University of Virginia

**School of Continuing and Professional Studies**

**Northern Virginia Center**

**Fall 2013**

**Course Number:** PSPM 5030-702

**Course Title:** Introduction to Project Management

**Credit Hours** 45 Contact Hours

**Credits:** 3 Graduate Credits

**Program:** Project Management Graduate Certificate Program

**Instructor Information:** William Yates

Email: wy7r @virginia.edu

**Dates, Days, Times:** Sep 5 through Dec 12 (no class Nov 28)

Thursdays, 6:30-9:45pm

**Prerequisites (if any):** Successful course enrollment

**Course Description:**

*Introduction to Project Management* is an introduction to a professional discipline as primarily defined according to the Project Management Institute (PMI) in the standards work known as *A Guide to the Project Management Body of Knowledge* (PMBOK). Project management is an organizational core capability and as such can be considered a strategic value driver for organizations. This course provides the student with: a systematically presented explanation and overall conceptual framework of project management; an introductory examination of ten project management knowledge areas (such as scope, time, cost, human resources, risk, etc.); and a look at specific processes (inputs, tools, techniques, outputs) that underpin the generalized approach for successfully managing projects that PMI/PMBOK has defined and promote. At the completion of this course students will have been exposed to a variety of project management methodologies, tools, and techniques, and leave possessing a strong “awareness and understanding” of project management, as well as a project management “toolbox” understanding they can immediately begin using to manage projects back in their work space.

**Course Objectives:**

The objectives for this course for participants to gain a shared knowledge and understanding of generally accepted principles and practices of project management, and identify touch points for project management theory based application in the participant’s own workspace and experience. The overview of various models, constructs, operational paradigms, and approaches includes:

* Project management conceptual framework
* Project management knowledge areas
* PM related processes including associated inputs, tools, techniques, and outputs
* Focused areas within the domains of scope, time, cost, human resources, and risk
* Introduction and development of the project management language or vocabulary
* Working project management “toolbox” of documents, examples, other references

**Textbooks/Readings/Other Materials:**

Course materials will consist of:

* **Text 1**: Schwalbe, K. (2013). *Information Technology Project Management (Seventh Edition)*. Boston, MA: Cengage Learning. ISBN: 978-1-133-52685-88.
* Small (single subject) journal notebook (*professor will provide*)
* Instructor's student kit of slides and other course-related handouts
* Articles selected (distributed or researched) for course assignments

Note: buying the *hard copy* of the text (versus a virtual/digital copy) is recommended for more effective learning (and it is often accompanied by free-trial software offer of interest)

**Course Methodology:**

* see course calendar and requirements section for sequence and assignment
* depending upon class size and in-course progress, reading/exercise assignment specifics may be adjusted to maximize student learning
* assigned reading is expected to be done **before** the class for which it is assigned

**Course Sequence:**

| **Session** | **Session Topic** | **Readings:** |
| --- | --- | --- |
| **1**  **5-Sep** | Course introduction; effective adult learningProject management as a professional disciplineValue proposition of project management/managerProject management conceptual framework (start)  * Weekly discussion; reflective inquiry/action | * Schwalbe   **Chapter 1** |
| **2**  **12-Sep** | Project management conceptual framework (conclude)  * Organizational structure influences; stakeholders  Project life cycle; phases; processes  * Weekly discussion; reflective inquiry/action | * Schwalbe   **Chapters 2, 3** |
| **3**  **19-Sep** | * Project Integration management * Project charter: authorization * Project management plan: plan of plans * Planning for and managing change on the project * Weekly discussion; reflective inquiry/action | * Schwalbe   **Chapter 4** |
| **4**  **26-Sep** | * Project Scope management * Requirements and defining the scope * The Work Breakdown Structure (WBS) * Controlling scope creep and elegance * Weekly discussion; reflective inquiry/action | * Schwalbe   **Chapter 5** |
| **5**  **3-Oct** | * No class at campus this week * Self-directed learning for week * Weekly discussion; reflective inquiry/action * **Student Paper 1 (due 11:59pm, Friday, 4-Oct)** | * Schwalbe   **Reviews of Chap 4 & 5 Preview Ch 6** |
| **6**  **10-Oct** | * Project Time management * Activity and task definition * Resource and duration estimating (and reality check) * Project schedule and baseline * Weekly discussion; reflective inquiry/action | * Schwalbe   **Chapter 6** |
| **7**  **17-Oct** | Project Cost managementEstimating, budgeting, controlScope, time, cost elementsEarned Value  * Project budget and baseline * Weekly discussion; reflective inquiry/action | * Schwalbe  Chapter 7 |
| **8**  **24-Oct** | * Project Quality management * Quality who, what, why * Seven basic quality tools * Application: practitioners and pragmatics * Weekly discussion; reflective inquiry/action | * Schwalbe  Chapter 8 |
| **9**  **31-Oct** | * Project Human Resource management * Finding, developing, managing * Successful project team strategies * Conflict management * Interpersonal skills * Weekly discussion; reflective inquiry/action Weekly group/class discussion; reflective inquiry/action | * Schwalbe   **Chapter 9**   * Handouts |
| **10**  **7-Nov** | * Project Communications management * Dimensions, models and modes * Communications: style and behaviors * Communications Management Plan * Weekly discussion; reflective inquiry/action * **Student Paper 2 (due by 11:59pm, Friday 8-Nov)** | * Schwalbe   **Chapter 10**   * Handouts |
| **11**  **14-Nov** | * Project Risk management * Our relationship to risk; defining risk * Risk management process flow * Risk analyses (qual and quan) * Decision tree analysis * Weekly discussion; reflective inquiry/action | * Schwalbe  Chapter 11  * Handouts |
| **12a**  **21-Nov** | * Project Procurement management * Procurement and the project manager * Types of contracts; how risk applies * Importance of closure * Set up for Final Exam  Weekly discussion; reflective inquiry/action | * Schwalbe  Chapter 12  * Handouts |
| **12b**  **28-Nov** | **NO CLASS SCHEDULED (Thanksgiving)** | Handouts from professor ☺ |
| **13**  **5-Dec** | * Project Stakeholder management * Identifying the stakeholder * Stakeholder management plan * Engagement: interpersonal and management skills * Twenty-first century, second decade issues:   Leadership, ethics, chaos and complexity   * Set up for Final Exam * Weekly discussion; reflective inquiry/action | * Schwalbe   **Chapter 13**   * Handouts |
| **14**  **12-Dec** | Final: Oral/written (Paper 3) exam (paper due at start of class)  * Closing Comments * End of course survey * Weekly discussion; reflective inquiry/action | Preparation for oral/written exam |

**Course Requirements:**

|  |  |
| --- | --- |
| **Assignment** | **Description** |
| * **Reading** | Reading all assigned work (text, articles, other student contributions, etc.) is critical if students want to maximize their learning potential and actual experience in this course. Each week, there will be assigned reading, and students are encouraged to stay within the bounds of the reading, with any “spare” that may result from completing a reading assignment used for additional review of the material. Reading must be completed before the scheduled class time in order to maximize their ability to obtain and retain the in-class learning for that session. |
| * **Weekly discussion; reflective inquiry and action** | There are two parts to this requirement:  (a) The first is related to participation in the weekly discourse in the class. Participation is reflected in opportunity, thought-full content, and mutual exchange;  (b) The second part is associated with the weekly reflective inquiry and action, which occurs in concert with the weekly reflective journal kept by the student (explained in class 1); |
| * **Papers 1, 2 and Oral/written exam (Paper 3)** | *There are three papers due*. The *first two papers* will each be tied to a specific set of themes taken from the section of the course just preceding the paper’s due date. For example, Paper 1 will be associated with Sessions 1 to 5; Paper 2 will be associated with Sessions 6 to 10. Paper 3 will be associated with the course content as a whole. *The final paper will be turned in at the start of the last class* on Thursday, December 12.  The *first two papers* can be characterized as *reaction-papers*, where the student will provide his/her own reaction to a set of subjects provided by the instructor. Each paper will be no more than five pages, double-spaced, not including title or reference pages. Further specifics on the paper and selectable themes will be discussed in the first class.  The *final paper* can be characterized as an *integration paper*. The content length and characteristics of the final paper will be the same as the first two papers. The theme of the final paper will also be explained further in the first class.  The *oral component of the final oral/written exam* will be a student-led discussion of a specific course content topic. A list of topics to choose from will be provided by the instructor. The discussion will be approximately ten minutes in length, with the presenting student(s) fielding questions or responding to comments offered by the rest. This will be explained further in the first class. |

**Evaluation Standards:**

The course grade will be based on points from weekly discussion/reflective inquiry and action (14 sessions), papers 1 and 2, and the oral/written final exam efforts. The percentage breakouts of these are:

|  |  |  |
| --- | --- | --- |
| **Category** | **Percentage** | **Total Point Available** |
| Weekly discussion; reflective inquiry/action (14 sessions\*) | 30% | 300 |
| Paper 1 | 15% | 150 |
| Paper 2 | 15% | 150 |
| Oral/written final – Paper 3 | 20% | 200 |
| Oral/written final – Oral | 20% | 200 |
|  |  | Total: 1,000 points |

Note(\*) Sessions 1-4 point availability is 15 each; Sessions 5 to 14 are worth 24 each; total points equal 300.

**Please note:** There are no “make-up” points for late or missed assignments. Students, who are aware of situations affecting their course efforts and responsibilities, should contact the instructor.

**Final Grade Computation:**

Grades will be calculated using a weighted average, and the final course grade will be assigned as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| 980 – 1,000 A+ | 880 – 899 B+ | 780 – 799 C+ | 680 – 699 D+ |
| 940 – 979 A | 840 – 879 B | 740 – 779 C | 640 – 679 D |
| 900 – 939 A- | 800 – 839 B- | 700 – 739 C- | 600 – 639 D- |

STUDENTS SHOULD REMEMBER THAT THIS COURSE IS TREATED AS A GRADUATE-LEVEL COURSE. COURSE WORK COMPLETED AS ASSIGNED AND IN A TIMELY MANNER IS A NORMAL EXPECTATION, AND IS USUALLY REFLECTED IN "C" TO "B" RANGE OUTCOMES. TO IMPROVE UPON THAT EXPECTATION MEANS A STUDENT'S ACADEMIC WORK INCORPORATES EXCEPTIONAL QUALITY, ADDS SIGNIFICANTLY TO THE ACADEMIC DISCOURSE, AND DEMONSTRATES MASTERY IN THE NARRATIVE AND/OR EXAM-BASED EXERCISES.

**University of Virginia Honor Code**:

All students are bound by the University of Virginia Honor System. Students are expected to complete work on their own unless otherwise directed. At the completion of **every** assignment or exam, students **must** include and sign the pledge that they have neither given nor received help on the exam, assignment. The Pledge is as follows: “On my honor, I have neither given nor received any assistance in completing this assignment.” *Failure to include this on each submission to the Professor is subject to a one-grade deduction.*

**Special Needs:**

If you are a student with special needs you should let the instructor know within the first week of class. Written documentation will be required. You should also visit the following website to review your rights and responsibilities as a student (<http://www.virginia.edu/vpsa/rights.html>) and the following website for the Learning Needs and Evaluation Center (http://www.virginia.edu/studenthealth/Inec/).