

**DePaul University
School for New Learning**

FA 268 Human Dimensions of Project Management

Spring, 2008

Syllabus

Location

O'Hare Campus

Day/Time

Tuesday, 6:30 to 9:30 P.M.

Instructor

Thomas G. Bottum

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Mr. Bottum has a Master of Arts Degree in Applied Professional Studies, with a focus in Performance Metrics and Statistical Analysis, from DePaul University. He worked in the insurance industry for over 33 years in a supervisory and senior management capacity and is a member of the Professional Liability Underwriting Society. Mr. Bottum is also a co-editor of *Architects and Engineers—Claims Against Design Professionals*, published by John Wiley & Sons in 1987.

Course Description

The student examines the complex role people have in developing, implementing, and completing a project. Team projects often fail as a result of human and organizational reasons, not just procedural ones. In this regard, the course covers the entire realm of project management in various levels of detail. Topics include team dynamics and conflict resolution, as well as project planning, development, and control from the standpoint of scheduling, budgeting, organizing, documenting, evaluating, and staffing.

Text

Verzuh, E. (Ed.). (2003). *The portable MBA in project management*. Hoboken, NJ: John Wiley & Sons, Inc. [Verzuh and other contributing authors set forth project management concepts in the context of being vital strategic business strengths. Among the concepts discussed are project selection and control, project definition, plan development, the scheduling of resources, risk management, project evaluation, and team success factors.]

The Learning Experience

The student will learn how to develop a team of people to take charge of any size business project, define it, establish clear objectives, break it down into more manageable phases, and evaluate it. The student will also learn how to establish and control a budget, as well as schedule and lead a project team through to successful project completion. This includes learning how to discover and anticipate problems, as well as plan for them during the various project phases. This course is intended to be participatory. Class time will be used to discuss various aspects of project management, not only from a theoretical perspective but from a practical one as well. Students will be encouraged to share their own business-related experiences and to bring articles, news items, brochures, or other items of interest to class for the purpose of sharing knowledge, illustrating or emphasizing ideas gleaned from the text, or just to generate discussion.

Course Deliverables

In addition to required readings and class participation, students will submit a seven to ten page paper analyzing their own work experiences in the context of their participation on project teams and from the perspective of the concepts gleaned from the assigned readings, class discussions, and other independent research. For those students who might not have the business background and experience to prepare such a paper, an alternative option is to prepare a paper of similar length, identifying and discussing project management strategies and methods that enhance team effectiveness and success, again based on assigned readings, class discussion, and independent research. The paper must include at least three different reference sources. The class text may be used as one of these sources. The paper will be due at the 11th class session.

Each student will also be required to give a 12 to 15 minute oral presentation to the class on a selected aspect of project management, using a reference source other than the class text.

Competencies

This course fulfills the following competencies:

H-3-D: Can employ the skills of negotiation, mediation, or interpersonal communications in the resolution of a problem. (This course explores the human dimensions of project management to achieve successful results).

S-3-F: Can analyze the integration of technology into a specific field of human endeavor from at least two perspectives. (This course encourages students to draw upon their business and organizational experiences, as well as academic perspectives, in analyzing business processes and operational performance in the context of project management techniques).

F-X: Can describe and demonstrate the skill of managing projects to successful completion. (This course covers project management methods and techniques used in result-oriented business cultures).

Consideration will be given to any competency a student may wish to formulate and submit pertaining to the strategies of project management and team effectiveness. If a student submits such a competence, it must be discussed and approved by the instructor and SNL prior to the start of the course.

Suggested Reference Sources

Cagle, R. (2003). *Blueprint for project recovery: A project management guide*. New York: Amacom.

DeMarco, T., & Lister, T. (1999). *Peopleware: Productive projects and teams* (2nd ed.). New York: Dorset House.

Goodman, P., & Associates (1986). *Designing effective work groups*. San Francisco: Jossey-Bass.

Gray, C., & Larson, E. (2003). *Project management: The managerial process* (2nd ed.). Boston: McGraw-Hill.

Greer, M. (2002). *The project manager's partner* (2nd ed.). New York: HRD Press.

Heldman, K. (2003). *Project management jump start: Project management basics*. San Francisco: Sybex.

Holpp, L. (1999). *Managing teams*. New York: McGraw-Hill.

Katzenbach, J., & Smith, D. (2001). *The discipline of teams: A mindbook-workbook for delivering small group performance*. New York: John Wiley & Sons.

Katzenbach, J., & Smith, D. (1999). *The wisdom of teams: Creating the high-performance organization*. New York: Harper Collins.

Kotter, J. (1996). *Leading change*. Boston: Harvard Business School Press.

Mintzer, R. (2002). *The everything project management book*. Avon, MA: Adams Media.

Richman, L. (2002). *Project management: Step-by-step*. New York: Amacom.

Robbins, H., & Finley, M. (2000). *The new why teams don't work: What goes wrong and how to make it right*. San Francisco: Berrett-Koehler.

Tobis, I., & Tobis, M. (2002). *Managing multiple projects*. New York: McGraw-Hill.

Academic Integrity Policy

It is expected that each student will adhere to the DePaul University Academic Integrity Policy – Code of Student Responsibility.

Class Policies

Attendance, as well as punctuality, is expected and the responsibility of the student. Considering that the class meets once a week for a three hour session, attendance is critical. Therefore, students who miss more than two classes during the quarter will not pass the course.

If it is necessary to miss a class, students should notify the instructor in advance, or as soon as possible after any unplanned absence. Any missed assignments must be made-up within a period of one week in a manner agreed upon by the student and instructor.

Written assignments must be completed and submitted to the instructor on time, unless an extension is granted by the instructor in advance of the due date. An extension will be granted only in the event of extraordinary circumstances.

Assessment and Grading

At the conclusion of the course, students will be given a letter grade. If students wish to take the course on a Pass/Fail basis, the instructor must be informed in writing before the beginning of the third class. Once the Pass/Fail option is selected, it cannot be changed.

Grading will be determined on the following criteria:

- Class participation (30%)
- Quality of written assignments (35%)
- Quality of presentations (35%)

Written work must demonstrate the student's understanding of the course material. It should reflect the student's ability to integrate information gleaned from class discussions, assigned readings, and other research sources. In addition, and depending upon the depth of their background, students should include their own thoughts and insights derived from their own business and organizational experiences. **All in-text citations and bibliographic references must be properly cited.**

Incompletes are rare and contingent upon the existence of special or unusual circumstances. In the event a student wishes to take an Incomplete for the course, it must be discussed with the instructor prior to the last class date. The student and the instructor must agree upon how the student is going to complete the course work and in what time frame. If the student fails to complete the work in the agreed upon time frame, the student will not pass the course.

Class Schedule

- Session 1: Course Introduction and Overview
- Session 2: Modern Project Management
Organizations: Structure and Culture
Project Stages
Stages of Team Development
Team Dynamics
- Session 3: Destabilizing Factors in Team Development
Alignment of Projects with Organizational Strategy
Establishing Project Goals
- Session 4: Defining Projects
The Challenge of Estimating Project Times and Costs
- Session 5: Developing a Project Plan
Scheduling Resources
The Scope Statement
Managing Risk
- Session 6: The Gantt Chart
Characteristics of Good Leadership
Problem-solving strategy
- Session 7: Managing Teams
- Session 8: Partnering: Managing Inter-organizational Relations
Managing Conflict
- Session 9: Progress and Performance Measurement and Evaluation
Project Audit and Closure
- Session 10: International Projects
The Process of Project Management and the Future
- Session 11: Ethical Issues and Course Wrap up

Note: In order to respond to student interests, this syllabus could be subject to modifications and changes.