

**Project Management  
Spring 2015**

**Meeting Dates/Times:** April 7 & June 2, 6-9pm, April 18-19 & May 16-17 9am-4pm

**Location:** Seminar 2 E2109

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“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, and workshops.

**Required Books:**

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

Covey, S. & Link, G. (2013). *Smart Trust*. Free Press. ISBN: 978-1451652178

Duhigg, C. (2014). *The Power of Habit*. Random House. ISBN: 978-0812981605

Vonnegut, K. (1952). *Player Piano*. The Dial Press. ISBN: 978-0385333788

**Recommended:**

Garrett, D. (2011). *Project Pain Reliever*. J. Ross Publishing. ISBN: 978-1604270396

**Spring 2015 Schedule (faculty may alter schedule)**

**Tuesday April 7**

<b>Time</b>	<b>Activity</b>	<b>Deliverable</b>
6:00pm	Course Overview: prior to first class, faculty will assign project teams and clients. Lecture: What is project management?	<u>Reading:</u> Cooke & Tate (chs.1 & 2, plus all appendices)
7:30pm	Workshop: Conduct a SWOT analysis of your project team. Identify the KSAs 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.
8:30pm	Overview of upcoming assignments: writing memos, sign-up for pilot presentation time	
9:00pm	End	

**Saturday April 18**

<b>Time</b>	<b>Activity</b>	<b>Deliverable</b>
9:00am	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 (due April 17)
10:30am	Discussion: 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 class 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: <a href="http://highered.mcgraw-hill.com/sites/0071438971/student_view0/self_assessment_exam.html">http://highered.mcgraw-hill.com/sites/0071438971/student_view0/self_assessment_exam.html</a>
12:00pm	LUNCH	
1:00pm	Guest speaker TBA	
2:30pm	Project team work time	
4:00pm	End	

**Sunday April 19**

<b>Time</b>	<b>Activity</b>	<b>Deliverable</b>
9:00am	Traditional vs. Agile PM, risk assessment, Scrum	<u>Reading:</u> Covey & Link (all)
10:30am	Project manager vs. project leader	
12:00pm	LUNCH (on your own)	
1:00pm	Guest Speaker TBA	
2:30pm	Seminar: <i>Smart Trust</i>	
4:00pm	End	

Assignment #2: Team Charter & Scope of Work (due April 24)

Assignment #3: First Draft PMP (due May 1)

Assignment #3: Second Draft PMP (due May 15)

**Saturday May 16**

Time	Activity	Deliverable
9:00am	Seminar: <i>The Power of Habit</i>	Reading: Duhigg (all)
10:30am	Guest speaker TBA	
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.)	
2:30pm	Visual aid options for presentations	
4:00pm	End	

**Sunday May 17**

Time	Activity	Deliverable
9:00am	Seminar: <i>Player Piano</i>	Reading: Vonnegut (all)
11:00am	Video (Titanic Project Management)	
12:00pm	LUNCH (on your own)	
1:00pm	Leading a webinar or virtual meeting	
2:00pm	Project Team work time on PMP and visual aid for presentation to client	
4:00pm	End	

**Tuesday June 2**

Time	Activity	Deliverable
6:00pm	Final Presentations: Clients invited to attend.	<u>Assignment #4</u> : Final PMP and presentation with visual aid
9:00pm	Wrap-up course, discuss eval process	

\*Eval Week: June 8-11, Written self eval and faculty eval required to be posted through my.evergreen.edu. No eval conferences.

**Assignment #1: Client Memo**

Due: April 17 posted to canvas by 6:00pm.

After the first class session, schedule a meeting with your client. 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 24 posted to canvas by 6:00pm.

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.

### **Assignment #2 (con't.):**

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 1 posted to canvas by 6:00pm. 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.

**Draft 2**, Due: May 15 posted to canvas by 6:00pm. Incorporate feedback from 1<sup>st</sup> draft and apply readings where appropriate. *Send to client on due date and ask for feedback by May 22.*

### **Assignment #4: Final Presentation & Final Project Management Plan**

Due: June 2 post both the presentation and final PMP to canvas 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 a variety of options will be discussed in class. 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 video, it may not be more than 5 minutes long and should be of good quality.

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### **Course Policies**

**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, faculty should be notified prior to a class and/or seminar absence. Due to the intensive format of the class, *after one absence (3 hours), you may be denied full credit.* Finally, 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.* College statement on academic honesty: <http://www.evergreen.edu/advising/academichonesty.htm> . 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-evaluation and a faculty evaluation are required for credit at the end of the quarter. (All evals are to be submitted via my.evergreen.edu.)

**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.

**Technology Use & 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 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.