School of Planning, Public Policy and Management

PPPM 425/525 – Project Management
Class CRNs 36942, 36943
Class Syllabus – Spring 2021

Instructor	Bob Choquette
E-Mail	choquett@uoregon.edu
Phone	541.346.3851
Office Hours and URL	Mondays 1-2 pm and Wednesdays 9-10 am: http://bit.ly/SP2021OH
Course URL	http://bit.ly/SP2021PM
Meeting Dates and Time	Mondays and Wednesdays: 10:15-11:45 am

Course Description

Have you ever been part of a complex project that just didn't go the way you wanted? Often failure is pre-ordained due to the approach to the project. The concept and discipline of project management exists because it helps assure completion of a project successfully. This course covers the basics of project management, and you will learn what project management involves and how to approach it successfully.

Effective project management ensures that a project is completed on time, within budget, and with high quality. Specific techniques for accomplishing these three goals are not always so obvious. The purpose of this course is to make these techniques more obvious, and expose you to a variety of techniques to manage the budget, schedule, and quality of projects that you are responsible for.

Although we may relate the examples and techniques discussed in this course to the planning and public policy fields, the same techniques can be applied to any project management situation. Specific topics to be discussed include:

- Project selection, acquisition, and development;
- Identifying and mitigating potential project risks;
- Developing and following a detailed work plan;
- Developing and managing a project schedule and budget;
- Controlling projects for quality;
- Emerging project management methodologies/approaches (e.g., agile, waterfall, etc.);
- Communicating effectively with the project team, client and supervisors;
- The role of computer software to assist in project communications and management;
- Team building; and
- Anticipating and avoiding potential problems.

Learning Outcomes

Upon successful completion of this course, students will:

1. Understand the concepts of project selection, planning and organization, risk, budgeting, control, and project life cycles.
2. Understand concepts related to organizational workflow including the staffing process, project planning elements, and the project plan contents and project communications.
3. Understand several basic project scheduling techniques including WBS, CPM, PERT, Gantt charts, and resource constrained scheduling.
4. Possess a basic understand of a variety of project management methodologies.
5. Understand the related concepts of teams and motivation, and issues related to leadership and task management in a project environment.
6. Improve written and oral communication skills through formal writing assignments and group discussions.

Teaching Philosophy

I subscribe to three models of learning that guide my classroom instruction:

- *Constructivism* (Duffy and Jonassen, 1992) posits that people construct their own understanding and knowledge of the world by experiencing things and reflecting on those experiences. New knowledge builds upon our previous ideas and experience. Ideally, learning happens in collaboration with others.

- *Experiential learning* (Kolb, 1984) supports students in applying the knowledge and conceptual understanding gained in the classroom to real-world problems or situations. Experience (including mistakes) provides the basis

for the learning activities. Adults are most interested in learning that has immediate relevance and impact to their career or personal life, and their learning is problem-centered rather than content-oriented.

- *Relational-cultural theory* (Miller, 1976) proposes that successful relational connections—interactions that are mutually empathic and mutually empowering—are vital to individual and shared learning, as well as emotional growth and health (Miller & Stiver, 1997). RCT's key tenets are trust, mutual empathy, and growth-in-connection, which is essentially the enhanced ability to learn and progress through healthy, growth-fostering relationships.

Textbook and Course Materials

Rowe, Sandra. *Project Management for Small Projects* (Second Edition), Management Concept Series (2015). REQUIRED

Pink, Daniel. *Drive: The Surprising Truth About What Motivates Us*, Riverhead Book (2011). REQUIRED

Additional readings available at http://canvas.uoregon.edu. REQUIRED

Other Resources

The Project Management Institute (PMI) has over 550,000 members worldwide, 300+ local chapters, including in the Willamette Valley, and is the leading nonprofit professional association in the area of project management. PMI establishes project management standards, provides seminars, educational programs and professional certification that many organizations desire for their

project leaders. Worldwide, approximately 900,000 PMs have achieved Project Management Professional (PMP) certification. Their website is located at https://www.pmi.org/.

PMI estimates that every year through 2027, 2.2 million new job openings will require PM skills, and employers will need 87.7 million people working in project management-oriented roles.

Grading

This class is offered on either a graded or pass/no pass basis. Your grade will be determined based on the following:

		425	525
1.	Attendance and participation	15%	15%
2.	Applied project assignments (4)	25%	25%
3.	Reflections (10)	35%	35%
4.	Final examination	25%	15%
5.	Graduate research paper/presentation		10%
	TOTAL	100%	100%

Course Structure

We will spend our class time each week in a variety of formats. There will be some lecture, but I want to encourage as much class discussion as possible, both in small groups and as a whole class.

Course Website

The course website is located on the University's Canvas system (https://canvas.uoregon.edu). The class syllabus, announcements, and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the UO Registrar has your correct email address. I will use this email address to communicate with you.

Accessibility

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541.346.1155 or uoaec@uoregon.edu.

Diversity

The University of Oregon values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. This course is committed to upholding this principle by encouraging the exploration, engagement, and expression of different perspectives and diverse identities. I will value each class member's experiences and contributions, and communicate disagreements respectfully. Please notify me if you feel aspects of the course undermine these principles. For additional resources, you are also encouraged to contact the following campus services:

- Division of Equity and Inclusion: 1 Johnson Hall or 541.346.3175 or http://inclusion.uoregon.edu/
- Center on Diversity and Community: 54 Susan Campbell Hall or 541.346.3212 or http://codac.uoregon.edu/
- Bias Response Team: 164 Oregon Hall or brt@uoregon.edu or http://bias.uoregon.edu

Statement Regarding Title IX and a Safe Learning Environment Free from Discrimination and Harassment

The UO is committed to providing an environment free of all forms of discrimination, harassment, and assault. This includes conduct that unreasonably discriminates among individuals on the basis of race, color, gender, national origin, ethnicity, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, or gender expression. It also includes sexual and physical assault, domestic and dating violence, and gender based stalking. We support Title IX.

If you, or someone you know, has experienced or experiences harassment or discrimination that is sufficiently severe or pervasive that it interferes with work or academic performance—or if you have experienced sexual or physical assault in any form—the UO has staff members trained to support and make sure you are aware of the range of options available to you and have access to the resources you need. You may choose whether or not to access these resources.

Students wishing to pursue a complaint involving discrimination or harassment should contact the Office of Affirmative Action & Equal Opportunity at 541.346.3123 or http://aaeo.uoregon.edu. If you wish to speak to someone confidentially regarding sexual assault or harassment, call 541.346.SAFE, UO's 24-hour hotline, or visit the SAFE website, http://safe.uoregon.edu. The University Health Center and University Counseling and Testing Center can provide assistance and work confidentially with students.

Inclusion Statement

The College of Design is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or the school head.

Center for Multicultural Academic Excellence

The CMAE is a place where students are empowered, engaged, and nurtured for success. Their vision is to build and empower an inclusive and diverse community of scholars who exemplify academic excellence and inspire positive change. CMAE's mission is to promote student retention and persistence for historically underrepresented and underserved populations. They develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond. Call 541.346.3479, email cmae@uoregon.edu, or visit Suites 164 and 165 in Oregon Hall.

Mental Health

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may impact your academic performance or reduce your ability to participate in daily activities. The University of Oregon is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. You can learn more about the broad range of confidential mental health services available on campus via https://health.uoregon.edu/mental-health or by calling 541.346.2770.

Life's Challenges

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in school, is urged to contact the Dean of Students for support. Furthermore, please let me know as well if you are comfortable in doing so. This will enable me to provide any resources that I have access to. **I**

care about you as an individual and your health and well-being beyond your role as a student in this class.

Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when "the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor."

Academic Misconduct

You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at http://dos.uoregon.edu/social-misconduct) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Plagiarism

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at http://researchguides.uoregon.edu/citing-plagiarism.

Assignments

There is a variety of requirements for this class. Listed below are general descriptions of each class assignment; I will provide additional detail on each assignment as the term progresses.

Attendance and Participation

You registered for this class because you were interested in learning more about project management, so the best way to accomplish that goal is to attend class.

I'll expect you to attend each class. If you can't attend class, you should coordinate with your classmates to ensure you get any pertinent notes.

You'll also be expected to participate in class discussions by asking questions and engaging in the ensuing discussions. To help you track your attendance and participation, I will post a grade for you at the midpoint in the term.

Applied Project Assignments

During the first week of class, you will need to identify a project that will serve as the basis for a series of assignments you will complete throughout the term. The project can be something you've worked on in the past, a current project, or a proposed project. The project must meet the following requirements:

- The project requires the work of more than one person to complete several/many of the tasks
- The project requires a variety of skill sets (i.e., one person can't do all the work required to complete the project)
- The project has a budget that you need to monitor
- The project has a minimum of 40 tasks

You will produce several products during the term related to your project:

- Risk Assessment
- Scope Statement
- Project Charter
- Critical Path Method (CPM) chart

Descriptions for each assignment are posted in the appropriate section of Assignments in Canvas and will be discussed in class.

Reflections

Research shows that one of the best ways to reinforce learning is to reflect in writing about what you've recently learned. You will write weekly reflection papers to reinforce what you've learned about project management in class, based on what you've read, and in your like outside of class. All reflection papers will be posted to Canvas, which I've set to only accept .doc, .docx, and .pdf files.

In your intro reflection, due on **Friday, April 2**, please make sure you include the following information:

- Your background. Why are you taking this course? Do you have any experience with project management? What are you hoping to learn this term?

- A description of your project.

Writing a reflection based on each week's readings and class activities will help synthesize your thoughts and learning. Reflections are *not* a recitation of the key points in the reading, or a summary of activities. They are a record of your *reaction* to what you read, the class lectures, and discussions. If you're stuck, try answering questions like these:

- What surprised you?

- What did you agree/disagree with?

- Was there something in the reading/lectures you didn't understand?

- What made you think in a different way?

- Can you connect the material in the readings to a "real life" example in your community, in current events, or in your past?

- Can you share any resources from the web – articles, websites, etc. – that connect or expand upon course content?

Your reflections should be at least 500 words in length. That is the equivalent of 2-3 pages double-spaced. **They are due each Sunday at midnight**, and will cover the week's readings, class activities, and their applicability to your everyday activities.

While the readings aren't long or difficult, they are numerous. You are expected to read every reading every week, but in weeks where there are 6 or more readings, choose the 4-5 readings that are most interesting for your reflection.

Final Examination

You will have a final take-home exam, due on the day of our scheduled final. It will be a series of short essays in response to questions based on the topics we've discussed this term, and will be distributed in week 9.

This is a mixed 400/500 level class, so graduate students will complete additional work beyond the undergraduate requirements to satisfy university requirements. This will be accomplished in two ways:

1. Graduate students will have a longer final examination
2. Graduate students will complete a research project culminating in a presentation

Graduate Research Project

Graduate students will conduct additional research and present their findings to the class on the day of our scheduled final exam. This project can either be completed individually or in groups. We can discuss the format of the final presentation during the term.

This assignment can be completed in several ways:

1. A 5-7 page research paper (double-spaced) based on a project management topic of interest to you. The research can be based on a review of either journal articles or books in the popular press.
2. Interviews with people knowledgeable about your area of interest. The product of these interviews could be a 5-7 page paper, or a video, for example.
3. In-class demonstration of cloud-based project management software with 1-2 page summary.

I am also open to other approaches / topics you may propose to complete this project. Your topic and approach must be reviewed and approved by me by the end of week 7.
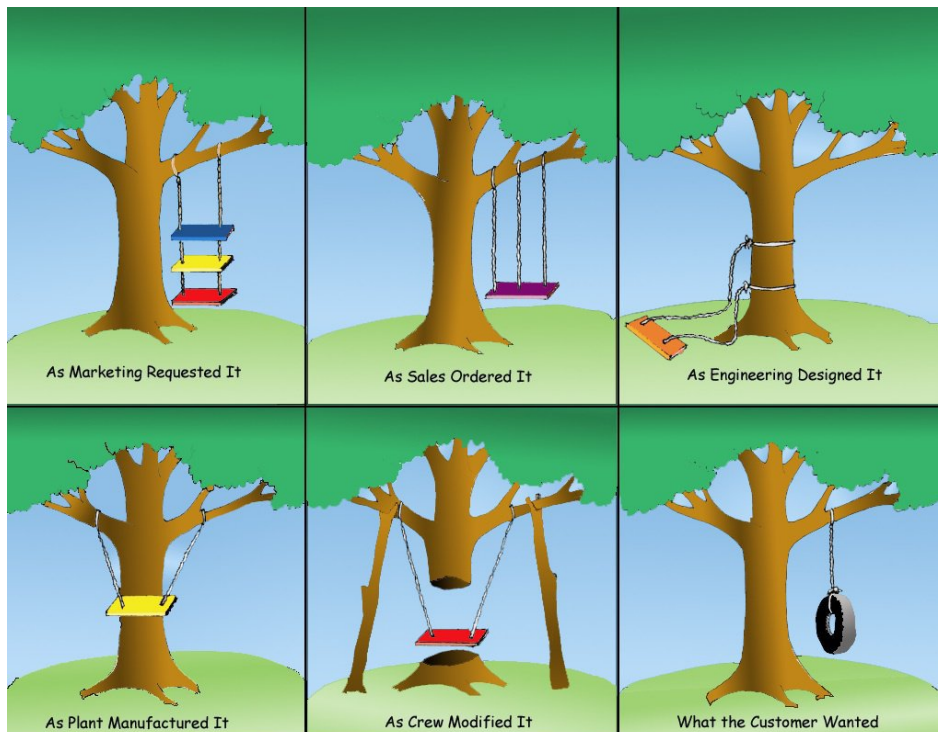
Schedule

This schedule may be adjusted during the term, depending on student's interests and the length of time we discuss particular issues.

The reading list may be supplemented as the term progresses. Please check the Canvas site weekly to see any **additional readings.**

Week	Date	Topic	In-class Activities	Readings[1]	Assignment(s) Due
1	3-29	**Introduction to PPPM 425 / 525**	Review syllabus		
	3-31	**Introduction to Project Management** Definition and goals of project management	Lecture and discussion	Rowe 1-3	Intro reflection (Fri) Reflection for week 1 (Sun)
2	4-5	**Project Acquisition** Project selection, and developing proposals and RFPs	Lecture and discussion	Rowe 4-5	
	4-7	**Risk Analysis** Identifying, analyzing, and managing project risk factors	Lecture and discussion Develop risk statement	Rowe 6-8	Reflection for week 2 (Sun)
3	4-12	**Project Integration and Scope Management** Tools and techniques for reducing project error from ambiguous goals, unclear reporting structure, and poor communication	Lecture and discussion		
	4-14	**Project Schedule Management I** Identifying and using appropriate tools and techniques to manage project time variables	Lecture and discussion Develop scope statement	Rowe 9	Reflection for week 3 (Sun) Risk Assessment (Sun)
4	4-19	**Project Schedule Management II**	Lecture and discussion		

Week	Date	Topic	In-class Activities	Readings[1]	Assignment(s) Due
		Identifying and using appropriate tools and techniques to manage project time variables	Develop PERT, CPM, and WBS charts		
	4-21	**Project Schedule Management III** Identifying and using appropriate tools and techniques to manage project time variables	Lecture and discussion Continue PERT, CPM, and WBS charts		Reflection for week 4 (Sun) Scope Statement (Sun)
5	4-26	**Project Cost Management I** Identifying and using appropriate tools and techniques to manage project cost variables	Lecture and discussion Develop cost and schedule management indicators		
	4-28	**Project Cost Management II** Identifying and using appropriate tools and techniques to manage project cost variables	Lecture and discussion Develop cost and schedule management indicators	Rowe 11-12	Reflection for week 5 (Sun) Project Charter (Sun)
6	5-3	**Project Quality Management** Identifying and using appropriate tools and techniques to manage project quality variables	Lecture and discussion Develop basic tools of quality management		
	5-5	**Project Team Building I** Leading project teams, and managing team development	Lecture and discussion	Pink 1-3	Reflection for week 6 (Sun)
7	5-10	*Guest Speaker*: Tanner Perrine, Senior Project Manager, Lease Crutcher Lewis	Guest speaker		
	5-12	**Project Team Building II** Leading project teams, and managing team development	Lecture and discussion	Pink 4-6	Reflection for week 7 (Sun) Topic Approval – Grads (Sun)

Week	Date	Topic	In-class Activities	Readings[1]	Assignment(s) Due
					Critical Path Method (CPM) Chart (Sun)
8	5-17	**Additional PM Methodologies and Techniques**	Lecture and discussion		
	5-19	*Guest Speaker:* Kim Catania, Director of IT Programs and Projects, UO	Guest speaker	Rowe 13-15	Reflection for week 8 (Sun)
9	5-24	**Project Teams and Team Work Issues** Managing decision making in a project team, promoting innovation in the team, improving team performance, improving communication skills, diversity on teams / multicultural teams	Lecture and discussion Final exam distributed		
	5-26	*Guest Speaker:* Stephanie Scafa, Oregon22 Project Lead, City of Eugene	Guest speaker	Rowe 10	Reflection for week 9 (Sun)
10	5-31	*No class – Memorial Day*			
	6-2	**Project Termination / Class Evaluation** Critical project success factors, project termination types, and why projects fail	Lecture and discussion		
Finals		**Graduate Research Presentations** *Thursday, June 10 – 10:15 am*			Final Exam, and any late work, due

[1] See Canvas for additional readings as the term progresses.