**Fundamentals of Project Management**

BA 488 (1490) — BA 588 (1512)

Fall 2017

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**Course Overview**

This course provides the foundation for managing small, medium and large projects for any type of organization. It assumes the students have little or no prior formal training in project management. The course provides an understanding of effective management practices for simple projects that require only the project manager or complex projects that rely on teams to accomplish the project’s goals. The course covers the five traditional phases of the project lifecycle: Initiation, Planning, Execution, Control (Change Management), and Closeout. The course also includes assessments with debriefings that help to prepare the individual, organization, and team for project management. Related project management forms and templates will be provided as aids to take into to the workplace.

**Course Competency Objectives**

Upon completion of this course the student will:

1. Be able to identify the temperaments of people who are best suited for the success of a given project.
2. Be able to identify the optimum organizational dynamics for the success of a project.
3. Be able to identify risks and constraints related to a project and develop contingency plans accordingly.
4. Demonstrate an understanding of the key concepts involved in the traditional five phases of project management.
5. Demonstrate an awareness of the skills necessary to manage a project through all five phases.
6. Be able to use the primary features of project management software and be aware of its usefulness in managing complex projects.
7. Be able to use standard project management process forms correctly as aids to enhance the efficiency and success of project management.

**Prerequisites**

There are no prerequisites to this course.

**Required Text**

No text is required for this course. A student’s notebook provided to students contains required course materials. Moodle technology will be extensively incorporated in the course to facilitate instruction, learning, and collaboration.

**Student Assessment Criteria**

A variety of assessments will reinforce and contribute to the learning process, as well as allow students to demonstrate understanding of the subject matter. Specific standards for meeting performance and knowledge objectives are detailed in the attached matrix. Graduate students will be expected to perform consistently at Level 4 (Exemplary), while undergraduates will be expected to work primarily at Level 3 (Accomplished) and approach Level 4 whenever possible.

Written work will be evaluated based on organization, thoroughness and completeness (as detailed in the course objectives matrix), as well as on the content provided. Presentation is a critical function in working with projects and must be considered. Grammar and spelling errors (including typos) discount the credibility of projects in the workplace and should be kept to a minimum. Proofread a printed copy of everything you draft for submission. All written work prepared for this course must **originate** with the student submitting it; peer review will shape and inform the term project and case studies, but all other work should arise from each student’s individual understanding of the course content. Submission of unattributed work created by others will result in a zero for the assignment and disciplinary action.

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| **Activity** | **% of Grade** | Grade Scale | |
| Class Participation/Online Discussion | 10% | 93-100% | A |
|  |  | 90-92 | A- |
| Competency Essay Quizzes (3) | 15% | 87-89 | B+ |
|  |  | 83-86 | B |
| Team Catastrophe Case Study | 15% | 80-82 | B- |
|  |  | 77-79 | C+ |
| In-Class Activities/Homework | 15% | 73-76 | C |
|  |  | 70-72 | C- |
| Online Peer Review Participation | 5% | 67-69 | D+ |
|  |  | 63-66 | D |
| Weekly Online Quizzes | 5% | 60-62 | D- |
|  |  | 59 & below | F |
| Comprehensive Term Project | 35% |  |  |
| **Total** | 100% |  |  |

I value the following behaviors, attitudes, and efforts toward the class. I will look for attempts by each of you to carry them out. Your grade will be affected by your ability to exhibit these behaviors and attitudes in class, both face-to-face and in the online environment.

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| 🙦 Preparation: | An indication that outside work has been done and that you are ready to tackle what's next. |
| 🙦 Risk Taking: | Attempts to share feelings, ideas and concepts in an open manner. A positive attitude toward testing your limits. Tolerance of ambiguity. |
| 🙦 Enthusiasm: | Mobilization and direction of energy toward in-class work and assignments. Always asking, “Have I done my best?” |
| 🙦 Participation: | Active involvement in class activities and discussion; asking questions and engaging in small group work wholeheartedly; attending all class sessions. |
| 🙦 Collaboration: | Exchange and use of the expertise and knowledge of faculty and students to enhance learning and understanding. Mindfulness of team dynamics, accountability to others, and respect for all. |

**SOU Standard Course Policies** (all hyperlinks accessible in syllabus posted in Moodle)

## SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at<http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

## Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU’s Student Code of Conduct: “Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited.” Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one’s own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one’s name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another. Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in [SOU’s Code of Student Conduct](https://inside.sou.edu/assets/policies/CodeofStudentConduct.pdf). In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

## Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use [confidential advising](http://www.sou.edu/ssi/confidential-advisors.html), or use Southern Oregon University's [Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form](https://inside.sou.edu/assets/policies/CodeofStudentConduct.pdf).

## SOU Academic Support/Disability Resources

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the [Disability Resources](http://www.sou.edu/dr) webpage for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access.

**Course Meeting Schedule: Fall 2017**

The schedule below outlines course topics and assignment due dates, subject to revision. All sessions meet on Monday evenings from 6:00-9:50 pm. at the HEC in Medford (Room 321).

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| Week | Date | **Topic** | **Assignment for Next Session** | **Peer Review** |
| 1 | Sept. 25 | Course Introduction  Assessments for PM  Overview of PM | Assign Term Project  Discussion Forum and Weekly Quiz (both activities ongoing each week) | Identify Peer Partners |
| 2 | Oct. 2 | Review: What is a Project?  Initiation Phase: Proposals & Project Selection  Case Study: Proposals | Begin Initiation Forms: IPR  Initiate Peer Review  Reading: Lessons on an Accidental Profession | IPR: Post by 10/5; review by 10/9 |
| 3 | Oct. 9 | Initiation Phase: SOW & Feasibility  Case Study: SOW  Risk Management  Case Study: Risk Management | Draft Proposal Presentation (All)  Work on Forms: SOW Begin Essay Quiz #1 | Proposal Presentation & SOW: Post by 10/12; review by 10/16 |
| 4 | Oct. 16 | Proposal Presentations  (Grad students **only** present)  HBR Case: Project Buy-in  Case Study: Contingency Planning  Final Check List | Essay Quiz #1 due 10/19 by 5 pm  Initiation Forms: Risk Assessment Feasibility & Audience Analysis  Submit **Initiation Forms** for review by 10/23 | Risk (2), Feasibility & Audience Analysis: Post by 10/19; review by 10/23 |
| 5 | Oct. 23 | Planning Phase  Introduction to WBS  Case Study: WBS | Assign Catastrophe Case Study  Work on Planning Forms: WBS | WBS: Post by 10/26; review by 10/30 |
| 6 | Oct. 30 | Planning Lab I  Project Budgeting  Introduction to Project Software  Gantt Charts | Work on Catastrophe Case Study  Work on Forms: Task Description, Role Matrix, Gantt Chart Begin Essay Quiz #2 | Task Descriptions (2): Post by 11/2; review by 11/6 |
| 7 | Nov. 6 | Planning Lab II  Using Project Software | Work on Catastrophe Case Study  Essay Quiz #2 due 11/9 by 5 pm  Submit **Planning Forms** by 11/13  Reading: The Project Manager | Role Matrix: Post by 11/9; review by 11/13 |
| 8 | Nov. 13 | Catastrophe Cases  The Project Manager  Consensus Building | Begin Quiz #3  Work on Forms: Task Status  Work on Gantt Chart | Task Status (2): Post by 11/16; review by 11/20 |
| 9 | Nov. 20 | Catastrophe Cases  Execution Phase  Actuals  Case Study: Actuals | Essay Quiz #3 due 11/24 by 5 pm  Actuals Case Study Memo  Reading: What it Takes….  Submit **Gantt Chart** & **Task Status** forms for review by 11/27 | Gantt Chart: Post by 11/24; review by 11/27 |
| 10 | Nov. 27 | Change Management  Closeout Phase | Course Evaluation Survey  Complete Term Project | Any forms you have questions about |
| Finals  Week | Dec. 4 | No class meeting | **Term Projects Due December 5 at 5 pm**  **HEC front desk, School of Business office, or LIB 321** | |
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