Instructor: David Hutchison (dhutchison@brocku.ca)

TAs: [redacted]
        David Hutchison (dhutchison@brocku.ca) - Forum Groups 1, 2

Dates: September - December, 2016

Classes: Online via Sakai (lms.brocku.ca) - "IASC2P01D02FW2016MAIN"

This is the first time this course is being offered. Your feedback is very much invited. What suggestions do you have for the course?

Throughout the course, feel free to email the instructor with your feedback. All feedback will be treated respectfully and confidentially.

Also please be sure to complete the online course evaluations that will be available at the mid point and end of the course.

Note: Throughout this course outline - which is your detailed week-by-week guide to the online course - important points are underlined.

Course Description

IASC 2P01
Foundations of Project Management
Professional strategies for planning and managing projects from inception to closure. Managing risks and constraints. Promoting collaboration and communication. Time management strategies for individuals and project teams. Solutions to common project management challenges. Introduction to project management software and organizers.

Overview

This online course introduces students to the fundamentals of project management.

Project management is a collection of standards, tools, and best practices that help individuals and collaborative teams achieve their project goals whether the objective is to erect a 100 story skyscraper or complete a more modest university course assignment.

Maintained by the Project Management Institute (pmi.org), the project management standards focus on ten knowledge areas of which the following are a focus of the course:

- scope management (e.g., delineating the requirements for a project);
- human resource management (e.g., leading or working with a project team);
- stakeholder management (e.g., working with a project client or sponsor);
- communications management (e.g., keeping everyone informed about a project's progress);
- time management (e.g., managing time and/or creating schedules);
- risk management (e.g., planning for and managing the risks to a project);
- quality management (e.g., ensuring that a project leads to quality outcomes).

A key goal of the course is to connect project management theory to the real world projects students are currently leading, co-leading, and/or participating in. As well, the course will anticipate the different types of future projects students may become involved in, both at Brock and throughout their careers.

Each week of the course focuses on a specific driving question that novice project managers often find themselves asking:

1. What are my project management learning goals?
2. What is project management and why is it important?
3. What are the components of a project plan?
4. What are some best practices when to comes to time management?
5. How can I build a realistic schedule for all the work that needs to be accomplished on a project?
6. What steps can I take to ensure a quality outcome for a project?
7. How can I use organizers to effectively manage a project's progress and quality?
8. How should I plan for the risks that may jeopardize a project?
9. What project management leadership qualities I should endeavour to develop?
10. What communication strategies should I employ in order to ensure everyone stays connected?

11. How can I build a project team that gets along and is productive?

12. How should I handle the most common project management challenges?

Each week, there will be multiple required tasks - e.g., readings, videos, online activities, document preparation, and forum contributions - that you will be expected to complete.

Some of these tasks directly relate to the assignments, providing you with opportunities to draw on the feedback of your TA and other students.

The "Weekly Outline" below lists the readings for each week and the tasks <u>for the first seven weeks</u>. Drawing on student feedback, the course outline will be updated mid-course with the tasks for the remaining weeks.

Since a Brock half course is typically 36 hours long, you should plan to spend about three hours per week engaging with the course materials. <u>As this course is designed to help you develop organizational skills, the more time you commit to the course, the more you will get out of the course.</u>

Learning Outcomes

Below are the learning outcomes for the course (which are excerpted from the learning outcomes for Brock's Interactive Arts and Science program):

<u>Transferable Skills</u>
- Demonstrates strong higher order thinking skills (e.g., analysis, synthesis, and evaluation);
- Critically evaluates the quality of information and resources;
- Develops coherent arguments to support specific points of view.

<u>Creativity</u>
- Demonstrates the ability to think divergently and 'out of the box';
- Demonstrates an openness to new ideas and ways of doing things.

<u>Intrapersonal</u>
- Is self-motivated, well organized, and dependable;
- Exhibits a high degree of self-efficacy;
- Learns from one's successes and failures.

<u>Communication</u>
- Demonstrates strong oral, written, and digital literacy skills;
- Communicates complex ideas clearly and concisely;
- Communicates effectively across disciplinary boundaries;

- Effectively uses online media and design tools to communicate ideas.

Collaboration
- Works collaboratively with others (e.g., undergraduate/graduate students, professors, and librarians);
- Provides and invites constructive feedback;
- Actively participates in online participatory cultures.

Project Management
- Effectively applies business and project management principles to the execution of projects (e.g., time and risk management, project scoping, and quality control);
- Produces project and business plan proposals;
- Produces project timelines/schedules with embedded milestones;
- Establishes criteria for assessing project success.

Career Preparedness
- Is forward thinking, resourceful, and self- reflective in terms of one's academic and professional growth.

Instructor and TAs

Instructor/TA

David Hutchison, PhD, PMP is a Brock professor who is cross appointed to the Faculty of Education and the Faculty of Humanities. A certified project manager, David is the Director of Brock's Centre for Digital Humanities. He is the editor of EduProject.org which focuses on project-based learning at the elementary, secondary, and post-secondary levels.

TA(s)

[redacted]

Note: In general, the instructor and TAs will reply to emails within 24 hours, excluding weekends and holidays.

Required Readings/Media

There is a required textbook for the course which is available from the Brock Bookstore:

Horine, Greg. (2013). *Project Management: Absolute Beginner's Guide*. 3rd Edition. Indianapolis, Indiana: Que Publishing. ISBN-13: 978-0789750105

An electronic version of the required textbook (in Kindle format with page numbers noted) is available from Amazon.ca:

https://www.amazon.ca/Project-Management-Absolute-Beginners-Guide-ebook/dp/B009R6OY8W/ref=tmm_kin_swatch_0?_encoding=UTF8&qid=1465048933&sr=8-1

With the exception of the textbook, all of the readings/media are available on the Web or in the Resources folder at the Sakai site for the course. For specific details, refer to the weekly outline below.

Technology Requirements

For this course, you will require access to Microsoft Word (PC or Mac) as the final assignment relies on a Microsoft Word document ("Proposal Brief Template.doc ") that is available in the Resources folder at the Sakai site for the course. (You can also choose to import this document into another word processor if compatible.)

If you do not have access to Microsoft Word on your personal computer, you can use the open access computers that are available on the Brock campus to access Microsoft Word (e.g., in the Computer Commons). Alternatively, you may be able to use Office 365 to which all Brock students have access, although this has not been tested with the Microsoft Word document noted above.

Below are some of the Microsoft Word features which you should become familiar with (e.g., using Microsoft Word's online help system):

- how to shade a table cell;
- how to add and delete table rows;
- how to reorder the rows in a table (hint: switch to Outline View).

Project Management Personal Statement - Due: Fri Sept 23 @ 11:55 PM	15%
Project Management Infographic - Due: Fri Oct 28 @ 11:55 PM	20%
Project Management Proposal Brief - Due: Fri Nov 25 @ 11:55 PM	35%
Forum Participation: Weeks 1 to 4	10%
Forum Participation: Weeks 5 to 8	10%
Forum Participation: Weeks 9 to 12	10%

	100%

Assignment Questions: An online forum has been set up for the course and the first three assignments. Please use these forums to post any questions you may have. The instructor will monitor these forums on a weekly basis and answer any questions that are posed.

Late Submission Policy: The penalty for the late submission of assigned coursework is 5% per day, unless your TA has given permission in advance and in writing for an assignment to be submitted late or a student is ill. For student illness, refer to the Brock Medical Exemption Policy for details:

http://www.brocku.ca/health-services/policies/exemption

Last Date to Withdraw Without Academic Penalty: November 8, 2016

Project Management Personal Statement

Write a 400 to 500 word personal statement that addresses your project management strengths, challenges, and goals. Cite specific examples from your academic, work, and/or life experiences to justify your statements. Focus on two or three of the following project management knowledge areas:

- scope management (e.g., delineating the requirements for a project);

- human resource management (e.g., leading or working with a project team);

- stakeholder management (e.g., working with a project client or sponsor);

- communications management (e.g., keeping everyone informed about a project's progress);

- time management (e.g., managing time and/or creating schedules);

- risk management (e.g., planning for and managing the risks to a project);

- quality management (e.g., ensuring that a project leads to quality outcomes).

Upload your personal statement - <u>as a single file in .pdf format</u> - to the Assignments page at the Sakai site for the course. You will receive an email once the grades for this assignment are released. Assignment uploading closes one day after the assignment is due. After this date, you will need to contact your TA directly to submit your overdue assignment.

An assessment rubric for this assignment is attached to this course outline.

<u>Project Management Infographic</u>

Create a <u>one page</u> infographic that focuses on key concepts and best practices for <u>one</u> of the following project management knowledge areas:

- scope management (e.g., delineating the requirements for a project);
- human resource management (e.g., leading or working with a project team);
- stakeholder management (e.g., working with a project client or sponsor);
- communications management (e.g., keeping everyone informed about a project's progress);
- time management (e.g., managing time and/or creating schedules);
- risk management (e.g., planning for and managing the risks to a project);
- quality management (e.g., ensuring that a project leads to quality outcomes).

You can create your infographic from scratch or instead rely on the templates and resources at a infographic creation website, such as piktochart.com or postergenius.com. (If you are not sure what an infographic looks like, search the Web for images using the "infographic" keyword.)

For this assignment, optionally draw from the course readings/materials, but also read beyond the required readings as you explore project management best practices that are available in books and/or online. Somewhere on your infographic, be sure to acknowledge the 3 to 5 resources you have drawn from. <u>Also include your name on your infographic.</u>

Upload your infographic - <u>as a single file in .jpg, .pdf, or .png format</u> - to the Assignments page at the Sakai site for the course. You will receive an email once the grades for this assignment are released. Assignment uploading closes one day after the assignment is due. After this date, you will need to contact your TA directly to submit your overdue assignment.

An assessment rubric for this assignment is attached to this course outline.

Project Management Proposal Brief

Note: In support of this assignment, you will complete tasks throughout the course that provide you with opportunities to draw on the feedback of your TA and other students. For example, in Week 3 you will review an example work breakdown structure and draft a summary and rationale for your project (which you can change later). In Week 5 you will create a Gantt chart.

Write a proposal brief (i.e., a short project proposal) that formally outlines your proposal for either a fictional project or a real-world project that you would like to undertake with others. In either scenario, feel free to invent details (e.g., fictional project team members etc.) that will allow you to draft a complete proposal brief.

For this assignment, use the "Proposal Brief Template.doc" Microsoft Word document in the Sakai Resources folder which includes all of the required sections. Recognizing that every project is different, you should feel free to revise this template to best serve the needs of the project you are proposing. This may include:

- adding a new section;
- replacing a text field with a table;
- adding a new column to an existing table;
- changing the Gantt chart unit of measurement from days to weeks;
- etc.

The above are options that can be used if they make sense for the specific project you are proposing. You can also successfully complete this assignment without revising the format of the template.

Below are some general instructions for completing this assignment:

1. Replace the "YYYY-MM-DD" in the title with the current date (e.g., 2016-11-01).

2. Give your project a clear and focused "Project Title."

3. Insert your full name into the "Project Manager" field.

4. Insert your "Student Number."

5. Enter the "Start Date" and "End Date" for the project. Depending on the project, the duration of the project may be a few days, weeks, or months. Consider proposing a project that lasts for about a month which will make filling out the Gantt chart (discussed below) considerably easier.

6. For the "Audience" field, specify who the project is intended for. For example, who or what organization will benefit from the project's main deliverable(s)? A single sentence should be sufficient.

7. For the "Sponsor" field, identify the client for the project. You can leave this field blank if there is no sponsor/client who is sponsoring the project. Remember: You can invent a sponsor and other fictional details.

8. For the "Summary" field, write a one or two sentence paragraph that briefly captures what the project is about. In Week 3, you will write a draft of this section, benefitting from the feedback of your TA and other students.

9. For the "Rationale" field, write a 100 to 150 word paragraph(s) that justifies why the project is important. Imagine that you need to secure permission for the project to proceed. In Week 3, you will write a draft of this section, benefitting from the feedback of your TA and other students.

10. For the "Project Scope" field, describe in clear and specific terms the scope of the project, including what is 'in scope' and what is 'out of scope.' Refer to the textbook for best practices related to defining the scope of a project. Scope is a key project management concept that will be referenced throughout the course. The word length for this field will depend on the complexity of your project.

11. For the "Success Criteria" field, list three to five bullet points that indicate the threshold that the project will need to meet in order to be judged successful. Although not always appropriate, referencing quantities (e.g., percentages and/or dollars) can be useful.

12. For the "Deliverables" field, list the interim and final deliverables in chronological order. Include a brief description for each. In addition to product deliverables, include project deliverables that are connected to project milestones (e.g., a status report for the project sponsor).

13. For the "Project Team" field, list the name of each project team member and their respective role(s). (The "Contact Info" column is greyed out as we don't want to collect personal information for this assignment.) Feel free to use fictional names.

14. For the "Additional Stakeholders" field, list the names and roles of those stakeholder(s), beyond the project team and project sponsor, who hold influence over the project and/or are impacted by the project. (The "Contact Info" column is greyed out as we don't want to collect personal information for this assignment.) Feel free to use fictional names. Refer to the textbook for information about the "RACI" column.

15. For the "Resource Requirements" field, list the resources that are required for the project. For each resource, note the quantity and type (e.g., facility, technology, or material).

16. For the "Risk Management" field, identify each project risk and the risk response you have determined to be appropriate in addressing the risk. Risk management is the focus of Week 8.

17. For the "Work Breakdown Structure" appendix, choose to complete either Option A or Option B. Work breakdown structures are a focus of Week 3.

18. For the "Gantt Chart" appendix, draft a Gantt chart for the project. You will create a draft Gantt chart during Week 5.

Keep in mind that the details for your proposal brief can be fictional and made up, although they should be realistic, plausible, clear, and professionally articulated.

Upload your proposal brief - as a single file in .pdf format - to the Assignments page at the Sakai site for the course. You will receive an email once the grades for this assignment are released. Assignment uploading closes one day after the assignment is due. After this date, you will need to contact your TA directly to submit your overdue assignment.

An assessment rubric for this assignment is attached to this course outline.

Forum Participation

Students will be assigned a forum participation mark out of 10 for Weeks 1 to 4, Weeks 5 to 8, and Weeks 9 to 12. Forum participation will be assessed as follows:

0	No evidence of forum participation
1 - 4	Minimal evidence of forum participation, including little effort to post new ideas or respond to the ideas of others
5 - 7	Moderate evidence of forum participation, including some effort to post new ideas *and* respond respectfully to the ideas of others
8 - 10	Above average forum participation, including the posting of new ideas (that are explained in detail) *and* responding respectfully (and in detail) to the ideas of others

Students are expected to use professional language and provide credit for any published materials that they draw content from.

In the weekly outline below, each forum question is followed by an "Actions" prompt which directs you to "Post" (i.e., post a new idea to the conversation) OR "Post and/or Respond" (i.e., post a new idea to the conversation and/or respond to other students'

posts). The recommended word length for your contribution is also noted. <u>For each forum conversation, you should also read other students' contributions.</u>

Note: Each weekly forum is locked (i.e., no further posts are allowed) after the week is over.

<u>Weekly Outline</u>

Note: The outline of each week includes a "Key Learning" section which is designed to help you navigate the textbook reading for the week. It is <u>strongly recommended</u> that you review the "Key Learning" section for each week <u>prior</u> to reading the textbook chapter(s) for the week.

Week 1 (Wed Sept 7 to Sun Sept 11):
What are my project management learning goals?

Summary:

This week you will familiarize yourself with the course outline and the course textbook. In support of the "Personal Statement" assignment, you will also share with other students the project management skills you aim to develop during the course.

Key Learning:

- course introduction
- textbook introduction

This Week's Tasks:

1. <u>Carefully read</u> through this course outline.

2. Purchase the required textbook for the course (listed above).

3. <u>Review</u> and <u>critically reflect</u> on the textbook's table of contents.

4. Read the Introduction to the textbook (pages 1 to 5).

5. View and critically reflect on the following short video which introduces some basic best practices related to managing projects:

   https://www.youtube.com/watch?v=9LSnINglkQA

6. Log into your IASC 2P01 Sakai forum and answer <u>each</u> of the questions that are posed for this week, <u>also reading other students' contributions</u>:

Q2: What project management skills do you hope to develop during this course? (Actions: Post | 75 - 100 words)

Q3: In your view and reflecting on the textbook's table of contents, what is the most important chapter in the textbook? Give reasons for your answer. (Actions: Post and/or Respond | 75 - 100 words)

Q3: (Optional) Introduce yourself to your forum group. Indicate what Brock program you are enrolled in, your academic year, and why you chose to take this course. (Actions: Post)

7. Answer the Sakai poll question for this week:

    Most of the projects I have been involved with at school and university have been well managed.
    - Strongly Disagree
    - Disagree
    - Mixed Opinion
    - Agree
    - Strongly Agree

Week 2 (Mon Sept 12 to Sun Sept 18):
What is project management and why is it important?

Summary:

This week introduces the project management standards. In support of the "Personal Statement" assignment, you will summarize for other students a project (of any kind) you have led or participated in.

Key Learning:

- a project is a temporary endeavour that has a clear beginning and end (p. 8)
- the project management standards are maintained by the Project Management Institute (pmi.org) which publishes the PMBOK Guide (p. 10)
- the project management process groups (we will call these stages or phases, although these terms are not quite accurate) include: initiating, planning, executing, monitoring and controlling, and closing (p. 11)
- the project management knowledge areas organize the key project management processes (p. 12)
- key concept: **stakeholder** (p. 14)
- key concept: **triple constraint** (p. 15)
- project managers play many roles and have many skills (Chapter 2)

This Week's Tasks:

1. Read and critically reflect on Chapters 1 and 2 of the textbook (pages 7 to 31).

2. Reflect on the following "Triple Constraint" project management concept which is introduced on page 15 of the textbook. Here is an instructor's note:

   "In professional project management, **scope**, **time**, and **cost** constitute what is known as the **triple constraint**. Changes to any one of these three constraints impacts one or both of the others. For example, if a project must be rushed to completion ahead of its originally planned completion date (time), the feature set of the final product(s) may need to be reduced (scope). Alternatively, more human resources (with associated added costs) could instead be allocated to the project, in order to complete work on the project faster."

3. View and critically reflect on the following short video which introduces twelve project management steps:

   https://www.youtube.com/watch?v=qkuUBcmmBpk

4. In the Sakai Resources folder for this week, review the "Stages of Project-based Learning.pdf" presentation. Think about what each point means to you in terms of managing a university course-based project.

5. Log into your IASC 2P01 Sakai forum and answer each of the questions that are posed for this week, also reading other students' contributions:

   Q1: In meetings with employers or clients, project managers are often asked to briefly summarize a project they have worked on. In 150 to 200 words, summarize a project (of any kind) you have led or participated in. Use professional language. Imagine you are answering this question during a job interview. Think about the essential information you would like to share that will provide other students in the course with a good understanding about the project you were involved in and the role you played. (Actions: Post | 150 - 200 words)

   Q2: Compare the project management process groups on page 11 of the textbook with the "Stages of Project-based Learning.pdf" presentation on Sakai. How well do the two align with one another? Why does the presentation combine "Executing" and "Assessing"? (Actions: Post and/or Respond | 100 - 150 words)

   Q3: Write a 150 to 200 word scenario (i.e., story) which illustrates one of the project management challenges listed in the "Why are Projects Challenging?" section of the textbook (page 14). Invent a short plot and characters etc. to describe your scenario. (Actions: Post | 150 - 200 words)

Q4: Choose one of the "15 Common Mistakes of Project Managers" listed on page 28 of the textbook. List two things a project manager should proactively do to ensure this mistake does not occur. (Actions: Post and/or Respond | 75 - 100 words)

6. Answer the Sakai poll question for this week:

   With reference to page 24 of the textbook, which of the following is the most important project management role in your view?
   - Planner
   - Organizer
   - Facilitator
   - Problem Solver

Week 3 (Mon Sept 19 to Sun Sept 25):
What are the components of a project plan?

Summary:

This week introduces the fundamentals of project planning. You will review three examples of professional project management planning documents. You will also begin to plan for the culminating "Proposal Brief" course assignment.

Key Learning:

- securing stakeholder agreement (p. 48)
- key concept: **project definition document**, also known as a **project charter** or **proposal brief** (p. 50)
- example: project definition document
- example: project charter
- example: work breakdown structure
- key concept: **scope** (p. 50)
- "the process of project definition and project planning…helps facilitate the discussions, negotiations, and modifications that need to occur among stakeholders" (p. 51)
- the sections of a project proposal (see especially pp. 50 to 52 and 62 to 64)
- key concept: **rolling wave planning** (p. 60)
- planning requires multiple passes (p. 61)
- example: project team member lists (pp. 65, 68, and 69)
- key concept: **responsibility matrix** (p. 66)
- supplemental project plan components (p. 72)
- "the absolute minimum" (pp. 57 and 75)

This Week's Tasks:

1. Read and critically reflect on Chapters 4 and 5 of the textbook (pages 47 to 76).

2. **Project Definition Document**: In the Sakai Resources folder for this week, review the "Project Definition Document.pdf". This project definition document set the context for a 2016 Brock/IBM project which you can learn more about here:

   https://brocku.ca/brock-news/2016/02/brock-partners-with-ibm-for-rover-project/

   Reflect on this document in light of what you have read in Chapter 4 of the textbook.

3. **Project Charter**: Review the following project charter example (which is likely more complex than the project management documents you will need to create as a student project manager):

   http://www.ucalgary.ca/research/files/research/sample-project-charter.pdf

   In particular, note the following (in order of appearance in the document):

   - the top of the first page which clearly identifies basic project details;
   - the "Version Control" section which tracks revisions to the document;
   - the "Project Charter Purpose" section;
   - the "Project Scope" section, including the measurable objectives on the right;
   - the "Deliverables" section which lists what is due and when;
   - the "Constraints" section;
   - the "Project Scope Change" section;
   - the "Project Risk Management" section;
   - the "Project Organization Chart" section. (Note: This could instead be formatted as a list of project team members and their respective roles and contact details.);
   - the "Non-People Resources Required" section.

4. **Work Breakdown Structure (WBS)**: In the Sakai Resources folder for this week, review the "Work Breakdown Structure.pdf" flowchart. This WBS was created by a team of Brock students for the Brock/IBM project noted above.

5. (Optional) Download and explore the trial version of Inspiration, a flowcharting tool for PC and Mac:

   http://www.inspiration.com/Freetrial/Inspiration

   Note: Note that the trial limit is 30 days. Should you wish to use this software

to create your WBS for the final assignment (Option A), you will need to create your WBS within 30 days or purchase a license. For the final assignment, you can instead create a WBS using MS Word (Option B).

6. (Optional) If you are interested in learning more about work breakdown structures, read Chapter 6 of the textbook (pages 77 to 91).

7. Carefully review the "Proposal Brief" assignment that is described earlier in this course outline. Navigate to the online forum that has been set up for this assignment. This week (and throughout the course), use this forum to post any questions you may have about this assignment. The instructor will monitor this (and the other assignment forums) and answer any questions that are posed.

8. Log into your IASC 2P01 Sakai forum and answer <u>each</u> of the questions that are posed for this week, also reading other students' contributions:

   Q1: Identify how the example project definition document effectively illustrates a point that is emphasized in Chapter 4 of the textbook. With reference to Chapter 4, how could the example project definition document be improved? (Actions: Post and/or Respond | 100 - 150 words)

   Q2: Search the Web for <u>one</u> other example of a project charter and/or project proposal. Provide the link and then explain why you chose this example. (Actions: Post | 75 - 100 words)

   Q3: As you can readily see from reviewing this week's textbook readings, the project definition document example, the project charter example, and last week's "Stages of Project-based Learning.pdf" presentation, there are a lot of different types of information that can be included in a project proposal. For a typical university course project that lasts a full term, what are the core sections that should be included in a project proposal? For each section, state why it is essential to include. (Actions: Post and/or Respond | 150 - 200 words)

   Q4: For your final assignment in this course, you will draft a proposal brief. In one or two sentences, summarize the project you are thinking about focusing on. (You can change the project topic later should you wish.) Now provide a 100 to 150 word rationale for why your chosen project is important. Imagine that you need to secure permission for the project to proceed. (Actions: Post | 150 - 200 words)

9. Answer the Sakai poll question for this week:

   In your view, which of the following sections of the project charter example we reviewed this week is LEAST important?
   - Version Control
   - Project Scope

- Deliverables
- Constraints
- Project Risk Management
- Non-People Resources Required

Week 4 (Mon Sept 26 to Sun Oct 2):
What are some best practices when to comes to time management?

Summary:

This week focuses on time management best practices for university students. The content for this week was jointly developed by the instructor and Brock's Learning Services unit which provides academic support to students:

https://brocku.ca/learning-services

Key Learning:

- time management best practices for university students
- strategies and resources for prioritizing tasks
- strategies and resources for planning large academic projects

This Week's Tasks:

1. In the Sakai Resources folder for this week, read the "Crux of Time Management for Students.pdf" article, focusing especially on pages 71 to 79.

2. In the Sakai Resources folder for this week, read the "Time Management in University.pdf" document which was written by Brock's Learning Services unit.

3. In preparation for the "Infographic" assignment, perform a Web search for "infographic best practices" and review a few of the tips and best practices in the search results.

4. Log into your IASC 2P01 Sakai forum and answer each of the questions that are posed for this week, also reading other students' contributions.

   Q1: Imagine you are the project manager for a university course project that is facing the following challenges: i) a team member is not pulling his or her weight; ii) another team member has written something for the project that is of poor quality; iii) the project team is confused about the rubric the instructor has created to assess the project; iv) the project is starting to fall behind schedule. Drawing on the prioritization chart/matrix discussed in this week's readings, rate the "effort" needed to address each of the above challenges and the resulting "impact" that would come from solving each problem. Which of
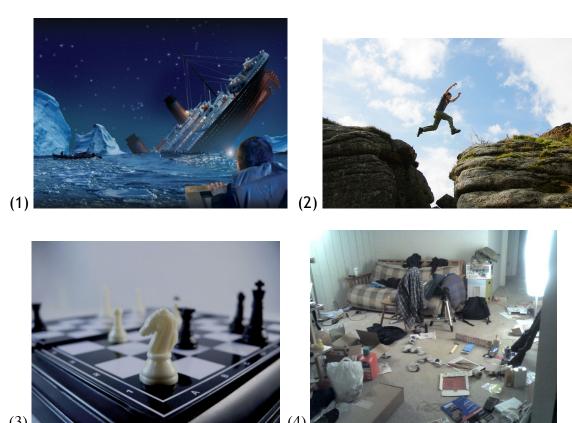
the above challenges would you prioritize? Give reasons for your answer. (Actions: Post and/or Respond | 150 - 200 words)

Q2: Reflecting on your own time management experiences, list three things you do on a routine basis that help you manage your time. (Actions: Post | 75 - 100 words)

Q3: You have been asked by Brock University to speak to incoming first year students. What time management advice would you give the students as they transition from high school to university? (Actions: Post and/or Respond | 100 - 150 words)

5. Answer the Sakai poll question for this week:

    Which of the following photos best represents your relationship with time management?

(1)

(2)

(3)

(4)

Week 5 (Mon Oct 3 to Sun Oct 9):
How can I build a realistic schedule for all the work that needs to be accomplished on a project?

Summary:

This week introduces project management fundamentals related to time management, scheduling, and estimating the work that needs to be accomplished on a project. In support of the "Proposal Brief" assignment, you will create a Gantt chart.

Key Learning:

- estimating the work (Chapter 7)
- reasons for poor estimates (p. 97)
- estimating techniques (p. 99)
- estimating methods (p. 100)
- importance of consulting with team members and stakeholders (p. 100 and p. 118)
- example: table schedule (p. 107)
- importance of the project schedule (p. 106)
- example: Gantt schedule (p. 108)
- a schedule that is complete, realistic, accepted, and formal (p. 109)
- schedule inputs (p. 110)
- creating a schedule (p. 111)
- schedule network diagrams (p. 113)
- key concept: **critical path** (p. 116)
- key concept: **resource leveling** (p. 116)
- schedule compression techniques (p. 118)
- schedule graphic organizers (p. 119)

This Week's Tasks:

1. Read and critically reflect on Chapters 7 and 8 of the textbook (pages 93 to 122).

2. In the Sakai Resources folder for this week, review the "Key Project Management Scheduling Terms.pdf" document.

3. View the following video which highlights some of the features that are typically included in a Gantt chart:

   https://www.youtube.com/watch?v=c1ilb1uar_4

4. (Optional) Explore the interactive Gantt chart examples at the following website:

   http://www.bryntum.com/products/gantt/examples/

5. In the Sakai Resources folder for this week, download the "Gantt Chart Template.doc". Create an early, incomplete iteration of a Gantt chart for your

final assignment. Add a selection of tasks on the left hand side and use Microsoft Word's "Borders and Shading" tool to shade the cells on the right. Insert a "D", "M", or "R" into a cell to denote a deliverable, milestone, or report that is due. Absolutely feel free to revise the table as you see fit.

Upload your Gantt chart to the appropriate forum conversation for this week as an attachment in PDF format.

6. Please complete the interim course evaluation. The interim course evaluation link will be sent to your Brock email account.

*** READING WEEK ***

Optional: If you are interested in learning more about preparing a budget for a project, read Chapter 9 of the textbook (pages 123 to 134).

Week 6 (Mon Oct 17 to Sun Oct 23):
What steps can I take to ensure a quality outcome for a project?

Summary:

This week considers the conceptual foundations of managing and controlling projects, including project change control. The instructor's PBL/PM and Triple-M Cycle models are introduced.

Key Learning:

- managing changes to a project (Chapter 11)
- key concept: project change (p. 156)
- "any time a change occurs, the project needs a way to recognize the change, evaluate the impact of the change, communicate the change, and make planning adjustments if the change is accepted" (p. 157)
- types of project changes (p. 157)
- project change fundamentals (p. 159)
- challenges of poor scope statements and requirements definitions (p. 160)
- project change control system principles (p. 162)
- project change control challenges (p. 166)

This Week's Tasks:

1. (Optional) Read and critically reflect on Chapter 10 of the textbook which focuses on the conceptual foundations of controlling projects (pages 135 to 154).

2. Read and critically reflect on Chapter 11 of the textbook (pages 155 to 170).

3. In the Sakai Resources folder for this week, review the "Scaffolding PBL through PM Practices.pdf" academic poster (i.e., infographic), focusing particularly on the "PBL/PM Conceptual Model" and the "Triple-M Cycle." (This academic poster was created by the instructor.)

4. (Optional) To learn more about the Brock University Design Studio (which is referenced in the academic poster), visit:

   http://brocku.ca/buds

5. View the following video. Then review the Sakai forum questions for this week <u>and view the video a second time</u>, critically reflecting on each of the questions that are posed in relation to the video:

   https://www.youtube.com/watch?v=6c9rFnutwo0 - t=11

6. Log into your IASC 2P01 Sakai forum and answer <u>each</u> of the questions that are posed for this week, also reading other students' contributions:

   Q1: With reference to the video, what were some of the online and offline communication strategies that the project team used to stay in touch with one another? (Actions: Post and/or Respond | 150 - 200 words)

   Q2: With reference to the video, identify some of the effective project management practices the team employed in their project. (Actions: Post and/or Respond | 150 - 200 words)

   Q3: With reference to the video, the project team chose to make an adjustment to their project. How did they go about doing this in a way that ensured that the project did not go off track? (Actions: Post and/or Respond | 150 - 200 words)

7. Answer the Sakai poll question for this week:

   Which is the following is NOT part of the Triple-M Cycle:
   - managing
   - monitoring
   - tracking
   - reporting
   - archiving

- assessing
- modifying

Week 7 (Mon Oct 24 to Sun Oct 30):
How can I use organizers to effectively manage a project's progress and quality?

Summary:

This week considers strategies and techniques for managing project quality. Using the provided template, you will collaboratively design a checklist organizer for monitoring the progress of a project.

Key Learning:

- key concept: **project quality** (p. 214)
- tools and techniques for project quality (p. 217)
- quality management plan (p. 219)
- quality control strategies (p. 220)
- quality control challenges (p. 221)
- key concept: **gold plating** (p. 222)

This Week's Tasks:

1. (Optional) Read and critically reflect on Chapter 12 of the textbook which focuses on best practices for managing a project's deliverables (pages 171 to 184).

2. Read and critically reflect on Chapter 15 of the textbook (pages 213 to 224).

3. Use the Sakai forum (and any other online tools you would like to draw on) to collaboratively design - in forum teams - a checklist organizer for monitoring the progress of a project.

   IMPORTANT: For this week, we have created three teams for each forum group. (There are about six students on each team.) Each team will work together to create its own organizer. Each team has its own conversation that it can use to accomplish this goal. The teams are organized alphabetically. Join the appropriate team according to where your last name appears in the alphabet. (For example, "David Hutchison," who is in Forum Group 1, would join the team "Forum 1 - Team 1 - Bower to Koomer" as "Hutchison" is after "Bower" and before "Koomer" in the alphabet.)

   In your forum team:

   i) Drawing on the readings for this week, brainstorm the list of 'look fors' a

project manager needs to track during the execution phase of a generic project.

ii) Work together in your forum team to sort and organize the 'look fors' into categories of your choosing.

iii) Once you have a completed list, create a master checklist - using the "Organizer Template.doc" document in the Sakai Resources folder for this week - that will be posted for all students in the course to use (and compare with other forum teams' checklists.) (Optionally, include each of your team member's names on the organizer.)

iv) Once your forum team has finalized its organizer, name it following the example below:

Forum 1 - Team 1 Organizer.doc

v) No later than Sunday, have one member of your team send the document - properly named - to dhutchison@brocku.ca with the subject line: IASC 2P01 Organizer

vi) After your forum team has submitted its organizer, answer the Sakai poll question for this week:

I became confident that our forum group's checklist organizer would be successful:
- early on in the week
- at the mid point of the week
- later in the week
- I never felt confident

Think of the above task as a 'mini project.' Use your project management skills to complete this task to the quality standards your forum team will be proud to share publicly. Hint: Although your TA can help you get started, your forum team may wish to appoint a project manager for this week to facilitate the 'mini project.'

Note: For Weeks 8 through 12 and drawing on student feedback, the course outline will be updated with the task details during Week 7. The required readings from the textbook are already noted below.

Week 8 (Mon Oct 31 to Sun Nov 6):
How should I plan for the risks that may jeopardize a project?

Summary:

This week focuses on strategies for identifying, evaluating, and managing the risks to a project. It is critically important to prepare for potential risks during the planning phase. In support of the "Proposal Brief" assignment, you will list the risks the project you are planning for your final assignment may face, as well as a risk response for each.

Key Learning:

- risk responses (p. 201)
- sources of risk (p. 203)
- identifying, evaluating, and managing risks (Chapter 14 and monograph)
- SWOT analysis (monograph)
- risks vs. constraints (monograph)

This Week's Tasks:

1. Read and critically reflect on Chapter 14 of the textbook (pages 197 to 212).

2. In the Sakai Resources folder for this week, read and critically reflect on the "Managing Risks and Constraints.pdf" monograph. (This article was written by the instructor.)

3. (Optional) If you are interested in learning more about tracking issues that arise in a project, read Chapter 13 of the textbook (pages 185 to 195).

4. Log into your IASC 2P01 Sakai forum and answer each of the questions that are posed for this week, also reading and responding to other students' contributions:

   Q1: Reflecting on the poll results for last week and the experience of your small forum team in collaboratively designing its organizer, discuss as a full forum group the experience of working together on small project teams to accomplish an online task. Consider what went well and what could have gone better. Then suggest specific things that your small forum team might do the same or differently for next week's collaborative online task. (Actions: Post (Mon-Thu) and Respond (Fri-Sun) | 150 - 200 words total)

   Q2: Reflecting on the best practices outlined in the textbook and the "Managing Risks and Constraints.pdf" monograph, list the risks the project you are planning for your final assignment may face. Then review the risk response options listed on page 201 of the textbook and assign an appropriate risk response to each of the risks you have listed. Provide a one sentence rationale

for each risk response you have chosen. (Actions: Post (Mon-Sun) | 100 - 150 words total)

5. Answer the Sakai poll question for this week:

    Which of the following is the greatest risk most university student projects face?
    - there is not enough time to complete a project
    - the project team does not get along
    - the instructor's requirements for the project are not understood by the students
    - one project team member does all the work

Week 9 (Mon Nov 7 to Sun Nov 13):
What project management leadership qualities I should endeavour to develop?

Summary:

This week focuses on key leadership attributes for project managers. You will also consider the differences between leading vs. managing projects. Working in your forum teams, you will collaboratively design a job posting for a project manager.

Key Learning:

- leading vs. managing (p. 226)
- qualities of successful project managers (p. 227)
- keys to project leadership (p. 229)
- servant leadership approach (p. 233)

This Week's Tasks:

1. Read and critically reflect on Chapter 16 of the textbook (pages 225 to 236).

2. View and critically reflect on the following short video which explores the leadership qualities of introverts:

    https://www.youtube.com/watch?v=Ve1LsqxIA04

3. Search the Web for "project manager" job postings. Critically reflect on the job skills and professional/personal attributes that are listed in the job postings you review.

4. Use the Sakai forum (and any other online tools you would like to draw on) to collaboratively design - in forum teams - a job posting for a project manager.

IMPORTANT: For this week, we have created three teams for each forum group. (There are about six students on each team.) Each team will work together to create its own job posting. Each team has its own conversation that it can use to accomplish this task. The teams are organized alphabetically. Join the appropriate team according to where your last name appears in the alphabet. (For example, "David Hutchison," who is in Forum Group 1, would join the team "Forum 1 - Team 1 - Bower to Koomer" as "Hutchison" is after "Bower" and before "Koomer" in the alphabet.)

In your forum team:

i) Drawing on the readings for this week and the job postings you have reviewed, brainstorm the list of project management responsibilities and skills that should ideally be included in a project manager job posting.

ii) Once you have a completed list, create a job posting using the "Job Posting Template.doc" document in the Sakai Resources folder for this week. Once finalized, your job posting will be posted for all students in the course to view (and compare with other forum teams' job postings.) (Optionally, include each of your team member's names on the job posting.)

iii) Once your forum team has finalized its job posting, save it as a PDF and name it following the example below:

Forum 1 - Team 1 Job Posting.pdf

iv) No later than Sunday, have one member of your team send the document - properly named and saved as a PDF - to dhutchison@brocku.ca with the subject line:

IASC 2P01 Job Posting

v) After your forum team has submitted its job posting, click on "Polls" on the left hand sidebar. Complete the poll for this week.

Think of this task as a 'mini project.' Use your project management skills to complete this task to the quality standards your forum team will be proud to share publicly. Hint: Although your TA can help you get started, your forum team may wish to appoint a project manager for this week to facilitate the 'mini project.'

Week 10 (Mon Nov 14 to Sun Nov 20):
What communication strategies should I employ in order to ensure everyone stays connected?

Summary:

This week focuses on project communications best practices, including verbal and written communications. You will also review the website for a popular project management tool.

Key Learning:

- importance of project communications (p. 239)
- communication challenges (p. 240)
- communication principles (p. 242)
- communication best practices (p. 244)
- forms of communication (p. 247)
- best practices for email (p. 250), status reports (p. 251), and meetings (p. 252)

This Week's Tasks:

1. Read and critically reflect on Chapter 17 of the textbook (pages 237 to 256).

2. Explore the website for the *Teamworks Project* project management software:

   https://www.teamwork.com/project-management-software

   Also read the *PC Magazine* review for this software:

   http://www.pcmag.com/article2/0,2817,2482380,00.asp

   Focus on the following:
   - features
   - user interface
   - how the software is organized
   - how the software aligns with the topics covered in this course

3. (Optional) Sign up for a free Teamwork.com account and test out the *Teamworks Project* software directly.

4. Log into your IASC 2P01 Sakai forum and answer each of the questions that are posed for this week, also reading and responding to other students' contributions:

   Q1: List three things that someone who is facilitating a meeting should do and three things they should not do. In formulating your posts, think about what

should/should not happen prior to, during, and following a meeting. (Actions: Post (Mon-Thu) and Respond (Fri-Sun) | 150 - 200 words total)

Q2: Write a short scenario (i.e., story) which illustrates one of the challenges listed in the "Challenges Facing Effective Communications" graphic on page 241 of the textbook. Invent a short plot and characters etc. to describe your scenario. (Actions: Post (Mon-Sun) and Respond (Fri-Sun) | 200 - 250 words total)

Q3: Suggest one feature that the *Teamsworks Project* tool supports which would be difficult for a project manager to handle without the assistance of technology. (Actions: Post (Mon-Sun) | 75 - 100 words total)

5. Answer the two Sakai poll questions for this week:

Generally speaking, the best form of ongoing communication for a project team that is geographically dispersed is:
- face to face (its worth bringing everyone together regularly)
- telephone
- video conference
- email

The following formula is used by professional project managers to calculate the number of communication channels on a project team: $n \times (n - 1) / 2$ where n is the total number of project team members. Harold is managing a project team that has four other team members. How many communication channels are there on this project team?
- 6
- 9
- 10
- 12

Week 11 (Mon Nov 21 to Sun Nov 27):
How can I build a project team that gets along and is productive?

Summary:

This week focuses on strategies for managing stakeholder expectations and building high performing teams which are productive and collegial.

Key Learning:

- expectation management principles (p. 264)
- kick off meetings (p. 268)

- requirements management principles (p. 269)
- high performing teams (p. 278)
- team management principles (p. 279)
- team management techniques (p. 282)
- managing special situations (p. 285)

This Week's Tasks:

1. Read and critically reflect on Chapters 18 and 19 of the textbook (pages 257 to 289).

2. Browse the leadership qualities that are listed in the two business-oriented articles and embedded videos below:

   https://www.entrepreneur.com/article/270486

   http://www.forbes.com/sites/tanyaprive/2012/12/19/top-10-qualities-that-make-a-great-leader/print/

   Note: If the above link does not work, search the forbes.com website for "top 10 qualities that make a great leader" to find the article.

3. Complete the Project Management Inventory questionnaire. (Note: This questionnaire will be posted to the Sakai resource folder for this week on or before Nov 20th.)

4. (Optional) To learn more about Brock's student leadership programs, visit:

   brocku.ca/leadership-programs

5. Log into your IASC 2P01 Sakai forum and answer each of the questions that are posed for this week, also reading and responding to other students' contributions:

   Q1: Discuss the leadership qualities that are listed in the *Entrepreneur* and *Forbes* articles above. For example, how are the two lists similar and/or different from one another? In your view, what leadership qualities are missing? Both articles are business oriented. How is being a student leader in a university context different than being a corporate leader in a business context? (Actions: Post (Mon-Thu) and Respond (Fri-Sun) | 150 - 200 words total)

   Q2: Reflecting on your answers to the Project Management Inventory questionnaire, discuss your project management strengths and areas for improvement. Did the questionnaire results surprise you or reinforce what you already knew? End your Mon-Thu post by asking your peers for some specific

advice. In your Fri-Sun response, reply to another student's request for advice. (Actions: Post (Mon-Thu) and Respond (Fri-Sun) | 150 - 200 words total)

6. Answer the Sakai poll question for this week:

   The following best describes my leadership style:
   - easy going
   - take charge
   - collaborative
   - follower
   - none of the above

Optional: If you are interested in learning more about the things to keep in mind when bringing a project to a close, read Chapter 22 of the textbook (pages 319 to 327).

Of particular importance are the following: 1) organizing and archiving project documents; and 2) documenting lessons learned that can then be applied to new project experiences.

Week 12 (Mon Nov 28 to Sun Dec 4):
How should I handle the most common project management challenges?

Summary:

This week focuses on what can go wrong with a project even despite good project management practices. Project managers need to be prepared to adapt to changing circumstances, addressing project challenges that crop up.

Key Learning:

- characteristics of successful projects (p. 34 and p. 38)
- reasons for troubled projects (p. 35)
- project manager tools (p. 40)
- working within "project manager lite" contexts (p. 362)
- key concept: **iterative project planning** (p. 364)
- undetailed project schedules (p. 364)
- challenges with resources (p. 368) and turnover (p. 369)

This Week's Tasks:

1. Read and critically reflect on Chapters 3 and 24 of the textbook (pages 33 to 45 and 361 to 381).

2. View and critically reflect on the following short video which lists the top ten reasons why projects fail:

   https://www.youtube.com/watch?v=CTHHiBNXJ6w

3. Log into your IASC 2P01 Sakai forum and answer <u>each</u> of the questions that are posed for this week, also reading <u>and responding to</u> other students' contributions:

   Q1: Write a 150 to 200 word scenario (i.e., story) about a project in which something goes wrong with <u>one</u> of the problems listed in the "Common Reasons for Troubled Projects" table on pages 35 to 38 of the textbook. Invent a short plot and characters etc. to describe your scenario. In your Fri-Sun response to another student's scenario, suggest a course of action that will solve the problem that is posed. (Actions: Post (Mon-Thu) and Respond (Fri-Sun) | 150 - 200 words total)

   Q2: Share one thing you will do differently as a project manager as a result of your learning in this course. (Actions: Post (Mon-Sun) | 75 - 100 words total)

4. Please complete the course evaluation. The course evaluation link will be sent to your Brock email account.

Academic Policies

Academic Integrity

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Polices" entry in the Undergraduate Calendar, available at http://brocku.ca/webcal to view a fuller description of prohibited actions, and the procedures and penalties.

Academic Accommodation

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Services for Students with Disabilities in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to

discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

Academic Accommodation due to Religious Obligations

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

Medical Exemption Policy

The University requires that a student be medically examined in Health Services, or by an off-campus physician prior to an absence due to medical reasons from an exam, lab, test, quiz, seminar, assignment, etc. The Medical Certificate can be found at:

http://www.brocku.ca/health-services/policies/exemption

Assessment Rubric:
Project Management Personal Statement

The student addresses his/her project management strengths <u>and</u> challenges (#/3):

comments

The student addresses his/her project management goals (#/3):

comments

Two or three project management knowledge areas are addressed (#/3):

comments

Statements are justified with reference to personal examples (#/3):

comments

Readability, grammar, spelling, and sentence structure (#/3):

comments

TOTAL: #/15
Late Deduction: # (5% per day)
FINAL: #/15

Note: Whole marks (e.g., 1.0) and half marks (e.g., 1.5) are permitted.

Assessment Rubric:
Project Management Infographic

Clarity of focus on <u>one</u> project management knowledge area (#/2):

comments

Depth of analysis (i.e., well thought out and detailed), including references to specific project management concepts (#/6):

comments

Attractively laid out and designed infographic (#/3):

comments

References to information sources beyond the course readings/materials (#/3):

comments

Acknowledgement of information sources (#/2):

comments

Readability, grammar, spelling, and sentence structure (#/4):

comments

TOTAL: #/20
Late Deduction: # (5% per day)
FINAL: #/20

Note: Whole marks (e.g., 1.0) and half marks (e.g., 1.5) are permitted.

Assessment Rubric:
Project Management Proposal Brief

All required sections are completed (#/7):

comments

Depth of analysis (i.e., well thought out and detailed) (#/10):

comments

Clearly articulated "Project Scope" (#/3):

comments

A detailed, plausible, and clear "Work Breakdown Structure" (Option A or Option B) (#/5):

comments

A detailed, plausible, and clear "Gantt Chart" (#/5):

comments

Readability, grammar, spelling, and sentence structure (#/5):

comments

TOTAL: #/35
Late Deduction: # (5% per day)
FINAL: #/35

Note: Whole marks (e.g., 1.0) and half marks (e.g., 1.5) are permitted.