



**DALHOUSIE
UNIVERSITY**

FACULTY OF MANAGEMENT

SCHOOL OF INFORMATION MANAGEMENT

CENTRE FOR EXECUTIVE AND GRADUATE EDUCATION

MGMT 5010 PROJECT MANAGEMENT

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SUMMER 2019

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MGMT 5010 PROJECT MANAGEMENT SUMMER 2019

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COURSE DESCRIPTION

This project management will discuss and review the core concepts of project management to give students a good baseline understanding of what project management is and how you can use it to manage small and large projects. We will discuss both theory and real project experiences. The students will have the opportunity to apply their knowledge in a team project that will demonstrate what project management is about when working with a small team on a time limited project.

A Project is:

- A temporary group activity designed to produce a unique product, service or result.
- Temporary in that it has a defined beginning and end in time, and therefore defined scope and resources.
- Unique in that it is not a routine operation, but a specific set of operations designed to accomplish a singular goal.¹

¹ PMI Website, <http://www.pmi.org/About-Us/About-Us-What-is-Project-Management.aspx>, accessed February 20 2013.

Project Management is:

- The application of knowledge, skills and techniques to execute projects effectively and efficiently. It's a strategic competency for organizations, enabling them to tie project results to business goals — and thus, better compete in their markets.²

COURSE PRE-REQUISITES

None

COURSE GOALS

Project Management and Project Success

About one in four organizations experience delays and cost overruns with projects, which frequently lead to project failure.

There are many statistical studies about the success and failure of projects and IM (information Management and Information Technology) projects in particular. IM projects have been known to fail due to their complexity and the lack of understanding about the project deliverables before the project starts. What we do know, is that if you follow the Project Management discipline, you will have a greater chance of success.

Project management will also allow you and your teams to minimize budget, scope and time variance on projects. There is no guarantee for success, however project management allows you to control the process and prepare for issues before they occur.

LEARNING OBJECTIVES

The students in this course will gain both knowledge and a practical view of project management principles. This course will highlight the perspective of managing Information management projects.

² PMI Website, <http://www.pmi.org/About-Us/About-Us-What-is-Project-Management.aspx>, accessed February 20 2013.

- Learn the project management discipline through the execution of a major team project. Teams will experience project management issues by developing and delivering a project during the term. **(Term Project, Team Peer evaluation)**
- The team environment will enable individuals to experience the management, political and social issues that face project managers and their teams. **(Term Project, Individual Research Paper)**
- Students will be able to identify and implement key tools in each stage of the project lifecycle. **(Case analysis, Term Project)**
- The students will understand how to initiate, implement and close a project in a real world setting. **(Class participation, Term project components)**
- Although the basic structures and methodologies of Project Management will be the focus of this class, the students will learn the unique issues that are present in Information management projects. **(Individual Research Paper)**

TECHNOLOGY USED

Students will be required to use a computer to interact with the instructor and the class. The students will also be provided a temporary licensed version of Microsoft Project for use during the class.

INSTRUCTIONAL METHODS

Since this is an online course, I will break down the material and class approach in the following way:

1. Readings from the textbook and recommended reading list before each module discussion.
2. PowerPoint overview of each module. You will have access to all modules in the form of a PowerPoint.
3. I will also provide a voice over for most modules unless I have a guest speaker. In those cases, depending on the availability of the guest speakers, we will have a live discussion.
4. Online discussion about the topics between the students and the professor. This discussion will be open but time limited.

5. Live discussions about key topics in each module. We will use this time to discuss and share real experiences that highlight the learning from the modules.
6. Guest speakers will be invited as appropriate for the subjects we are covering.

We will first discuss theoretical concepts of project management to understand the major challenges of project management.

The professor will then review the concepts through discussions of real project management experiences and application. Guest speakers will be included for some key topic areas as available and appropriate.

Teams will work together to apply the learning through a realistic project management experience. Although it will be impossible to experience all of the aspects of project management within a small project designed for this course, several key concepts will be highlighted and better understood through the team experience.

The teams will be created at the beginning of the course to work on a project outside of class.

LEARNING MATERIALS

Schwalbe, Kathy. Information Technology Project Management. 9th ed., 2019.

An additional reading list and links to videos will be provided on the Brightspace site.

METHOD OF EVALUATION

Explanation of the evaluation methods used, due dates, and weighting (e.g., 20%)

I. Individual Research Paper	(20%)	Due at beginning of Module 6
II. Case Analysis	(15%)	Due at beginning of Module 8
III. Term Project	(40%)	
a. Project charter and proposal	(10%)	Due at beginning of Module 3
b. Team Progress Report	(5%)	Due at beginning of Module 5
c. Final Presentation	(10%)	Due at beginning of Module 12
d. Final Report	(15%)	Due at beginning of Module 12
IV. Class Participation	(20%)	Evaluated throughout course
V. Team Peer evaluation	(5%)	Due seven days after Module 12

I. INDIVIDUAL RESEARCH PAPER (20%)

Research and write an analysis of a failed IM project. Describe the original project intent using project management concepts. Provide your thoughts about the cause(s) of the failure or the reasons why they were considered to have failed. Discuss what steps could have been taken to salvage the project. Discuss at which point in the lifecycle did the project run into problems and what was the main constraint that was impacted (Time, cost or scope). The paper should be between 6 and 8 pages single spaced.

Please choose your own project story or choose one from the following examples on these websites:

<http://calleam.com/WTPF/?tag=examples-of-failed-projects>

[http://www.computerworld.com/s/article/9116470/IT s biggest project failures and what we can learn from them](http://www.computerworld.com/s/article/9116470/IT_s_biggest_project_failures_and_what_we_can_learn_from_them)

II. CASE ANALYSIS (15%)

One case study will be provided for analysis and discussion during the course. Students will provide their own analysis in a two to three page discussion before the review with the class.

III. TERM PROJECT (40%)

All students will participate in teams to develop a project management plan simulation on a project of the team's choosing. The project requirements will be discussed during the first class. The purpose here is to give students an opportunity to apply the project management theories and processes taught in the course to an actual project to demonstrate understanding of the course contents

A final written report and prepared presentations will be built over the duration of the course. There will be additional direction on the assignments when the projects are announced at the first class. Each team will provide a presentation document for their project. The professor will provide some questions to the teams that all members will be expected to answer during the last week.

The detailed marks breakdown for this project is as follows:

- Project charter and proposal (10%)
- Team Progress Report (5%)
- Final Presentation (10%)
- Final Report (15%)

The following guidelines will be considered:

- *Timing*: appropriate response time for the presentation questions
- *Presentation structure*: Clarity of story told, all elements included, questions answered
- *Content*: High level overview, all key areas considered, interest generated, value added to the course

IV. CLASS PARTICIPATION (20%)

In general, students are expected to actively participate in class discussions. More specifically, students should:

- provide real life examples of project management concepts they have experienced or have observed,
- offer summaries and evaluation of key points based on readings,

- ask probing questions and offer insightful comments,
- apply key concepts to exercises and discussion situations in class,
- integrate concepts discussed in this course with material learned elsewhere in the MIM program, and
- Respect the other students' comments, questions and time.

Quality, not quantity is the key determinant of valuable participation.

V. TEAM PEER EVALUATION (5%)

Each team member will be required to provide a detailed evaluation of your team members and yourself.

You will be provided with a document to guide your feedback.

Keep in mind that teams are composed of people with various personalities, experiences and backgrounds. Throughout your work life, you will encounter team members that are easy to work with and some that make the project experience a challenge. Regardless of the team you end up with, I will expect that, as a team, you will work through any issues. That is part of the project management learning experience.

DELIVERABLES GUIDELINES

Your project work should demonstrate professional quality especially in terms of communications. As a project manager, you will be communicating with key stakeholders, senior managers, team members and many other parties interested in the outcome of your projects. Therefore, you are expected to keep spelling and grammar errors to a minimum. You should also consider structure, word choice and appropriate formality in your documents and presentations. I will deduct marks if these guidelines are neglected.

You will be provided with some templates for key documents such as the Project Charter, Progress Reports and other process documents as needed.

PARTICIPATION RUBRIC

A	A-	B+	B	B-
<ul style="list-style-type: none"> Actively supports, engages and listens to peers Arrives fully prepared at every session Plays an active role in discussions Comments advance the level and depth of the dialogue Group dynamic and level of discussion are consistently better because of the student's presence 	<ul style="list-style-type: none"> Actively supports, engages and listens to peers Arrives fully prepared at almost every session Plays an active role in discussions Comments occasionally advance the level and depth of the dialogue Group dynamic and level of discussion are often better because of the student's presence 	<ul style="list-style-type: none"> Makes a sincere effort to interact with peers Arrives mostly, if not fully, prepared Participates constructively in discussions Makes relevant comments based on the assigned material Group dynamic and level of discussion are occasionally better (never worse) because of the student's presence 	<ul style="list-style-type: none"> Limited interaction with peers Preparation and level of participation are both inconsistent When prepared, participates constructively in discussions and makes relevant comments based on the assigned material Group dynamic and level of discussion are not affected by the student's presence 	<ul style="list-style-type: none"> Virtually no interaction with peers Rarely prepared Rarely participates Comments are generally vague or drawn from outside of the assigned material Demonstrates a noticeable lack of interest Group dynamic and level of discussion are harmed by the student's presence

CLASS POLICIES

Extended absence from class

- Emergencies
 - Contact the course instructor
- Illness
 - Contact your instructor as soon as possible to inform him or her of your illness.
 - All absences due to illness must be supported by a physician's note to be submitted to the course instructor.

Late penalties for assignments

Assignments must be submitted by the assignment due date. Dalhousie University will only consider documented exceptions to this rule, such as serious medical emergencies or problems of a similar nature. In exceptional circumstances, an extension of up to one week **may** be granted at the professor's discretion, if requested in advance of the due date.

Late submissions will be assessed at a penalty of TEN percent. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation – Form A. A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information. Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.

ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on [Intellectual Honesty](#) contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the

course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

FACULTY OF MANAGEMENT CLARIFICATION ON PLAGIARISM VERSUS COLLABORATION

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

COURSE SCHEDULE

Please Note: This is a Project Management course. Therefore, due dates ARE the due dates. I will only consider delayed assignments if you provide enough notice AND the reason for the delay is appropriate and reasonable.

DATE OF CLASS	TOPICS & ASSIGNMENTS	REQUIRED READINGS
Module 1 April 29 – May 5 Module 1 Discussion closes May 5	Introductions and course objectives. High level overview of project management. Start to Create teams this week	Chapter 1 - Project Management Buchel, Mary. "Accelerating Change." Training and Development, April (1996).
Module 2 May 6 – 12 MLIS Competencies # 1, 3	Project lifecycle components. Project teams. Project management trends. IT and Project management. Choose a team project (May 7) Module 2 Discussion closes May 12	Chapter 2 – Information Technology and Project Management. Review Project Charter document Buhler, Patricia M. "Managing in the New Millenium: Are You a Team Player?" SuperVision, Volume 67, Issue 3 (2006).
Module 3 May 13 - 19 MLIS Competencies # 1, 5, 7	Project management process groups. Knowledge areas. Team Project Charters due (May 14) Module 3 Discussion closes May 19	Chapter 3 – PM Process Groups. Review Progress Report document
Module 4 May 20 - 26 MLIS Competencies # 1, 4, 5, 6	Project planning. Managing project implementation. Controlling the project. Closing the project. Module 4 Discussion closes May 26	Chapter 4 – Project Integration Management

<p>Module 5</p> <p>May 27 – June 2</p> <p>MLIS Competencies # 1, 5, 7</p>	<p>Scope definition.</p> <p>Work Breakdown Structures</p> <p>Managing Scope.</p> <p>Scope Creep.</p> <p>Team Progress report is due (May 28)</p> <p>Module 5 Discussion closes June 2</p>	<p>Chapter 5 - Scope Management</p> <p>Kass, Steve. "Up Scope." AIIM E-DOC Magazine, Volume 21, Issue 5 (2007): 12.</p>
<p>Module 6</p> <p>June 3 – 9</p> <p>MLIS Competencies # 1, 3, 7</p>	<p>Scheduling.</p> <p>Activity sequencing.</p> <p>Time estimation.</p> <p>Gantt Charts.</p> <p>Critical paths.</p> <p>Software review (MS Project)</p> <p>Individual Research Paper is due (June 4)</p> <p>Module 6 Discussion closes June 9</p> <p>Mid Term Course Evaluation (June 5 - 12)</p>	<p>Chapter 6 – Project Time Management</p> <p>Winn, Michael Tim. "The Benefits of Work Breakdown Structures." Contract Management. Volume 47, Issue 5 (2007): 16 – 21.</p>
<p>Module 7</p> <p>June 10 – 16</p> <p>MLIS Competencies # 5, 6</p>	<p>Estimating costs.</p> <p>Project budgets.</p> <p>Financial concepts in Project Management.</p> <p>Controlling costs.</p> <p>Module 7 Discussion closes June 16</p> <p>Mid Term Course Evaluation closes June 12</p>	<p>Chapter 7 – Project Cost Management</p>

<p>Module 8</p> <p>June 17 – 23</p> <p>MLIS Competencies # 1, 2, 3, 5</p>	<p>Quality assurance.</p> <p>Six Sigma and other quality management concepts.</p> <p>Statistical analysis of quality.</p> <p>Testing in IT projects.</p> <p>Individual Case analysis due (June 18)</p> <p>Module 8 Discussion closes June 23</p>	<p>Chapter 8 – Project Quality Management.</p>
<p>Module 9</p> <p>June 24 - 30</p> <p>MLIS Competencies # 1, 5, 7</p>	<p>Resource selection.</p> <p>Motivation.</p> <p>Planning Human resource utilization.</p> <p>Building the project team.</p> <p>Managing the team and work allocation.</p> <p>Module 9 Discussion closes June 30</p>	<p>Chapter 9 – Project Human Resource Management.</p> <p>Heimbouch, Hollis. “Should This Team be Saved?” Harvard Business Review, July (2001).</p>
<p>Module 10</p> <p>July 1 – 7</p> <p>MLIS Competencies # 1, 2, 5, 6</p>	<p>Managing project communications.</p> <p>Communicating what to who and when to do it.</p> <p>Identifying and engaging stakeholders.</p> <p>Managing stakeholders.</p> <p>Module 10 Discussion closes July 7</p>	<p>Chapter 10 – Project Communication Management</p> <p>Chapter 13 – Project Stakeholder Management</p> <p>Mankins, Michael, C. and Steele, Richard. “Turning Great Strategy into Great Performance.” Harvard Business Review, July – August (2005).</p>

Module 11 July 8 - 14 MLIS Competencies # 1, 5, 6	Risk management. Contingency and mitigation strategies. Change management. Managing procurement and contracts. Risks of procurement to an IT project. Module 11 Discussion closes July 14	Chapter 11 – Project Risk Management Chapter 12 - Project Procurement Management Staw, Barry M., and Ross, Jerry. “Knowing When to Pull the Plug.” Harvard Business Review, March – April (1987).
Module 12 July 15 - 21 MLIS Competencies # 7	Course Wrap Up, Presentations and Evaluations Team presentations due (July 16) Final project papers due (July 16) Student Rating of Instruction (SRI) for Part 1 (July 20 – 26)	Prepare Team Project power point for presentation
After Class	Peer evaluations due (July 28)	
MGMT 5210 August 7 - 8	Halifax Intensive (SRI) for Part 2 will be available August 8 - 14	

APPENDIX I: VIRTUAL TEAM GUIDELINES

- **Access your Learning Management System consistently, frequently** to check for updates and news – approach it as part of your social media routine
- **Determine how often team members will check in** with each other and stick to this communication schedule. At this time, determine if there will be any time zone challenges for team meetings and deadlines; discuss solutions.
- **Explore** the architecture of Brightspace. Consider using Brightspace’s **e-Portfolio** as a team – This is right beside your Brightspace Calendar and it is a place to record and reflect on your learning experience.
- **Develop and follow a team charter** with your virtual team to establish roles and responsibilities. This is when you want to determine exactly what digital tools the team will be using (Brightspace?/Googledocs?/Facebook?/Office 365?)
- **Appoint and refer to a team records manager.** If you are unable to locate shared work, this person could help you find what you are looking for.
- **Connect during “live office hours”** to communicate with your instructor.
- **Stay present and visible online.** Communicate regularly with your peers via the designated forum.