

DePaul University | School of Continuing and Professional Studies | Undergraduate Programs

DCM302: PROJECT MANAGEMENT - DESIGN AND ASSESSMENT

WINTER 2020

INSTRUCTOR INFORMATION

Walter Adams

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Office Hours: 11:00am-2:00pm Mondays

COURSE INFORMATION

Location: Online

Beginning Tue, September 17

Ending Tue, November 19

Required Textbook:

Project Management – 36-Hour Course or The McGraw-Hill 36-Hour Course, Project Management. ISBN 978-0-07-173827-9. Helen S. Cooke and Karen Tate. McGraw-Hill Companies, Inc., 2011.

Books may be purchased through the DePaul University Bookstore at bookstores@depaul.edu, or call 312-362-8792

COURSE DESCRIPTION

Project Management is a very important business discipline that can benefit students in their careers as well as personal life. Project Management allows companies to develop high quality new products or services on time and within budget. However, it can become very complicated to apply if one doesn't have a firm grasp of the basics. There are numerous Project Management methodologies, and all of them share common steps and tools. The purpose of

this course is to demystify Project Management by presenting its basic framework and tools for designing a project and controlling or assessing its status. The course translates Project Management theory into a practical and effective methodology the student will be able to apply on the job. Starting with working definitions of Project and Project Management, the course describes how projects are initiated, evaluated and organized with analytic techniques. Project execution and control are covered next, along with the documentation and communications skills that are needed to keep a project on track. The course concludes with an overview of project management applied to a group project chosen with classmates. Students will learn Project Management via course lectures, collaborative discussions, team project participation, textbook reading, Internet searches and research at the company they work for. The class will be divided into teams whose course assignment is to apply the course material to a project of their own choosing. Their grade will be determined by class participation and by how well they apply the course material to their project, as summarized in their project presentation. Individual assignments will also be given which will require the student to research topics via the Internet or their company.

LEARNING OUTCOMES

Upon completion of this course, it is expected that students will have a basic understanding and ability to apply the following skills:

- Communicating effectively in a business setting.
- Recognizing different roles required in a successful project team.
- Establishing a Project Communications Plan to keep a project on track.
- Recognizing how innovation and technology drive project economics.
- Using computer software and the Internet for project documentation, control and information research.
- Identifying the basic steps and tools found in all modern project management methodologies.
- Estimating project risk and formulating contingency plans to minimize it.
- Assessing project status via Gantt Charting.
- Documenting and tabulating all project details.

- Understanding how project management applies to information systems.

LEARNING STRATEGIES & RESOURCES

The course utilizes these learning modalities: online lecture and discussion; assigned readings; collaborative learning within a team setting; Internet searches on specific topics. They reinforce one another and facilitate understanding all aspects of Project Management.

LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)

Each Student can accumulate 1000 points for individual work as follows:

- Four research papers each worth 100 points **400**
- Case Study **200**
- Group Presentation **250**
- Team and self-assessment **100**
- Ten Weeks Class Attendance/Participation each worth 5 points **50**

ASSESSMENT OF STUDENT LEARNING

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation. Students are encouraged to submit their papers to the writing center before submitting in class. Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours-worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free. Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer. Schedule your appointments with enough time to think about and use the feedback

you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

GRADING CRITERIA & SCALE

Grading Criteria for Assessment of Learning:

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly. Unfinished work or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and must have completed two thirds of assignments and have a signed copy of the Incomplete Contract form. Work not submitted by the due date must be submitted within 2 weeks, and will be assessed on a P/F basis only.

Course Grading Scale

A = 950 to 1000	A- = 910 to 940	B+ = 880 to 900
B = 850 to 870	B- = 810 to 840	C+ = 770 to 800
C = 730 to 760	C- = 690 to 720	D+ = 650 to 680
D = 610 to 640	F = 600 or below	INC

INCOMPLETE (IN) GRADE

A temporary grade (for up to two quarters*) indicating that, following a request by the student, the instructor has given his or her permission for the student to receive an incomplete grade. In order to receive an IN grade, the student must have (a) a satisfactory record in the work already completed for the course, (b) encountered unusual or unforeseeable circumstances which prevent him/her from completing the course requirements by the end of the term, and (c) applied to the instructor for permission to receive an IN, using the [college form](#) (Contract for Issuance of Incomplete Grade).. The instructor is not required to grant an IN grade. Upon agreeing to the IN grade, *the instructor has the prerogative to assign a shorter completion deadline, which will supersede the two-quarter timeframe. (Please see the [Grades, Incomplete \(IN\) and Research \(R\) Expiration Policy](#) for additional information. Note: IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

COURSE SCHEDULE

WEEK 1

Introduction

What is Project Management? How does it differ from general management? What benefits does Project Management provide? What does a Project Manager do?

Learning Objectives

- Describe Project Management and recognize its role in modern organizations
- Compare and contrast a project versus day-to-day operations
- Explain the key roles and responsibilities of a project manager
- Summarize the benefits of adopting project management approaches

Learning Activities

- Read chapter 1 of your text, The McGraw-Hill 36-Hour Course, Project Management
- Introduce yourself to the instructor and describe project management in your own words

Graded Activities

- Participate in class discussion defining a project, describing a project and explaining its role in adding value to an organization, and distinguishing how projects differ from day-to-day operations.

WEEK 2

Project Management Concepts

What are the underlying concepts in project management? What assumptions do we make about projects that reflect how they differ from day to day operations? What is the life-cycle of a project? How do we manage multiple, and sometimes conflicting objectives when planning and working on a project?

Learning Objectives

- Identify the underlying assumptions of project management
- Categorize the life cycle stages of a project
- Examine the components of the Triple Constraint
- Recognize the different types of projects

Learning Activities

- Read chapter 2 of your text, The McGraw-Hill 36-Hour Course, Project Management
- Pair up for an case study exercise and discussion
- Finalize teams for the course project and develop team contract
- Research a project with which the student is familiar

Graded Activities

- Participate in class discussion
- Submit research paper 1 (details of the assignment will be available in the online D2L course room)

WEEK 3

The Project Management Leader and The Process of Managing Projects

What are the skills required to be an effective project leader? What characteristics must they display? Are the required skills the same across all phases of a project? How are these skills applied in managing the life-cycle process of a project?

Learning Objectives

- Identify the project leader's integrated skill set
- Summarize the essential characteristics of a project leader

- Recall project management life cycle phases and explain how the project manager's skills are applied to managing the life-cycle

Learning Activities

- Read chapters 3 and 4 of your text, The McGraw-Hill 36-Hour Course, Project Management
- Research a project with which the student is familiar
- Work on group project

Graded Activities

- Participate in class discussion
- Submit research paper 2 (details of the assignment will be available in the online D2L course room)

WEEK 4

Planning Concepts

How do we go about actually creating a plan? What do we do First? Second? Third? How do we clarify upfront the goals and objectives of the project before we begin?

Learning Objectives

- Assess the importance of the project charter
- Differentiate between high level and detailed planning
- Explain the outputs of each process planning phase

Learning Activities

- Read chapter 5 of your text, The McGraw-Hill 36-Hour Course, Project Management
- Exercise on developing a PERT and Gantt chart
- Work on group project

Graded Activities

- Participate in class discussion

WEEK 5 (ONLINE)

High Level Planning

How do Project Managers gather the appropriate documentation to initiate planning? What is the difference between a Charter and a Scope Statement? Why do we need both in our high level planning process and how do they complement each other? How do we account for the risk inherent in our project?

Learning Objectives

- Explain how project management professionals gather and document the information necessary for project management with emphasis on the difference between a charter and scope statement.
- Apply the principles of risk management to the development of the project plan
- Demonstrate how to design the entire project life cycle

Learning Activities

- Read chapter 6 of your text, The McGraw-Hill 36-Hour Course, Project Management
- Work on group project

Graded Activities

- Participate in class discussion
- Submit Case Study (details of the assignment will be available in the online D2L course room). *Please note that the Case Study requires a minimum of two sources from peer reviewed academic resources.*

WEEK 6

Detailed Planning

How do Project Managers develop effective and efficient detailed plans that tie-in with the high level planning? What do detailed plans look like? What tools do Project Managers have at their disposal?

Learning Objectives

- Demonstrate how to create a Work Breakdown Structure (WBS)
- Describe task duration and sequencing
- Clarify how a Gantt chart helps control a project

Learning Activities

- Read chapter 7 of your text, The McGraw-Hill 36-Hour Course, Project Management
- Exercise on developing a risk and communications plan
- ***Present draft of group project in class (ungraded)***

Graded Activities

- Participate in class discussion which includes critique of group project draft presentations.

WEEK 7

Building the team, executing the plan, and closing out the project

How do Project Managers actually "manage" the plan? How do we build effective project teams? How do we communicate to stakeholders what we are doing? What do we do to complete the project when we are done? How do we hand-off the project to operations?

Learning Objectives

- Critique and assess how project managers plan within the scope, timeframes, and budget of a project
- Identify the key team roles on a project team and demonstrate how each participates in key stakeholder communication
- Explain the critical success factors in team-building
- Outline the key steps in successfully managing the triple constraint (time, quality, and cost) while executing the plan

Learning Activities

- Read chapters 8 and 9 of your text, The McGraw-Hill 36-Hour Course, Project Management

Graded Activities

- Participate in class discussion
- Submit research paper 3 (details of the assignment will be available in the online D2L course room)

WEEK 8

Context for Quality and Learning in Project Management

How do project teams capture and maintain the critical elements required for quality execution of the project? How do project teams create an environment of order and stability in an otherwise chaotic atmosphere surrounding a new initiative?

Learning Objectives

- Demonstrate how to manage quality assumptions
- Assess a project's risk profile

Learning Activities

- Read chapter 10 of your text, The McGraw-Hill 36-Hour Course, Project Management
- Onsite lecture followed by class discussion
- Exercise on leading a project
- Work on the student's team group project

Graded Activities

- Participate in an Onsite discussion
- Submit research paper 4 (details of the assignment will be available in the online D2L course room)

WEEK 9

Controlling project work

How do project teams stay on track? How do they even know if they are on track? What reporting tools do project teams use?

Learning Objectives

- Describe project management controls in light of the triple constraint
- Explain and demonstrate how the basic Earned value (EV) metrics are calculated and interpreted
- Design and present a project plan in its entirety and in a team environment integrating in to it key project management deliverables

Learning Activities

- Read chapter 11 of your text, The McGraw-Hill 36-Hour Course, Project Management

- Watch week 9 online lecture video

Graded Activities

- Participate in class discussion
- ***Present team course project for final assessment***

WEEK 10

Organizational Project Management Maturity

Is it sufficient for an organizational simply to have excellent project management skill sets available? Does an organization's culture help or possibly impede project management effectiveness and efficiency? How can an organization move beyond the basics of project management, that is, to become "mature" with regard to project management?

Learning Objectives

- Identify the key characteristics of high maturity project management organizations
- Distinguish between high and low maturity organizations

Learning Activities

- Read chapter 12 of your text, The McGraw-Hill 36-Hour Course, Project Management
- Exercise on controlling a project

Graded Activities

- Participate in class discussion
- Submit a self and team and self - assessment of the group project (guidelines will be given in class and the D2L course room)

COURSE POLICIES

Late assignment submissions

Late assignment submissions will be accepted but penalized. There will be a 2 percentage point deduction for each day late (e.g., a grade calculating to 90% will be reduced to 88% if one day late. It will be reduced to 86% if two days late...etc.).

Assignments not completed by the end of week 10 will not be accepted.

Assignments may not be e-mailed to the instructor. All assignments must be submitted through the appropriate assignment link in the online course room.

THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:

[APA citation format](#) (GRAD)[Academic Integrity Policy](#) (GRAD)

[Academic Integrity Policy](#) (UGRAD)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

OTHER RESOURCES FOR STUDENTS

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)

INSTRUCTOR BRIEF BIO

Walter Adams has been instructing courses in business strategy, leadership, finance, international organizational behavior, project management, and business ethics since 2009. Prior to the advent of his teaching career, Walter served 11 years in hands-on executive management roles developing and implementing strategies, financial reporting, operational process improvements, marketing plans, new product development opportunities, and organizational capabilities.

Most recently he was the Chief Operating Officer for Landscape Brands, a St. Louis based outdoor furniture manufacturer. Before that Walter served as the President and General Manager for Sterno, the well known internationally distributed food service cooking fuel used under buffet dishes. While at Sterno he worked with distribution and manufacturing partners in Germany, England, Brazil, Dubai (UAE), India, Malaysia, Hong Kong, Mainland China, and Japan in addition to the North American market.

Through most of the 1990's Walter worked in the New York City region as an executive consultant for two top tier firms, Booz Allen & Hamilton (now Booz & Company) and PricewaterhouseCoopers (PwC).

Syllabus, DCM302, Walter Adams, Fall 2019

Academically, Walter Adams holds a Bachelor's Degree in Economics from Princeton University and a Master's Degree in Public and Private Management from Yale University. In addition to these degrees, he is certified as a Master's in Business Administration (MBA) instructor for Benedictine University.