**MGT 471 - Project Management**

**SPRING 2011**

Mondays/Wednesdays 1:30 – 2:45 p.m.

Bell Tower 2572

**Professor**: J. Goosby Smith, Ph.D.

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**Course Description**

This course introduces you to various project management concepts and techniques as you participate in a project team engaged in working on a real project. Topics will include defining a project, work breakdown structure, costing, scheduling, reporting, and managing a project team using mostly adaptive project management techniques.

**Catalog Student Learning Outcomes**

1. Interpret cases and describe (orally and in writing) the project management issues of the cases. (2 3, 5)

2. Analyze project management issues related to scientific projects and offer recommendations for effective corrective actions. (1, 5)

3. Evaluate in writing the inter-relationships among the disciplines of science, basic management, and project management. (1 ,3)

\*Aligns with Program Learning Goals for: 1) Critical thinking, 2) Oral communication,  3) Written Communication,  4)  Conduct (Ethics),  5) Competencies in discipline,  6) Collaboration

**My specific goals for you**

This course seeks to provide you with experiences and knowledge to help you identify, understand, diagnose, improve, communicate, and act regarding various situations that normally occur in the process of managing and participating on project teams. Specifically, you will develop or improve your ability to:

1. Correctly use project management jargon & concepts
2. Create and interpret standard project management diagrams and charts
3. determine financial and human resources needed for a project
4. generate and explain key project reports
5. work effectively within a team of peers
6. develop project deliverables to “customer” specs
7. make detailed, focused, and concise presentations
8. manage customer/sponsor expectations
9. use the basic functions of Microsoft Project

**Course Methods**

This course is based upon experiential learning theory. My goal is to simulate some of the experiences that you would experience on actual project teams in “the real world.” Your team will choose a semester-long project (from a list I will provide you). In doing this, you will learn quite a bit about project management, Microsoft Project, and how you best contribute to project teams.

As your professor I function as a coach. I provide information (as concisely as possible), facilitate discussions and activities, interact with you, and provide maximum space for you to take major responsibility for your learning. My job is to 1) to develop a generative climate for learning by modeling respect and a non-judgmental attitude toward you and other members of our learning community, 2) organize course materials and activities, 3) give you actionable feedback, and 4) evaluate your work products fairly and promptly.

Your job is to

* manage your learning by being prompt, prepared, and open to learning.
* be accountable for meeting course requirements on time and up to standards.
* accept the consequences when you fall short of meeting those requirements.
* complete the day’s assignments prior to coming to class.
* be “fully present” and participate in each class meeting.
* participate in group projects.
* engage, fully consider, and respect the opinions, preferences and feelings of others.

# Course Materials

* Project Management Professional Exam Study guide, 5th Edition. By Kim Heldman. (2009) Indianapolis: Wiley Publishers. **ISBN:** 978-0-470-45558-6
* Free “Trial” Copy of Microsoft Project (I’ll give you instructions)
* Selected articles and handouts distributed in class, posted for you on Blackboard, or e-mailed to you.

# Assignments

You are expected to complete readings and activities for each session, which will inform your class experience and increase the conceptual strength of your work. Lack of preparation will impact the quality of your participation and your performance on quizzes, papers, and presentations.

Quizzes: 5 in-class quizzes on the text material.

Written Assignments are evaluated for conceptual accuracy, clarity, depth of reflection, application of theory, organization, conciseness, and mechanics. The assignments are:

* (Team) Project Status Reports (maximum 3 pages)
* (Team) Final Project Portfolio

Presentations are evaluated for relating to your audience, content accuracy, organization, clarity, coherence, and adherence to time limitations.

* (Team) Impromptu Status Report Presentations
* (Team) Final Project Presentation (30 minutes max)

Written Assignment Standards (PAY ATTENTION!!)

* Typed on white paper using black ink
* single-sided
* double-spaced (unless specifically told otherwise)
* 12-point font
* Times New Roman or Arial
* 1” margins all four sides
* page numbers at the bottom center of each page
* headings to delineate topic changes or sections
* stapled hard copy (Unless I have approved electronic submission)
* at or under the page maximum
* on time (late assignments are not accepted. The exceptions are pre-arranged excused absences or documented medical/family emergency).

# Performance Evaluation

Your participation in assignments, discussions, and activities is critical to your learning and that of your peers. Therefore, barring extenuating documented circumstances (e.g., floods, fires, acute medical emergencies, death or grave illness of close family members, etc.) attendance (in your section is mandatory\*\*. Missing more than 2 classes without an approved excuse, chronic tardiness, or frequent disengagement (e.g., talking, sleeping, chatting, typing on your laptop, etc.) will negatively impact your grade. Though admirable, work and work-related absences are not excused. Similarly, non-emergency doctor’s appointments are not excused. Required and non-reschedulable CSUCI-related activities are excused.

Absence Policy

1-2 sessions unexcused absences: no penalty (Personal Time)

3-4 sessions unexcused absences: ½ grade penalty from participation grade

5-6 unexcused absences: 1 grade penalty from participation grade

7-8 unexcused absences: 2 grade penalty from participation grade

9+ unexcused absences: maximum course grade “D”

\*\*If you are an athlete or if you have a documented disability, notify me during the first week of class. Notification means showing me official documentation, discussing specific challenges and constraints we need to manage, and mutually agreeing upon ways to ensure your success. Athletes, please give me one list of the dates you will miss so that we can plan accordingly.

Only those students who identify themselves to the University and present appropriate written documentation of a disability are eligible for accommodation. Students with disabilities should contact the Disability Resource Programs (DRP) office as soon as possible, even if they are not yet enrolled. If you are not yet registered with DRP and you need to do so, please call them at (805) 437-3331 or e0mail them at [accommodations@csuci.edu](mailto:accommodations@csuci.edu) . Their webpage is <http://www.csuci.edu/drp/>

Weighting of Assignments

|  |  |  |
| --- | --- | --- |
| Individual or Team Grade | Graded Activity | % of Grade |
| Individual | Class Participation & Attendance | 20 |
| Individual | Quizzes (4) | 32 |
| *Individual Total* |  | *52%* |
| Team | 360-degree Peer Evaluation (Project Participation) | 8 |
| Team | Project Status Reports (4) | 20 |
| Team | Final Project Presentation (1 per team) | 10 |
| Team | Final Project Portfolio (1 per team) | 10 |
| *Team Total* |  | *48%* |
| Grand Total |  | 100% |

\*\*LATE ASSIGNMENTS ARE NOT ACCEPTED WITHOUT VALID MEDICAL EXCUSE\*\*

In the so-called “real world” we all face consequences for not meeting deadlines. Because the majority of assignments in this class are group projects (and assigned in advance), there are few valid reasons for tardy paper submissions. Additionally, since the quizzes are in your text book, there are few excuses for missing quizzes. Thus, unless you have a documented medical emergency or documented death of an immediate/close family member, you will not be able to submit late assignments for credit.

Grading:

With the exception of quizzes, which are automatically numerically graded by BlackBoard, I grade in “letters” not “numbers.” Below is the key that I use to enter your grades into a Spreadsheet or Blackboard for calculation purposes. After entering and weighting your grades, I round them to the appropriate integer. That integer, *barring extenuating circumstances*, corresponds to a grade category below…period.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| numerical value: | 0-59 | 60-63 | 64-66 | 67-69 | 70-73 | 74-76 | 77-79 | 80-83 | 84-86 | 87-89 | 90-92 | 93-100 |
| letter grade is: | F | D- | D | D+ | C- | C | C+ | B- | B | B+ | A- | A |
| GPA | 0 | .75 | 1 | 1.25 | 1.75 | 2 | 2.25 | 2.75 | 3 | 3.25 | 3.5 | 4 |

Academic Integrity

Breaches of academic integrity are unacceptable. Please refer to the University’s statement on Academic Integrity at the following link:

<http://www.csuci.edu/academics/catalog/2006-2007/12_policiesandregulations/50_academicdishonesty.htm>

Unless specified otherwise, all assignments are to represent your individual (or your team’s as appropriate) intellectual contributions. Cite authors as appropriate using APA style. It is unethical to write about the “Hierarchy of Needs” without citing Maslow (even though “everyone knows” it’s his work). If I discover cheating, the assignment grade will be “F” and the student will likely be reported.

Statement on Disruptive Behavior

We will be respectful and act civilly in this class. Disruption beyond the normal rights of students (and instructors) to question and discuss the educational process will not be tolerated.

Spring 2011 : Project Management (MGT 471 Syllabus)\*

|  | **Chapter/Topic** | **Due TODAY (+ reading)** |
| --- | --- | --- |
| 1/24 | Syllabus, Course Introduction |  |
| 1/26 | 1: What is a Project | Questions re: syllabus |
| 1/31 | 1… |  |
| 2/2 | 2: Creating the Project Charter |  |
| 2/7 | 2… |  |
| 2/9 | Class Discussion | In-Class Response |
| 2/14 | Team Selection |  |
| 2/16 | 2… | Quiz #1: Chapters 1 and 2 |
| 2/21 | Team Meetings |  |
| 2/23 | 3: Developing the Project Scope Statement |  |
| 2/28 | 3… |  |
| 3/2 | Guest Speaker | Status Report 1: PSS/POS Due |
| 3/7 | Team Meetings |  |
| 3/9 | Introduction to Microsoft Project |  |
| 3/14 | 4: Creating the Project Schedule |  |
| 3/16 | 4… | Quiz #2: Chapters 3 and 4 |
| 3/21 | SPRING BREAK |  |
| 3/23 | SPRING BREAK |  |
| 3/28 | 5: Developing the Project Budget |  |
| 3/30 | 5… | Status Report 2 Due (WBS) |
| 4/4 | 6: Risk Planning |  |
| 4/6 | 6… | Quiz #3 Chapters 5 and 6 |
| 4/11 | Team Meetings |  |
| 4/13 | 7: Planning Project Resources |  |
| 4/18 | 7… | Status Report 3 Due Project Budget |
| 4/20 | 8: Developing the Project Team |  |
| 4/25 | 8… |  |
| 4/27 | 10: Measuring and Controlling Project Performance |  |
| 5/2 | 10… | Status Report 4: Project Team Assessment |
| 5/4 | 12: Applying Professional Responsibility |  |
| **5/9** | 12… | Quiz #4: Chapters 8 and 10 |
| **5/11** | Team Project Presentations | Presentations & Portfolios |
| **(18 May 1:00-3:00)** | Team Project Presentations | Presentations & Portfolios |

\*Some dates subject to change. In the event of a change, I will notify you.

APPENDIX

Academic honesty information as specified by the Policy on Academic Dishonesty (SP01-57) <http://www.csuci.edu/academics/catalog/2007-2008/12_policiesandregulations/50_academicdishonesty.htm> below).

*1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.*

*2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.*

*3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.*

*4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.*

*5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."*

*6. The Academic Appeals Board shall consist of faculty and at least one student.*

*7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.*

*8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.*

1. CSUCI Disability Statement (Note from your developer: Access this policy at <http://www.csuci.edu/disability/disability.htm>. I've copied the policy text below).

*Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations*.