LINCOLN UNIVERSITY COURSE SYLLABUS & GUIDE
COURSE NUMBER: BA-305
Course Title: Project Management
(3 Units, 45 Classroom Hours)

Course Start Date: January 27, 2025　　　　**Course End Date: May 12, 2025**

Time: Monday, 12:30 PM to 3:15 PM

Office Hour: Monday, 3:15-4:15 PM by arrangement

Classroom: TBD by Registrar's Office before 1ˢᵗ Class Session

Lincoln University Course Catalog Description:

The objective of this course is to prepare graduate students for managing relatively complex projects undertaken by public or business organizations. Reviewed are management concepts, techniques, and tools that are utilized to propose approvable plans for implementation/execution, monitoring/control, and closeout projects successfully. Along with the acquisition of practical skills, students will be exposed to concepts, which lead the selection and management of successful project teams. This course will provide graduate students with a holistic/integrative view of the project management process. (3 units, Mastery 1 – M1).

Required Text, Supplemental Texts, Technology & Course Management Sites:

Required Text (print, digital, rental)(HEOA compliant):

Clegg, Stewart, R. et al.

> 2024　　Project Management: Creating Sustainable Value, 2e. Sage Publications, Thousand Oaks, CA. ISBN: 9781529629330 (paperback) ($60.80).

Required course digital site(s) and access:

Lincoln University has an institutional Canvas account so you will be able to access <u>ALL</u> of your classes and you will already be on the roster for each of your courses. From Canvas, you can download course materials, see your progress in each of your courses, and review feedback from Turnit-In on the course work you submit for grading. Most of the course materials can be found under the "Files" section for this course. The following link is on the LU website at:

https://students.lincolnuca.edu/canvas/

Supplemental Course Resources:

Project management practitioners usually use project management applications and/or software, which can be extremely detailed and require a user to spend a significant amount of time to become even a novice user. In addition, there is a range of ways to approach project management from using simplified

Kanban methods and Business Canvases to Microsoft Project. This course is designed to teach you to be able to apply project management tools using software and applications that you are most comfortable with individually—not to train you on the software. You can use MS Excel or Google Sheets to construct GANT, PERT, and other tables and charts in your coursework for this course. Or you can play with some of the free software that is available to you either free for one user or free for a trial period. You can conduct your own searches for these tools, and I have provided a link below for some of the top "free" project management (become familiar with "PM" as it is an abbreviation used extensively in the PM industry) software that is available:

https://zapier.com/blog/free-project-management-software/
https://www.techradar.com/best/best-free-project-management-software
https://project-management.com/free-project-management-software-tools/
https://clickup.com/blog/free-project-management-software/
https://www.usatoday.com/money/blueprint/business/project-management/best-free-project-management-software/
https://thedigitalprojectmanager.com/tools/project-management-software-for-mac/
https://project-management.com/project-management-mac/

Film Blackberry (2023):

We will be viewing the film "Blackberry during class for an individual homework assignment. Should you miss viewing the film in class, want to watch it with language subtitles, or want to refresh your memory for answering the questions; here are a few of the locations where you can view it: Hulu (subscription), Amazon (subscription), Google Play ($3.99), Fandango at Home ($2.99), Apple TV ($3.99), etc.

Lincoln University Course, Program, and Institutional Learning Outcomes:

Lincoln University has established program and institutional learning outcomes for our graduate business students, which are listed and available on the LU website. You should re-familiarize yourself with all of them because our aim in this course is for you to have multiple opportunities to achieve them. Detailed descriptions of the institutional and program learning outcomes and information about the assessment procedure are available at the Learning Outcomes Assessment page on the LU website: https://acqa.lincolnuca.edu/learning-outcomes-assessment/.

Instructor's Student Learning Goal(s) & Outcomes for this Course:

Based on my professional management practitioner background and academic experience, I have developed the following student learning outcomes for this course along with my goals for this course, which are below.

Students working individually and collaboratively in small learning groups will have multiple opportunities to effectively demonstrate and use their knowledge of project management techniques and policy concepts in this course.

My Course Learning Goals & Outcomes are based on the assumption that you already have experience working in an organization full-time or you will start working for one in the future. You will have to deal with projects in any organization as a project manager, project team member, or as an employee or stakeholder that is affected by the project.

Course Learning Goals:

1. To understand what an organizational project is, their management and all the factors that affect them.
2. To understand the main purpose of a project is to create value and how to do it.
3. To understand how to create, design, and manage projects in for-profit and non-profit organizations in various industries and different cultures.
4. To learn how to best contribute your individual strengths toward a project.

Course Learning Outcomes:

1. Students will gain an understanding of the guiding principles and concepts of project management from the individual and group levels to the organization and system levels and demonstrate the ability to effectively apply this knowledge in their analysis of project management case studies, course assignments, and course exercises.
2. Students will have effectively worked individually and in groups on business case studies to analyze cases from a project management discipline perspective and developed strategies to successfully solve the business issue(s).
3. Students will have exercised effective communication (traditional and digital), leadership, critical thinking, ethics, project management, and teamwork skills in a small group setting.
4. Students will have worked in a group to effectively create, design, and propose a project in their role of a consulting group.

While I believe, from my professional experience, that my student learning goals and outcomes listed above are important for you to succeed in organizational life, Lincoln's institutional goals and program learning outcomes are a priority for our university, for you, and are my priority for this course. I am committed to do my best to help you achieve **all** goals and outcomes for this course.

Smartphone, Tablet, Notebook Computer Technology:

Organizational, business, and social culture in most parts of the world utilize technology as if it were an additional limb or extension of our body. Think about how you feel when you forget or leave your smart phone at home. For most of us, we experience some degree of discomfort not having it with us. With that in mind, our class sessions (ground classes, and if necessary, online) will involve opportunities to participate in class exercises and discussions using the personal technology devices, and free web-based software that are readily available to everyone and routinely used for business and management.

Consequently, **<u>you are encouraged</u>** to have your smart phones, smart devices, notebook, or tablet readily available to use in class just as you would in the workplace. However, you need to have your devices on vibrate so that it will not distract the class or your classroom manager (me). If your phone

rings in any class, you will be warned once. If it rings after your one warning, you will be asked to leave class for the day. If a student develops a pattern of interruptions, they may be asked to leave the class and referred to the Provost's office for counseling before being admitted back to class.

Using your personal devices for things that are unrelated to our coursework is <u>not allowed</u> unless we are on a class break. The instructor will take corrective action if this privilege is abused.

<div align="center"><u>**Instructor**</u></div>

Dr. Mike Guerra, Associate Professor of Business Administration & Leadership Studies

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)
Lincoln University e-mail address: <u>mguerra@lincolnuca.edu</u> (you can e-mail me any time)
Course Specific Office Hour: Room 301, Monday, 03:30 pm to 04:30 pm) by arrangement in advance.

I've provided a brief instructor profile below because an important step in instructional design is for an instructor to establish professional practitioner <u>credibility</u> in the discipline, he or she is teaching for students taking a course so students can understand how concepts and approaches discussed in a textbook are actually used and/or adapted in professional practice.

<u>**Instructor Profile:**</u>

<u>Academic Degrees:</u> AS degree in Social Science from the College of San Mateo, BS degree in Organizational Behavior from the University of San Francisco (USF), Master of Human Resources & Organization Development degree (USF), Doctor of Education in Organization & Leadership with a concentration in Pacific Leadership International degree (USF).

<u>Professional Practitioner Experience:</u> Manager with senior, executive, and chief executive officer experience in for-profit, government and non-profit organizations. Current and past experience serving as a member and officer of several Boards of Directors for public and private organizations. President of the Board of Directors for the Downtown Oakland Business Association Community Benefit District, and Clean & Safe committee chairperson of the Downtown/Uptown Oakland Community-Benefit Business Districts. International management consulting experience specializing in process, management audits, problem-solving, talent development and management, strategic, and organization development in NGOs, government, and a small number of for-profit firms. Past subject matter expert on ethics for the State of California POST bureau. Have experience working with national, state, county, and local government organizations to shape management, problem-based learning, talent recruitment, ethics, training and performance policies, practices, and procedures.

Has extensive professional CEO experience in managing Web-3 blockchain exchange investment operations; domestic procurement; service operations; capital budgeting; policy development; MIS administration, needs assessment and purchasing; cyber social networking and marketing; HR compensation; organizational training and education systems; organizational and regional strategy formulation, implementation and evaluation; improving organizational effectiveness (OE); managerial accounting; management audits; problem-based-learning (PBL) training programs; and both contract and labor union negotiations (as a union negotiator and as a management representative). Additionally;

have designed, implemented, and managed marketing, recruitment, retention, and hiring programs for attracting and keeping new talented employees.

Professional Academic Experience: Has taught part-time at Lincoln since 2001 and have been teaching part-time at other institutions of higher education since 1998. Have occasionally been a paid guest lecturer on a variety of topics, taught undergraduate management courses online for eight years, and have been a guest lecturer in organization (not organizational) development and leadership at other universities. In addition, has occasionally consulted with local colleges and universities external to Lincoln to design or revise lower/upper division undergraduate, graduate, and doctoral degreed educational programs. Additionally, has been a member of academic advisory boards for the South Bay Community College Consortium (SF Bay Area region), and the University of San Francisco's School of Management (USF). As a professional practitioner, have been involved in designing and delivering legally defensible professional training programs and courses that received lower division undergraduate course credit since 1986.

Select professional affiliations related to this course: International Management Consultants (IMC-USA), International Society for Performance Improvement (ISPI), Society for Human Resource Management (SHRM), International Society for Organization Development and Change (ISODC), American Association for Adult Continuing Education (AAACE)

Introduction

Our current globalized work setting presents a rapidly evolving business environment for a graduate student so this will be a different learning experience for us all this semester. I will try to provide current or even real-time relevant international business situations and issues.

To be successful in this course, you need to be skilled in effective time management. This means completing the assignments as proscribed in the schedule at the end of this syllabus. In addition, the expectation is that you will have completed assignments on time. For example, if the topic for the class is Chapter 5, the expectation is that you have read Chapter 5 before class starts.

In addition, your presentation skills will be refined during this course to help prepare you for your transition from the academic world to employment in the business world at the performance level of a graduate business student. I am confident that this course will be of value to you by helping you think more wisely, act more competently, and to make better decisions.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via my Lincoln University e-mail or on Telegram.

I have also designed this course so that you will have multiple learning opportunities to achieve each of the student learning outcomes for this course and those applicable to Lincoln's institutional and programmatic learning outcomes. In practice, this means that each assignment you complete during this course is connected to one or more learning outcomes and at the course level and at least one of the programmatic and institutional learning outcomes. You will receive feedback on your assignments that you can apply to future assignments within this course. From this syllabus, you will also see that you

will receive feedback as your work toward completing and submitting a final version of your high point value assignments instead of submitting them at the end of the course for a final grade on the last day of the course with no feedback that can be used for future assignments.

Keep in mind that a master's degree level course prepares you to teach, and when you graduate with your degree, at some universities, you are "…welcomed into the company of scholars." With this in mind, I will provide opportunities for graduate students to develop their teaching skills.

Class Procedures

Before you arrive for a classroom/online session, you are responsible for reviewing the course syllabus for: instructions, assignments, exams, topics, questions for discussion, my comments, or a description of the activities for the day. In addition to communicating information in-class. It is important for you to come to class prepared just as your employer expects you to arrive at work ready to take care of business!

Instructional methodology includes: lectures, class discussions, individual/team presentations, guest presentations (not yet confirmed), demonstrations, role-playing, group work, buzz groups, practical exercises, social networking and crowdsourcing as it relates to this course, web-based instruction, and video. As mentioned above; having your smartphones, tablets, and notebook computers readily available in class will enhance your ability to contribute to class exercises and discussions.

As you can imagine, university level coursework requires significant work outside of the classroom. For each class session, you should plan to spend at least one to three hours of your time studying, researching, working with your learning group, and completing assignments for each class session. Based on prior classes, if you choose to not read and study the textbook chapters, you will not use the concepts and processes from the text, which will result in a lower grade than you would otherwise earn if you studied our text and course materials.

This semester, there may be one or two times where a class session may need to be held online through Canvas due to me having to be away on university/professional business. In these circumstances, I will cover the instructional material and have class discussion using Canvas and Zoom platforms.

Students will also be asked during the semester to evaluate this course by the Registrar's office and the LU Faculty Association. It is important that you take this seriously because your feedback helps my professional development and serves to see what parts of the instructional methodology and material needs to be changed, modified, and improved. In addition to this course evaluation, I will ask you to complete a learning assessment based on Lincoln's institutional and programmatic learning outcomes where you will assess the degree that this course provided you multiple learning opportunities for you to achieve these individual outcomes, and how successful they were for you.

Classroom Management

Consider that a classroom is similar in many respects to an organization that provides a product or service. The education business, depending on your perspective, either provides a service to consumers/customers—YOU the student, or produces a product –YOU the educated graduate. So, it

should be no surprise that managing the classroom is an essential element for creating a learning environment for you to succeed. It just happens that because close to over 90% of our business students are from outside the US, we might think of ourselves in this course as being in a live management setting. As such, we need policies and procedures for conducting business or instructing in our case, which are indicated below:

- **Students are required to behave in class in accordance with Lincoln University's Student Honor Code and Standards of Conduct**. Both of these are found in your student handbook at the following link: http://file.lincolnuca.edu/catalog/student%20Handbook/Student%20Handbook%20(2020-2021).pdf. Misconduct will have an adverse impact on your grade.
- **Disruptive Classroom Behavior:** Lincoln University expects students and instructors to work together to create a classroom or lab environment that is conducive to learning and educational discovery so that students can achieve their student learning outcomes. To create this classroom/lab learning environment it is essential that respect for the rights of others who are trying to learn, respect for the professionalism of the instructor, and the goals of academic freedom are established and maintained. If there are differences in viewpoints or concerns, they should be expressed in a way that supports the learning process, and in a way that creates learning opportunities for instructors to help students learn to reason and to present their points-of-view with clarity and supporting facts. It is also important in this learning environment for students to be able to share of themselves without losing their identities, and for students to explain their personal self/place in their respective fields of study. Student conduct that disrupts the learning process will not be tolerated and I may ask students to leave the class session, which could eventually lead to administrative disciplinary action and/or removal from the class depending on the severity of the misconduct and if there are patterns of misconduct.
- **Eating is not allowed in class.** You may have water and/or a beverage container that is spill resistant. This is a recent policy change for me since Lincoln needs to economize of maintenance services for classrooms. Chewing gum is fine but no blowing bubbles.
- **Plagiarism Detection:** Lincoln University subscribes to Turnit-In plagiarism prevention service, and you will need to submit written assignments on Canvas that has Turnit-In activated. Student work will be used for plagiarism detection. Originality Reports <u>WILL</u> be available for your viewing.
- **AI Assist Detection:** Turnit-In incorporates AI detection software that integrates with their plagiarism detection software. AI detection includes comparing your past assignment submissions with the current one the software is reviewing. If the writing styles do not match it will flag your submission for further analysis for AI assistance. You are encouraged to use the grammar/writing assistance tools along with the plagiarism correction tools that are part of Turnit-In. You can upload review copies to Turnit-In up the deadline for the submission to get feedback to improve your assignment. Once the deadline for the assignment is past, you can only submit once to Turnit-In, which is the one that will be graded. If you use a vendor like Grammarly, please indicate this by adding a note in Canvas for the assignment explaining what software you used to modify your coursework so I can review it if the AI in Turnit-In flags it as AI generated. If you don't post a note identifying your use of software to assist your writing, the assumption will be that it is AI generated and you will receive zero points for the assignment. Spell check or MS Word editing software is not flagged as an AI assist so don't mention that you used it. Also, Google Docs and Apple Pages is not flagged.

- **Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code).
- **Subject to Change Statement**: "This syllabus and schedule are subject to change in the event of extenuating circumstances." If the syllabus is revised during the semester, all versions will remain available to you in Canvas so you can track changes. This is especially important to take note of since I may need to modify the syllabus if the number of enrolled students is below 15, or larger than 45.
- **Student Composition**: For classes comprised of multiple student classifications, the instructor will try to modify the educational experience to best accommodate everyone's instructional needs.
- **Academic honesty** in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.
- **Online Netiquette**: Rules for those courses with web-enhancement so classroom members behave online. Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].
- **Students with Disabilities**: Students in this course who have a medically documented disability that might prevent them from fully demonstrating their abilities should inform the instructor and their Program Director as soon as possible to initiate disability verification as defined by California and federal laws. The recommended reasonable accommodations to ensure full participation in the successful completion of course requirements according to the verified disability will help guide modifications to course instructional materials, assignments, and exams. If a student believes he or she has a professionally undiagnosed learning disability, please complete the request below so that the university can help suggest options for obtaining medical assistance (student health insurance is a possible option) for your perceived disability so your disability can be validated, and accommodations can be made in class as soon as the validation can be used to guide the accommodation. You can use this link to expedite your request: https://acqa.lincolnuca.edu/ada-accommodations/
    - **I have included a link from the University of California system that describes what is required to obtain a medically documented disability as a guide:** https://dsp.sa.ucsb.edu/sites/default/files/2020-07/ldpractices.pdf
- **Academic Counseling/Tutoring/Remedial Instruction**: If you find yourself in need of tutoring for this course or any of your other courses Lincoln has resources to help you in the form of tutoring (one-to-one), and small group remedial instruction. Go to student services or use this link: https://students.lincolnuca.edu/academic-counseling/.
- **Information Literacy Requirement:** In this course, our teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- Determine the nature and extent of the information needed, access needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into their knowledge base and value system, individually or as a member of a group, use information effectively to accomplish a specific purpose, explain many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

- **Use of the LU Library**: To complete assignments, you will find it helpful to use resources available through the Lincoln University Library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [LU Library](#) website (lincolnuca.libguides.com).

- **Cheating and Plagiarism:** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) collaborating with other students to complete assignments with the instructor's approval (f) using a commercial term paper service.

  If coursework is submitted that contains significant evidence of plagiarism (10%-80% of submitted assignment), the grade for the assignment will be 40% of the total point value for the first infraction. Between 80-100%, there will be zero points. The assignment cannot be re-done. If assignments continue to be submitted that contain evidence of plagiarism, the grade will be reduced severely using the following criteria. If there is minor evidence (0-9% of submitted assignment) of plagiarism, the grade/evaluation will be reduced to reflect low-satisfactory to poor achievement (73% or less). If there is evidence of 10-25% of plagiarism, the grade/evaluation will be "F" or 59% of the points. If there is more than 25% of plagiarism, there will be "0" points for the assignment. Repeat violations will be referred to the provost office for misconduct. And assignments cannot be re-done.

  If more than one student in class is found to have plagiarized by copying the same assignment from another student, all of the involved students will receive "0" points for the assignment regardless of the percentages listed above.

- **Syllabus Confirmation and Explaining:** The syllabus can be downloaded from the LU website and Canvas. Your first assignment is to read the course syllabus, which is in addition to our class discussion of the syllabus in session one. If you have any questions or you need clarification, please contact me.

- **Assignments must have**: The student's first and last name at the top of the page, and the student's identification number. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 1% for not following instructions. Electronic submissions without these items will not be counted, late deductions will apply, and you <u>must</u> use your lincolnucasf account for electronic submissions.

- **Format Requirements:** Use 12-point font, normal margins, and single or double spacing for text. Tables can be 9-10 point font. Use the APA/Chicago-Turabian/MLA guidelines (pick one and be consistent) for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Lincoln's library staff is there to

help you locate those resources. There are also free templates at the MS Office Word website that you can download.

- **Late Assignment Point Deductions:** Individual (includes homework exams) and Learning Group Case assignments can be turned in late under the following conditions. If the assignment is turned in late after one full week (class day to class day), there will be a 5% deduction for the assignment point value before it is graded if it is submitted by the end of the second full week. **Assignments are not accepted if they are submitted more than two full weeks late (see below for assignments due the last day of class). So, 2-weeks late, "0" points for the assignment even if submitted.** The reason for this is that when I had a more generous late submission policy, students would use the late submission deadline as their due date and would submit their assignments one month late, which affected their learning ability to keep pace with the instructional methodology for the course.

- **Assignments uploaded into the "comments" section of an individual assignment on Canvas will not be graded since it has not been evaluated by Turnit-In.**

- **Assignments uploaded into Canvas a jpg, image, note or any other format that prevents Turnit-In from reviewing the submission will not be graded since it has not been evaluated by Turnit-In.**

- Assignments due on the last class session can be turned in up to 2-days late without any late point deduction; however, assignments submitted after the 2-day deadline will receive zero points. The only exception is if the student provides verifiable documentation that the circumstances were involuntary as determined by this instructor.

- **Late Registration:** If you register for the class late (up to three weeks), you are still responsible for all assignments. I will work with you to set a deadline that will allow you time to do the current work and catch-up (typically one extra week for each week missed) with individual assignments. Assignments with other students cannot be made up because this coursework is connected to the learning objectives for the course and environment for a specific class session. In addition, the material presented in each session is cumulative and are connected to each other. To make-up these types of assignments, an alternative group type of assignment will have to be completed that is equal to the missed assignment. This probably means some form of contacting an organization outside of Lincoln to research a topic. Please contact the instructor to request this and arrange a date/time—it is your responsibility to contact the instructor. These late registration options are not available to students who are registered at the time of the first class session.

- **Late Exams:** If you missed an in-person exam due to late registration, a make-up in-person exam will be given using the same schedule for late registration. For online quizzes/homework exams, please pay attention to the due dates and availability dates indicated in Canvas.

- **Missed In-Person Exams (Not Homework Exams):** If you miss an in-person exam, and have a valid excuse (healthcare providers note, accident report number, subpoena, etc.), you can take a make-up in-person exam within one week of the original exam date. It is the student's responsibility to contact the instructor and request a date/time for the make-up exam, which the instructor may approve, or provide an alternative date for when the instructor is available on campus. If a student misses an exam because of parental issues, please contact the instructor to discuss if the circumstances qualify for a make-up exam. Missing an in-person exam for the student's convenience such as: a doctor's appointment, an appointment with an attorney, work, etc. do not qualify as an excuse for missing an exam.

- **There is no extra credit available in this course and assignments cannot be re-done once submitted to Canvas by the assignment deadline.**

- **Late Registration Attendance:** If you start to attend classes after a course has already started, you need to check with the Registrar's office to verify your attendance requirements. Depending on university policy, if you've already missed class sessions before you even registered, the missed class sessions could count toward your university attendance record. It's better to check to ensure you do not receive a warning letter for missing too many class sessions.
- **Student Working Groups:** In many classes' students are allowed to form their own class groups for group assignments. There is something to be said for working with people you are familiar with and who you may have worked with in previous classes. Since this is essentially a cross-cultural management class, part of your education is to experience working with new and unfamiliar people who may come from cultural backgrounds that may be very different from your own. In this class, you will be randomly assigned to a group of approximately 4-5 students. In addition, you will be rotating through different groups during this course to simulate real work situations. However, this practice depends on the number of students in the class. If there is a small number, you may be allowed to form your own groups.
- **Group Assignments:** When students participate in group assignments, problems can emerge where there is an unequal distribution of the work. While there is no specific percentage of a group project assigned to each student, the expectation is that everyone in the group contributes their fair share of the work just as it would be expected in a real work setting. If a group experiences unequal participation and work, there are several ways that may help the group resolve the problem. One way is to decide as a group what the deliverables are for each member, and the deadline for submitting those deliverables. Another way is for the group to indicate what part of the assignment was completed by each group member by identifying the work of each student on each page of the document. Third, a different font and color can be used to identify individual students (this works best when submitting digital versions). I would hope that the group would try to resolve internal issues themselves just as they would have to do working in an organization. Finally, if groups have internal dysfunction and they are unable to resolve it themselves, they should contact the instructor. If there is significant dysfunction within the group, group members may be graded separately and removed from the group. Should you be removed from a group, and another group is unwilling to let you join their group, you will not be able to earn credit for group assignments. You will not be able to complete the group assignment by yourself, and there is no alternative assignment.
- The goal of the classroom environment is to be collaborative and communicative. To help facilitate collaborative communication, I would suggest that before you proofread or carefully consider your thoughts before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.

Class Attendance Defined

You are expected to contribute to class discussions in meaningful ways because it will help you understand the course instructional materials better, and you will be able to interact with other students who can offer different perspectives of the instructional materials and share them with other students. Maintaining attendance may help you achieve a higher grade in this course. You can help yourself and other students in class by:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

Please note that in past classes I have included points for attending each class session. This is no longer the case. You do not receive any grade for attendance. Also, I track attendance in Canvas and the system includes 100 points in the Assignment section and includes this in the total grade points for your coursework, which inflates your actual grade if you have been attending all the sessions. Near the end of the course, I delete the attendance section since it does not count toward your grade, which can raise or lower your graded points/percentage. To know your actual grade, only count those assignments listed in the Assignment section. There are only 100 points in total for the course, so it is pretty easy to calculate your grade.

Assignments or exams that do not require group participation may be made-up with a valid excuse. A valid excuse requires that you present the instructor with a health care professional's note indicating an illness prevented you from attending class, a court subpoena, a jury duty summons, or other evidence that your absence was beyond your control. Missing class for your convenience such as a routine doctor or dentist visit, non-emergency appointments with an attorney, or being called into work are not valid reasons for being absent. If you are a student or student athlete, you are able to take your exam in advance of the scheduled assessment day, and it is the student's responsibility to contact the instructor to arrange it. Student athletes who notify the instructor after the exam date can make-up the exam following the make-up exam process.

You cannot make-up group assignments or in-class group activities if you are absent or are unable to participate in the group regardless of the reason since it is a group grade not an individual grade. Students who have a medically verified learning disability from a medical professional that specifically relates to working in a group can have this assignment modified to follow the recommended accommodations specified in their medical report.

If you miss any part of a class session, it is **your responsibility** to follow-up to learn what you missed. This could mean assignment modifications, group assignments, instructional material, etc. so you may have missed something that is important for your success in this course.

Class attendance is taken only once for each class session at the beginning of class (first 25 minutes of in-person classes) using either coursework, textbook checks, or by a student's presence. **I do not record late students if they have not arrived at class within the first 25 minutes of class**.

In an online or Zoom classroom, I will check on attendance throughout the online session. You may need to register to enter each class session, which then automatically documents attendance.

If you miss three consecutive sessions, you will be dropped from this course since your absence should have a negative effect on the workload and/or on the grades of your fellow group members. For more information, please consult the LU catalog.

<u>**Assignments & Coursework**</u>

Except for presentations, you will only have to submit your coursework to Canvas. Please see the schedule at the end of this syllabus for further details.

Description of Assignments:

***Note: In the Canvas system, I have turned on the feature so you can submit multiple versions of your assignment so you can obtain feedback from Turnit-in. This will allow you to obtain feedback about your writing mechanics and plagiarism that you can use to revise your assignments and re-submit them. This feature will not work after the due date. It will only accept one late assignment submission.

If you think there is conflicting information, please refer to the course session schedule at the end of this syllabus for any updated and/or revised information concerning assignment instructions, modifications, or due dates. If there is conflicting information, the course session schedule is the final determinant for coursework.

1) **Reading Assignments: Please refer to the course schedule at the end of this syllabus.** When you see a textbook chapter listed for a specific day, it means that you should read the chapter and be familiar with the concepts **before** coming to class because it will provide a framework for what we discuss in class for the session. You are accountable for all the material within the assigned textbook chapters so if there is a concept that you are having trouble Explaining, please raises the issue during our class.

2) **Individual/Group Homework Assignments from Chapters in the Textbook: Please refer to the course schedule at the end of this syllabus.** When there is more than one question to be answered for the assignment, the overall grading points will be equally divided between the number of questions for a particular assignment. These homework assignments are graded on the A-F grading scale.

3) **Individual: TED Talk Training Exercise:** Prepare to deliver a 2-minute (not an 18-minute) TED talk format presentation on a project management related topic in class or by uploading a Zoom recording (Zoom is free) presentation in Canvas. If you choose the Zoom format, your Zoom presentation will be shown in class with you present instead of you having to do it in-person. An example of an 18-minute TED Talk is in the "guide section at the end of this syllabus.

4) **Individual: Analysis of Film "Blackberry" (2023):** The following 15 questions in project management (PM) related categories will serve as a basis for exploring key project management themes and insights that will develop an understanding of critical thinking about project management principles in real-world business scenarios. The film will be viewed in class, and you can watch it outside of class in a variety of platforms for nominal cost.

- **Strategic Decision-Making**: (1) How did the initial pitch meeting with Balsillie highlight the importance of strategic decision-making in a business environment? (2) What factors influenced Lazaridis and Fregin's decision to ultimately accept Balsillie's deal for RIM? (3) How did the strategic partnership between Balsillie, Lazaridis, and Fregin impact the future direction of RIM?
- **Risk Management and Financial Planning**: (1) What risks did Balsillie take by mortgaging his house to save the company, and how does this decision align with effective risk management practices? (2) Discuss the significance of Lazaridis relying on a bank loan and its implications on the financial stability of RIM. (3) How did financial challenges impact RIM's decision-making processes, and what lessons can be learned about managing financial resources in a turbulent business environment?
- **Leadership and Team Dynamics**: (1) Analyze the leadership styles of Balsillie, Lazaridis, and Fregin in the context of leading a team of engineers and navigating business challenges. (2) How did the differing perspectives on management between Fregin and Lazaridis impact the organizational culture at RIM? (3) Explore how effective team dynamics and strong leadership contributed to RIM avoiding a hostile takeover by Yankowski.
- **Market Dynamics and Competitive Strategies**: (1) Evaluate the impact of the iPhone's announcement on BlackBerry sales and RIM's competitive strategies in response to changing market dynamics. (2) Discuss the implications of RIM's decision to focus on touchscreen technology and the challenges they faced in adapting to evolving consumer preferences. (3) How did market competition influence decision-making processes within RIM, and how could they have better strategized to maintain their market share?
- **Ethics and Compliance**: (1) Analyze the ethical implications of the stock options backdating scandal at RIM and the consequences of failing to comply with legal regulations. (2) Discuss how ethical lapses and compliance issues can negatively impact a company's reputation and operational sustainability. (3) Reflect on the importance of ethical leadership and regulatory compliance in ensuring long-term success and organizational integrity.

5) **Group Project:** This group project focuses on researching and developing a proposal for using artificial intelligence (AI) to increase organizational effectiveness (OE) in a multinational corporation. There are two graded deliverables to this assignment that are in the form of a project proposal. First, there is the project document (23 points), and second, is the group's presentation (7 points) of the proposal. For the proposal, the group is required to use an 18-minute TED talk format, which means that only having PowerPoint slides with text is not adequate. There are links to TED talk resources in Canvas in the "files" section. Instructions are below:

- Assign roles such as project manager, AI specialist, business analyst, and presenter.
- Choose a multinational organization from a significant industry where AI adoption can bring substantial benefits.
- Consider factors such as industry relevance, data availability, and opportunities for AI integration.
- Conduct a comprehensive analysis of the chosen organization's current organizational structure, processes, and performance metrics.
- Identify key performance indicators (KPIs) linked to organizational effectiveness.

- Evaluate different areas within the organization where AI can be utilized to optimize processes, improve decision-making, and enhance performance.
- Prioritize AI applications based on potential impact and feasibility.
- Develop a strategic roadmap for integrating AI into the organization's operations, considering short-term and long-term goals.
- Define clear objectives, timelines, resource requirements, and expected outcomes.
- Create a detailed project plan outlining tasks, milestones, dependencies, and responsibilities.
- Establish communication channels, regular meetings, and reporting mechanisms to ensure effective project management.
- Work collaboratively to design AI solutions tailored to address specific organizational needs and challenges.
- Implement pilot projects or proof of concepts to test the effectiveness of AI applications in real-world scenarios.
- Develop a change management strategy to address organizational culture shift and employee upskilling requirements.
- Provide training programs to equip employees with the necessary skills to work alongside AI technologies.
- Define metrics to evaluate the impact of AI implementations on organizational effectiveness and performance.
- Continuously monitor KPIs, gather feedback, and make iterative improvements to optimize AI solutions.
- Prepare a comprehensive project management document highlighting the AI implementation process, outcomes, challenges faced, and lessons learned.
- Provide recommendations for scaling AI initiatives, ensuring sustainability, and fostering a culture of innovation within the organization.
- The TED talk presentation MUST be persuasive in the context that your consulting company wants to be selected to by the vendor for the project. Tentatively, you will be presenting a proposal to a 3-person panel of organizational executives along with your instructor who have extensive real-world business/education administration experience in multi-national and/or domestic project management who will be able to give you constructive feedback.

The project is required to cover the 17 subject areas below, which are graded using the above criteria. Please keep in mind this bullet list is not the format for the group's document, the group needs to follow any project proposal format of the group's choosing.

- Purpose/background/approach
- Goals/objectives
- Scope
- Deliverables
- Constraints/assumptions
- Related projects/critical dependencies
- Schedule and milestones
- Budget/cost-benefit assessment

- Risk assessment
- WBS
- Quality management approach
- Tools and techniques to be used
- Resource estimates
- Standards
- Change and control procedures
- Roles/responsibilities
- Work plan

This project is divided into parts where the group's drafts of two sections are due at different times during this course to ensure the group has multiple opportunities to ensure they are on the right track and/or can revise parts of their proposal to improve their grade.

The document and presentation will be graded using the following criteria: Project management and the project manager, project environment, project initiation and charter, scope, work breakdown structure (WBS), scheduling, cost, stakeholder engagement, communication, human resources, project scheduling, software tools for scheduling and cost, earned value, risk and opportunity, quality, procurement, ethics, performance (KPIs). In terms of percentages, here is the breakdown of grading for the document and presentation: Communication (20%), Project Tools (30%), Project Analysis (30%), and Recommendation (20%).

This grading criteria format provides a comprehensive framework for evaluating student documents and presentations in a project management course, focusing on key competencies and the successful application of project management knowledge. Adjustments can be made as needed to fit specific course objectives or institutional policies.

This rubric outlines specific criteria based on project management elements and provides clear percentage allocations for the overall grade.

1. Communication (20%)
 - **Clarity and Organization (10%)**
 - Information is well-organized and presented logically.
 - Clear introduction, body, and conclusion.
 - **Quality of Writing (5%)**
 - Free from grammatical, spelling, and punctuation errors.
 - Professional tone with precise language.
 - **Presentation Effectiveness (5%)**
 - Engaging delivery style with confident presentation skills.
 - Effective use of visuals (slides, charts, etc.) to complement verbal communication.

2. Project Tools (30%)
 - **Project Management Software Utilization (15%)**
 - Appropriateness of chosen software tools for planning and tracking (e.g., MS Project, Trello).
 - Effective creation and presentation of schedules, Gantt charts, and cost management plans.
 - **Work Breakdown Structure (WBS) (10%)**

- Clear and detailed breakdown of project tasks and deliverables.
 - Adequate alignment of WBS with project objectives and stakeholder needs.
 - **Documentation and Reporting Tools (5%)**
 - Utilization of appropriate templates and documentation practices for project planning and execution.

3. Project Analysis (30%)
 - **Project Environment Assessment (10%)**
 - Thorough analysis of internal and external project environments affecting project success.
 - Identification of key opportunities and constraints in the project environment.
 - **Stakeholder Engagement Strategies (10%)**
 - Comprehensive identification and evaluation of project stakeholders.
 - Development of effective strategies for engaging stakeholders throughout the project lifecycle.
 - **Risk and Opportunity Analysis (10%)**
 - Clarity and thoroughness in risk assessment including identification of potential risks, probabilities, and impacts.
 - Inclusion of contingency plans and opportunity realization strategies.

4. Recommendations (20%)
 - **Feasibility and Justification of Recommendations (10%)**
 - Pragmatic recommendations based on project findings and analysis.
 - Clear justification for recommendations, demonstrating a deep understanding of project dynamics.
 - **Ethical Considerations and Quality Standards (10%)**
 - Examination of ethical implications related to project decisions and stakeholder impacts.
 - Recommendations for implementing quality management practices and performance metrics (KPIs) to ensure project success.

Individual: Course Work Institutional (ILO), and Program Student Learning Outcomes (PLO) & Course SLOs

I/G Assignment (I = Individual, G = Group)	Course Grade Weighting	ILOs	MBA-PLOs	Instructor's Course LOs
I/ Textbook Homework Case Analysis Assignments (x6, 3.5 points each)	21%	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,3
I/ Textbook Chapter Practices Homework (x6, 3.5 points each)	21%	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4
I/Individual: Analysis of film Blackberry (15 questions, 1-point each)	20%			1,2,3
I/ Individual: TED talk training exercise	3%	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,3
G/ Group Project & Presentation	30%	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4
G/ Drafts of Two Group Project Sections	5%	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4

As you review the table above, you will notice that each assignment is connected to institutional, program, and course learning goals and outcomes. You should also see that you will have multiple opportunities to achieve most goals and outcomes throughout the course so you can build your level of competence. In addition, when you review the schedule of assignments below, you will see that you will receive feedback on your coursework throughout our course and that you can use it to improve your competency. You will also see that you will receive feedback to improve your performance for those assignments with high point values, so you have the opportunity to improve your work before a final submission.

Course Grade Weighting:

Category	Percent	Point(s)
Individual: Chapter Homework Practices (x6, 3.5 points each)	21%	21
Individual: TED Talk Training Presentation	3%	3
Individual: Chapter Homework Case Analysis (x6, 3.5 points each)	21%	21
Individual: "Blackberry" Homework Assignment	20%	20
Group: Draft of Purpose/Background/Approach	2.5%	2.5
Group: Draft of Goals & Objective, Scope, Deliverables, and Constraints/Assumptions	2.5%	2.5
Group: Project (Graded: 23% Document, 7% Presentation)	30%	30
Total:	**100%**	**100**

Grading

Homework, Assignments, Exam Grades will appear in Canvas, and your final grade will be in Canvas, and will also be listed in Blackbaud.

VERY IMPORTANT: Be familiar with what is considered a "passing" grade for your master's degree program, which according to the LU catalog on page 48 is: "A grade of C or better is required in all courses to fulfill degree requirements for graduate programs. "

As you will see below, the criteria or standard for each grade is defined. This is done because you need to understand how performance is evaluated in order to prepare for your work career. As an employee, you will have standards of performance and your work will be compared to your performance objectives. To what degree you achieve those objectives will determine if you continue to be employed, promoted, or receive some other form of organizational reward. There is nothing more frustrating if a student asks:" What do I need to do to earn an 'A' grade?" This question can be answered in this class. Also, if you have questions concerning a grade you received for an assignment, please refer to the corresponding grade definition below. If this does not answer your questions, please contact me.

As in any course I teach, you may ask for a re-evaluation of your grade for an assignment. I am happy to do so. However, this can mean that the existing grade may go up, stay the same, or be lowered. If you would like to challenge a grade for an assignment, you must submit an e-mail request no more than two class sessions after you have received the original grade. For exams, if a question from the textbook's test bank is determined to be inaccurate or confusing, the instructor may eliminate that question from the grading and adjust student scores as necessary.

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-60	D
83-80	B-		
79-77	C+	59 or <	F

A = Superior performance for a graduate student. A superior performance. Has shown exceptional insight into the application of course material to the assignment, and presents an original analysis or argument. The student has identified and understood many aspects of an issue and has effectively used primary reference sources for supporting their analysis, argument, or conceptual approach. Has included major theoretical approaches to reinforce their key points and central theme. Displays superior written and oral communication skills that includes being able to effectively communicate logically and clearly. The analysis, argument, or approach is persuasive. Makes serious attempts to integrate to integrate ideas, theories, concepts, models learned from this and other disciplines. Incorporates insight and thought into the next steps in the progression of ideas, theories, and concepts. For a grade of 100%, the standard is publication quality.

A- = Excellent performance for a graduate student. An excellent performance. The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as original, or the analysis and argument is not as in-depth as an "A" paper. The analysis, argument, or approach is not as well researched and supported as in an "A" paper.

B+ = Very good performance for a graduate student. A very good performance. The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed as in the "A" or "A-"categories, but the analysis, approach, or argument contains some interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

B = Good performance for a graduate student. A good performance that demonstrates a competent grasp of the course material. The analysis, approach, or argument is not as effectively structured as it should have been. There are a few interesting ideas or points within the paper. However, the analysis, approach, or argument would have been strengthened with more thought, insight, creativity, and organization. The applicable theories and concepts are briefly covered in the key points of the analysis, the approach, or the argument. However, serious improvement in these areas is required. Reliance more on secondary data sources than primary sources of data. The ideas are not as clearly expresses as in the "B+" category above.

B- = Above Average performance for a graduate student. An above average performance. Performance indicates a competent understanding, but not to the degree as indicated in the "B" grade category above. Argument, approach, or analysis primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

C+ = A marginally above-average performance for a graduate student. The structure and organization of the approach, analysis, or argument is often ineffective, unclear or unpersuasive. The

central theme is either absent or unclear. Supporting references are based solely on secondary sources. Performance is not to the "B-"grade level above.

C = Average performance for a graduate student. An average level of performance that indicates an acceptable comprehension of the basic concepts and theories being studied. The argument, approach, or analysis is sometimes incoherent with significant organizational and structural problems. Communication is an acceptable level for a university student. Supporting references are limited and based solely on secondary sources.

C- = Below-average performance for a graduate student. A below-average performance based on deficient studying of the course material and secondary research sources. Significant grammar, style, and punctuation errors to the degree that communication is unclear. There is no identifiable approach, argument, or analysis.

D+ = Poor performance for a graduate student. A poor level of performance with very little evidence of organization and structure. Serious grammar, punctuation, and style errors. Very little evidence of an argument, analysis, or approach.

D = Very poor performance for a graduate student. A very poor level of performance. There is virtually no evidence of a thoughtful expression of analysis, argument, or approach. Incoherent and unclear communication, structure, and organization.

F = Failing performance for a graduate student. Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism.

Schedule & Homework Assignments

Session	*Course Outline*
January 27	• **Introduction to course and syllabus review.** • **Review of Institutional, MBA Program & Course Student Learning Outcomes.** • **Individual Homework (Due at the start of class on 2/3): Read Chapter 1**
February 3	• **Class Session Topic: Discussion of Chapter 1** • **Individual Homework (Due at the start of class on 2/10): Read Chapter 2.**
February 10	• **Class Session Topic: Discussion of Chapter 2.** • **Individual Homework (Due at the start of class on 2/24): Read Chapter 3.** • **Individual Homework #1: Practice (2.1): Chapter 2: . World Cup Football 2022 in Qatar (page 42) Upload to Canvas by: 3/3/25. Late assignments not accepted after 3/17/25.**
February 24	• **Class Session Topic: Discussion of Chapter 3.** • **Individual Homework (Due at the start of class on 3/3): Read Chapter 4.** • **Individual Homework #2: *Case*: Theranos and Elizabeth Holmes (page 103). Upload to Canvas by: 3/10/2025. Late assignments not accepted after 3/24/25.**
March 3	• **Class Session Topic: Discussion of Chapter 4.** • **Individual Homework (Due at the start of class on 3/10): Read Chapter 5.**

	• **Individual Homework #3:** *Case*: **Chapter 4: China Going Green in Indonesia: Where's the Governmentality? (page 140). Upload to Canvas by: 3/17/2024. Late assignments not accepted after 3/31/25.** • **Individual Homework #4:** *Practice (4.1)*: **Chapter 4: Chinese Megaprojects in Kenya (page 113). Upload to Canvas by: 3/17/2025. Late assignments not accepted after 3/31/25.**
March 10	• **Class Session Topic: Discussion of Chapter 5.** • **Individual Homework (Due at the start of class on 3/17): Read Chapter 6.** • **Individual Homework #5:** *Practice (5.2)*: **Chapter 5: Snowy-Pumped Hydro – a Sustainable Source of Energy? (page 151). Upload to Canvas by: 3/24/2025.** • **GROUP PROJECT #1: Draft of Purpose/Background/Approach DUE: Upload to Canvas today. Upload to Canvas by: 3/24/2025. Late assignments not accepted after 4/1/25.**
March 17	• **Class Session Topic: Discussion of Chapter 6.** • **Individual Homework (Due at the start of class on 3/24): Read Chapter 7.** • **Upload to Canvas by: 3/31/2025. Late assignments not accepted after 4/7/25.**
March 24	• **Class Session Topic: Discussion of Chapter 7.** • **Individual Homework (Due at the start of class on 3/31): Read Chapter 8.** • **Individual Homework #7:** *Case*: **Virtual Teamwork at Zapier (page 230).** • **Upload to Canvas by: 4/1/2025. Late assignments not accepted after 4/14/25.**
March 31	• **Class Session Topic: Discussion of Chapter 8.** • **Individual Homework (Due at the start of class on 4/1): Read Chapter 9.** • **Individual Homework #7:** *Practice (8.2)*: **Chapter 8: Personality and Teamwork (page 262). Upload to Canvas by: 4/7/2025. Late assignments not accepted after 4/21/25.** • **GROUP PROJECT #2: Draft of Goals & Objectives, Scope, Deliverables, and Constraints/Assumptions DUE. Upload to Canvas by: 4/7/2025. Late assignments not accepted after 4/21/25.**
April 1	• **Class Session Topic: Discussion of Chapter 9.** • **Individual Homework (Due at the start of class on 4/7): Read Chapter 10.** • **Individual Homework #8:** *Practice (9.3)*: **Chapter 9: Black Swans and IT Projects (page 322), Upload to Canvas by: 4/14/2025. Late assignments not accepted after 4/28/25.**
April 7	• **Class Session Topic: Discussion of Chapter 10.** • **Individual Homework (Due at the start of class on 4/14): Read Chapter 11.** • **Individual Homework #9:** *Case*: **Waste in Hamburg (page 364). Upload to Canvas by: 4/21/2025. Late assignments not accepted after 5/5/25.** • **Individual: 2-Minute TED talk presentations (in-class or by Zoom recording)**
April 14	• **Class Session Topic: Discussion of Chapter 11.** • **Individual Homework (Due at the start of class on 4/21): Read Chapter 12.** • **Individual Homework #10:** *Case*: **Towards a Brighter Future? (page 403).**

	• **Upload to Canvas by: 4/28/2025. Late assignments not accepted after 5/12/25.**
April 21	• **Class Session Topic: Discussion of Chapter 12.**
	• **Individual Homework (Due at the start of class on 4/28): Read Chapter 13**
	• **Individual Homework #11:** *Practice (12.3)*: **Chapter 12: Operational Rules on a Project in Brazil (page 430). Upload to Canvas by: 5/5/2025. Late assignments not accepted after 5/15/25.**
	• **Individual Homework #12:** *Case*: **Papua New Guinea and Sustainable Mining Projects (page 425). Upload to Canvas by: 5/5/2025. Late assignments not accepted after 5/15/25.**
April 28	• **Class Session Topic: Discussion of Chapter 13.**
May 5	• **Group Project DUE: Upload Document to Canvas today.**
	• **Group TED talk style project proposal presentation today.**
May 12	• **Continued: Group TED talk style project proposal presentation today.**
	• **Any late submission of past due assignments for partial credit NOT ACCEPTED after today.**
	• **Assignments due today NOT ACCEPTED after May 15.**

Examples for the Project Management Assignments
Created with AI Assistance

Below is an example of a project management outline for a TED Talk designed for an MBA degree. This outline focuses on a topic relevant to business professionals, such as "The Future of Work: Transforming Business through Agile Project Management."

TED Talk Project Management Outline

Title: The Future of Work: Transforming Business through Agile Project Management

1. Introduction (2 minutes)
   - Hook: Open with a compelling statistic or story about how agile project management has transformed businesses.
   - Introduce Yourself: Briefly introduce who you are and your background in project management.
   - Purpose of the Talk: Explain the importance of agile project management in today's rapidly changing business environment.

2. Understanding Project Management (3 minutes)
   - Definition: Provide a brief overview of what project management is.
   - Traditional vs. Agile: Explain the differences between traditional project management (e.g., Waterfall) and Agile methodologies.
   - Relevance: Highlight why understanding these methodologies is essential for modern businesses.

3. The Agile Mindset (4 minutes)
   - Core Principles of Agile: Discuss key principles of the Agile Manifesto, such as customer collaboration over contract negotiation and responding to change over following a plan.
   - Benefits of an Agile Mindset:
     - Increased adaptability
     - Faster delivery of products and services
     - Greater customer satisfaction

4. Real-World Examples (4 minutes)
   - Successful Case Studies: Share brief stories of businesses that have successfully adopted agile project management (e.g., Spotify, Microsoft).
   - Lessons Learned: Highlight key takeaways from these examples that your audience can apply to their own organizations.

5. Implementing Agile in Your Organization (4 minutes)
   - Steps for Transition:
     - Assessing the current project management processes.
     - Training and enabling teams on Agile methodologies.
     - Encouraging a culture of collaboration and communication.
   - Tools and Technologies: Recommend tools (e.g., Trello, JIRA) that assist with agile project management.

6. Challenges and Misconceptions (4 minutes)
   - Common Misconceptions: Address myths about agile project management (e.g., it lacks structure, it's only for tech companies).
   - Potential Challenges: Discuss challenges organizations may face when transitioning to agile and how to overcome them.

7. The Future of Work (3 minutes)
   - Trends Shaping the Future: Discuss emerging trends such as remote work, digital collaboration, and the increasing importance of flexibility in organizations.
   - The Role of Project Management: Speculate on how agile project management will play a crucial role in the future of work.

8. Conclusion (2 minutes)
   - Recap Key Points: Summarize the main points discussed in the talk.
   - Call to Action: Encourage the audience to embrace agile methodologies in their work and consider the potential benefits.
   - Closing Statement: Leave them with an inspiring thought or quote about adaptability and change.

9. Q&A Session (3 minutes)
   - Invite the audience to ask questions related to agile project management or the future of work.
   - Offer your insights and experiences based on the inquiries.

Additional Notes:
- **Visual Aids**: Prepare slides summarizing key points, statistics, and visuals to engage the audience.
- **Practice**: Rehearse the talk several times to ensure it fits within the allocated time and flows smoothly.
- **Feedback**: If possible, get feedback from peers or mentors on the style and content before the actual presentation.

This outline will give you a clear framework for organizing your thoughts and ensuring that your TED Talk is well-structured and impactful. Adjust the timing and content as needed based on your audience and presentation style.

Group PM Assignment Example

Below is an example of a project management project outline for an MBA student group project. The project focuses on "Implementing a Customer Relationship Management (CRM) System in a Small Business." The outline addresses each of the specified subject areas while adhering to a standard project proposal format.

Project Proposal: Implementing a Customer Relationship Management (CRM) System

1. Purpose/Background/Approach

Purpose: To enhance customer interactions and improve sales efficiency in [Company Name], a small retail business. Implementing a CRM system will enable better tracking of customer data and support tailored marketing strategies.

Background: The current system of customer interaction relies heavily on manual tracking and spreadsheets. This approach lacks efficiency and can result in lost opportunities for customer engagement.

Approach: The project will use an agile methodology to accommodate feedback throughout the implementation process. The project team will consist of IT staff, marketing representatives, and key sales personnel to ensure a smooth transition.

2. Goals/Objectives
- **Goal**: Implement a user-friendly CRM system within [Company Name] to improve customer relationship management.
- **Objectives**:
  - Increase customer data accuracy by 50% within 6 months.
  - Improve sales outreach efficiency by 30% by enabling targeted marketing campaigns.
  - Train 100% of customer-facing staff on the new system within 2 months post-implementation.

3. Scope
The project will cover the selection, customization, and deployment of the CRM system, along with staff training. It will involve:
- Requirement gathering
- System configuration
- Data migration from existing records
- Staff training sessions
- Performance evaluation post-implementation

Exclusions: The project will not cover the development of custom software and will utilize existing solutions available in the market.

4. Deliverables
- A fully configured and customized CRM system
- Documentation outlining system functionalities and user guides
- Training materials and completed training sessions for staff
- Evaluation report on system performance after 3 months

5. Constraints/Assumptions
Constraints:
- Budget limitation of $20,000 for software purchase and implementation.
- Implementation must not disrupt current business operations.

Assumptions:
- Staff will adapt to the new system without significant resistance.
- Sufficient IT support will be available for troubleshooting.

6. Related Projects/Critical Dependencies
The project is dependent on the availability of key stakeholders for requirements gathering and training sessions. Additionally, the successful implementation of the new CRM is reliant on the current technology infrastructure being compatible with the new software.

7. Schedule and Milestones
- **Project Start**: [Start Date]
- **Requirements Gathering**: 2 weeks
- **System Selection**: 1 week
- **Customization & Configuration**: 3 weeks
- **Data Migration**: 1 week
- **Training Sessions**: 2 weeks
- **Go-Live Date**: [Go-Live Date]
- **Post-Implementation Review**: 1 month post-go-live

Milestones:
1. Completion of requirement gathering
2. Selection of CRM system
3. Go-live and adoption of CRM system

8. Budget/Cost-Benefit Assessment
Projected Budget:
- CRM Software: $15,000
- Training: $2,000
- Implementation Services: $3,000

Cost-Benefit Analysis:
- Increased sales efficiency is projected to result in a 20% increase in sales.
- Improved customer satisfaction and retention rates expected to lead to a 15% increase in repeat customers annually.

9. Risk Assessment

Risk	**Impact**	**Likelihood**	**Mitigation Strategy**
Resistance to change	High	Medium	Conduct change management workshops
Data migration issues	High	Low	Perform data backups and verify data accuracy
Budget overruns	Medium	Medium	Strict budget monitoring and approval process

10. Work Breakdown Structure (WBS)
1. Project Initiation
   - Define project scope
   - Identify stakeholders
2. Requirements Gathering
   - Conduct interviews
   - Analyze current processes

3. System Selection
   - Research available CRM options
   - Compare features and pricing
4. Configuration and Customization
   - Configure the software
   - Customize dashboards and reports
5. Data Migration
   - Cleanup existing data
   - Migrate data into the CRM
6. Staff Training
   - Develop training materials
   - Conduct training sessions
7. Implementation
   - Go-live with the new system
   - Provide support post-implementation

11. Quality Management Approach
- Use a quality management framework to set clear standards for the system's functionalities and performance.
- Gather feedback during the training sessions and adjust based on staff inputs.
- Deploy an ongoing evaluation process post-implementation to measure effectiveness against set objectives.

12. Tools and Techniques to be Used
- **Tools**: CRM software (e.g., HubSpot, Salesforce), data migration tools, project management software (e.g., Trello, Asana).
- **Techniques**: Agile project management framework, stakeholder engagement techniques, feedback loops during training.

13. Resource Estimates
- **Human Resources**:
  - Project Manager: 1
  - IT Specialist: 1
  - Sales Representatives: 2
  - Marketing Representative: 1
- **Physical Resources**:
  - Meeting rooms for training
  - Software licenses for the CRM system

14. Standards
- Follow PMI's Project Management Body of Knowledge (PMBOK) for project management best practices.
- Adhere to software industry standards for data security and privacy.

15. Change and Control Procedures
- Implement a change control process to manage any alterations in project scope.

- All change requests must go through a review process involving key stakeholders.

16. Roles/Responsibilities
- **Project Manager**: Overall project supervision, stakeholder management.
- **IT Specialist**: CRM system configuration and technical support.
- **Sales and Marketing Representatives**: Provide input on customer needs and participate in training.
- **Training Coordinator**: Develop training materials and conduct sessions.

17. Work Plan
- A detailed work plan will be established using project management software, including specific task assignments, timelines, and deadlines for each phase of the project.