"Project Management"
Winter 2017

Class Meetings:
Tuesdays: Jan 10, Feb 28, Mar 7, 6:00-9:00pm
Saturdays & Sundays: Jan 21-22 & Feb 11-12, 9:00am-4:00pm

Location: TBA

Faculty: Amy Gould, Ph.D.
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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. "Be the Change."

Course Description:
What does success look like? 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 a viable project management plan.

Learning Objectives

- Develop an awareness of the project environment (culturally, budget wise, socially, and politically). This requires understanding, listening to, and hearing your clients rather than believing you know what is best.
- 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?
- Cultivate a self-awareness of your own management style when managing others, projects, and yourself.
- 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 a webinar.

Required Books:

Albrecht, K. (2009). *Social Intelligence: The New Science of Success*. Pfeiffer. ISBN: 978-0470444344.

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

Scott (2004). *Fierce Conversations: Achieving Success at Work and in Life One Conversation at a Time*. Berkley Trade. ISBN: 978-0425193372.

Winter 2017 Schedule (faculty may alter schedule)

Tuesday January 10th: IN PERSON

Time	Activity	Deliverable
6:00pm	Introductions & Course Overview: prior to first class, faculty will assign project teams and clients.	Reading: Cooke & Tate, chs. 1 & 2
6:30pm	Lecture: What is project management?	
7:00pm	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.	Done before class: a) communicate with fellow students on your project team. b) gather publicly available information about your client's organization.
8:00pm	Overview of upcoming class meetings/ assignments: webinars, writing memos, announce final presentation time so this can be relayed to client.	
9:00pm	End	

Assignment #1: Client Memo. Due Friday January 20th posted to canvas by 8:00am.

Saturday January 21st: IN PERSON

Time	Activity	Deliverable
9:00am	Lecture/workshop: Approaches to PM & the difference between managing a project and programs	Reading: Cooke & Tate, chs. 3 thru 12 plus appendices
12:00pm	LUNCH (on your own)	
1:00pm	Lecture/workshop: Phases of projects, process model, writing project plans, team charter, scope of work. *Be prepared to be called on during class to answer questions related to the reading.*	Done before class: Complete the 73 question self-assessment exam based on the Cooke & Tate reading.
4:00pm	End	

Sunday January 22nd: IN PERSON

Time	Activity	Deliverable
9:00am	Lecture: Traditional vs. Agile Project Management Workshop: Within your project team, identify the best approach for your project and client.	Reading: Cooke & Tate, chs. 3 thru 12 plus appendices
12:00pm	LUNCH (on your own)	
1:00pm	Guest Speaker (fundamentals of PM, risk assessment, manager vs. leader)	
3:00pm	De-brief learning so far & prepare for next steps	
4:00pm	End	

Assignment #2: Team Charter & Draft Scope of Work due Friday February 3rd posted to canvas by 8:00am.

Saturday February 11th: IN PERSON

Time	Activity	Deliverable
9:00am	Seminar: Social Intelligence	Reading: Albrecht (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 presentation tools. (reminder: incorporate key concepts & lessons learned into final project plan/presentation.)	
4:00pm	End	

Sunday February 12th: IN PERSON

Time	Activity	Deliverable
9:00am	Seminar: Fierce Conversations	Reading: Scott (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	Assignment #3: Draft 1 PMP
4:00pm	End	

Assignment #4: Draft 2 PMP due Monday February 27th posted to canvas by 8:00am.

Tuesday February 28th: WEBINAR

Time	Activity	Deliverable
6:00pm	Each group will report out on their progress, obstacles, and ask for assistance if needed. Each group will also give a dry run through their visual aid.	Assignment #5: Draft Visual Aid
9:00pm	End	

Tuesday March 7th: IN PERSON

Time	Activity	Deliverable
6:00pm	Final Presentations	Assignment #6: Final PMP & Final Visual Aid • Group presentation with visual aid • Clients invited to attend
9:00pm	Wrap-up course, discuss eval process	

*Evals Due: March 13th. Student's self-eval and student's eval of faculty required for credit.

Assignments

Assignment #1: Client Memo

Due: January 20th posted to canvas 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: February 3rd posted to canvas 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 1 Project Management Plan
Due: February 12th posted to canvas by 5:00pm. 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. *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 February 20th .*

Assignment #4: Draft 2 Project Management Plan
Due: February 27th posted on canvas by 8:00am. Incorporate feedback from 1st draft and apply readings where appropriate. *Send to client on due date and ask for feedback by March 3rd.*

Assignment #5: Draft Visual Aid & Dry Run of Presentation
Due: February 28th posted on canvas by 5:00pm and discussed in webinar. 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: All photographs should be cited with their source. Things to think about: use high contrast colors, 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 to support your main visual aid, 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 video, it may not be more than 5 minutes long and should be of good quality. Visual aids may include: website (wix.com), infographic (piktochart), timeline (tiki-toki.com or dipity.com), animation (powtoon.com or sparkol.com), storyboard (projeqt.com), motion slide show (prezi or Haiku Deck), etc. Various presentation tools will be discussed in class.

Assignment #6: Final Visual Aid w/Presentation & Final Project Management Plan
Due: March 7th posted 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. Final presentations will occur during class.

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 and 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. After one absence per quarter (3 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 (9 hours) students may be denied full credit. After reoccurring absences (missing an hour of class each meeting) students may be denied full credit. Finally, if students do miss a class, they are 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 an unavoidable need to turn in an assignment late, the student should contact their 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 end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the MPA Handbook and College statement on academic honesty for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu by March 13, 2017. We will not hold evaluation conferences.

Multiculturalism and 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. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and 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 and 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, posting on/checking social media, reading unrelated materials such as e-mail, playing with an IPOD, laptop, or cell phone are not appropriate.) Consult your faculty to discuss learning style options.

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.

Conduct and conflict resolution: 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.
We will abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-123 WAC**,** Student Conduct Code & Grievance/Appeals Process.
We will abide by the non-discrimination policies and procedures at TESC.

Guest policy: Guests are welcome to visit our learning community during class time and seminar meetings with approval from course faculty in advance of each requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Prospective students may visit one class meeting of first year Core without advance faculty approval, but must notify faculty that they are present prior to the beginning of class. All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this handbook. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

Inclement weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them.

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.