & Sundays April 19, May 3-4 9:00am-4:00pm**

Location: TBA

Amy Gould, Ph.D.

Office: Seminar II D2106 goulda@evergreen.edu

Phone: (360) 867-6135

“Be the Change.”

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.

***Fair Warning*:** This course is offered in an intensive format and will require a large amount of self-directed learning through readings, assignments, presentations, workshops, *and* webinars.

Required Books:

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

Dufour, G. (2010). *Managing Your Manager*. McGraw-Hill. ISBN: 978-0071751933

Grant, A. (2013). *Give and Take*. Viking Adult. ISBN: 978-0670026555

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

Spring 2014 Schedule (faculty may alter schedule)

Wednesday April 2: IN PERSON

Time	Activity	Deliverable
6:00pm	Introductions & Course Overview: prior to first class, faculty will assign project teams and clients.	<u>Reading:</u> 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 fellow students on your project team. b) gather publicly available information about your client's organization.
9:00pm	Overview of upcoming meetings/ assignments: webinars, writing memos, sign-up for pilot presentation time so this can be relayed to client	
10:00pm	End	

Wednesday April 16: WEBINAR

Time	Activity	Deliverable
6:00pm	Lecture: Approaches to project management & the difference between managing a project and operations	<u>Reading:</u> Cooke & Tate (all) <u>Assignment #1:</u> Client Memo
7:00pm	Lecture: Phases of projects, the process model, writing project plans (examples of upcoming assignments: team charter, scope of work, project plan). *Be prepared to be called on during the webinar to answer questions related to the reading.*	<u>Done before class:</u> Complete the 73 question self-assessment exam based on the Cooke & Tate reading: http://highered.mcgraw-hill.com/sites/0071438971/student_view0/self_assessment_exam.html
8:00pm	End	

Saturday April 19: IN PERSON

Time	Activity	Deliverable
9:00am	Traditional vs. Agile Project Management, Workshop: Within your project team, identify the best approach for your project and client.	<u>Reading:</u> Dufour (all)
12:00pm	LUNCH (on your own)	
1:00pm	Guest Speaker (risk assessment; Project manager vs. project leader)	
3:00pm	Seminar: <i>Managing Your Manager</i>	
4:00pm	End	

Saturday May 3: IN PERSON

Time	Activity	Deliverable
9:00am	Seminar: <i>Give and Take</i>	<u>Reading:</u> Grant (all)
10:30am	Guest speaker (tips from a PM; working with clients)	
12:00pm	LUNCH (on your own)	
1:00pm	Report out on project plan & how readings apply; discuss presentations. (reminder: incorporate key concepts & lessons learned into final project plan.)	
4:00pm	End	

Sunday May 4: IN PERSON

Time	Activity	Deliverable
9:00am	Seminar: <i>Antifragile</i>	<u>Reading:</u> Taleb (all)
11:00am	Film (Titanic Project Management)	
12:00pm	LUNCH (on your own)	
1:00pm	Project Team work time on PMP and visual aid for presentation to client	
4:00pm	End	

Wednesday May 21: WEBINAR

Time	Activity	Deliverable
6:00pm	Group reports: Each group will report out on their progress with the PMP, discuss obstacles they have already overcome, and ask for assistance with any upcoming challenges. (Scrum webinar)	<u>Assignment #3:</u> Second Draft PMP
7:00pm	End	

Wednesday June 4: IN PERSON

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

*Eval Week: June 9-12, Self eval and faculty eval required.

Assignment #1: Client Memo

Due: April 16th post to moodle by 8:00am.

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: April 30th post to moodle by 8:00am.

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: Draft Project Management Plan

Draft 1, Due: May 7th post to moodle by 8:00am. 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 feedback by May 16th.*

Draft 2, Due: May 21st post to moodle by 5:00pm. Incorporate feedback from 1st draft and apply readings where appropriate. *Send to client on due date and ask for feedback by May 28th.*

Assignment #4: Final Presentation & Final Project Management Plan

Due: June 4th post both the presentation and final plan to moodle by 5:00pm. This final version should address and/or incorporate all feedback received from client and faculty. Bring a hard copy of the final plan for the client. 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 (wix.com), blog (wordpress.com), timeline (timetoast.com or dipity.com), white board animation (sparkol.com), storyboard (projekt.com), etc.

Human Subjects Review (HSR) Any “research” you do in this class should be all secondary research (data and information already available to you through existing resources such as books or websites). You will *not* collect any original data (research done through interviews, surveys, focus groups, etc.). Original research/data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by TESC IRB.

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence. ***After one absence per quarter (4 hours), make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After three absences (12 hours) you may be denied full credit. After reoccurring weekly absences (missing an hour of class week to week) you may be denied full credit.*** Finally, if you do miss a class, you are still expected to do the reading for that class meeting and turn in any assignments that were due that class date. **Late assignments:** Turning in assignments late is unacceptable. However, if there is a unavoidable need to turn in an assignment late, the student should 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 revised due date 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 awarded. Full loss of credit decisions will be made by the faculty. ***Plagiarism (i.e., using other peoples’ work as your own) will result in total loss of credit for the class and may result in expulsion from the MPA program.*** Failing to complete one or more assignments, completing one or more assignments late, 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. **Evaluation:** Written self-evaluations and a faculty evaluation are required for credit at the end of the quarter.

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.

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. (Activities such as surfing the internet, reading unrelated materials, playing with a IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss learning style options or personal challenges.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. 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** before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students with Disabilities Policy.

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).

Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

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 (including academic integrity and plagiarism):

Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-123>

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

<http://www.evergreen.edu/mpa/studenthandbook/nondiscrimination.htm>

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.

Inclement Weather: In the event of bad weather or emergencies students should check with television or radio stations for announcements of campus closures. Students can also call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Since many students in the program travel from relatively distant locations, faculty may decide to cancel program meeting even if campus is open. If we do this we will send an all-program email prior to class. You are responsible for checking your email and you are responsible for ensuring viable transportation options are available to you.