

**School for New Learning
DePaul University
Course Syllabus: “SW 230 Understanding and Applying Project Management”
Spring 2009**

1. General Information

Faculty: Clifford L. Ratza
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Location: O’Hare Campus

Dates/Time: Wednesdays 6:30 PM to 9:30 PM

Credit Hours: 4

2. Course Description and Faculty Biographical Sketch

Course Description:

Project Management is a very important business discipline that can become very complicated. There are numerous Project Management methodologies, and all of them share the same basic steps and tools. The purpose of this course is to demystify Project Management by presenting its basic framework and tools. The course translates Project Management theory into a practical and effective methodology the student will be able to apply on the job. Starting with working definitions of Project and Project Management, the course describes how projects are initiated, evaluated and organized with analytic techniques such as discounted cash flow and PERT/CPM. Project execution and control are covered next, along with the documentation and communications skills that are needed to keep a project on track. The course concludes with an overview of Project Management applied to computer information systems development.

Students will learn Project Management via course lectures, textbook reading, Internet searches and research at the company they work for. The class will be divided into teams whose Course Assignment is to apply the course material to a project of their own choosing. Their grade will be determined by class participation and by how well they apply the course material to their project, as summarized in their “Project Workbook” and “Project Presentation”. Individual assignments will also be given which will require the student to research topics via the Internet or their company.

Text Books and Learning Resources:

“The Fast Forward MBA in Project Management”, by Eric Verzuh **REQUIRED**
John Wiley and Sons ISBN 0-471-69284-0

“Project Management in Practice”, by Mantel, Meredith, Shafer and Sutton **OPTIONAL**
John Wiley and Sons ISBN 978-0-470-12164-1

“Essentials of Systems Analysis and Design” Valacich, George and Hoffer OPTIONAL
Prentice Hall ISBN 0-13-018373-3

Useful Websites:

<http://www.about.com>

(search for Project Management references)

<http://www.managementhelp.org>

<http://www.teamtechnology.co.uk>

Biographical Sketch:

Clifford Ratza has over 20 years Project Management and Systems Development experience at major corporations such as Johnson and Johnson and Discover Card, where he is currently Consulting Programmer Analyst. He holds a PhD in Applied Mathematics with supporting degrees in Physics and Computer Science, as well as an MBA from the University of Chicago. He has combined his professional business career with Adjunct Professor teaching assignments in Systems Analysis, Computer Programming and Mathematics.

3. Competencies

L-7: Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

1. Participates in a learning project with others.
2. Applies collaborative learning skills, such as communication skills, skills of group dynamics, etc.
3. Reflects on one's ability to contribute to the collaborative learning process as characterized in at least one model or theory.

Students will experience this directly in the course because they will work in teams that will research course topics and also manage a project of their own choosing.

Institutions and Organizations

H-2-X: Understands different organizational roles and is able to build / coordinate a team.

1. Understands important team member traits and is able to build high-performance team.
2. Can coordinate activity by managing tasks assigned to team members.
3. Can establish a communications plan for keeping the organization apprised of activity status.
4. Knows and practices effective communications skills.

Students will learn the important traits that are needed to be part of an effective team, and will practice controlling the tasks that make up a project. They will also develop communications documents for keeping a project on track.

Science, Technology and Society

S-3-F: Can analyze the integration of new technology into a specific field of human endeavor from at least two perspectives.

1. Identifies a field of human endeavor (for example, business, the arts, the professions, the military, academic disciplines, etc.) that has been reshaped by new technology (for example, robotics, information/communication technologies, specialized software applications, medical technologies, etc.).
2. Analyzes the significance of the integration of new technology into that field from at least two different perspectives (for example, historical, ethical, sociological, economic, aesthetic, or scientific).

Students will learn that most project proposals in business today are driven by innovation and technology-driven cost savings or sales growth as summarized in Discounted Cash Flow calculations.

Information Technology

S-5: Can use current information technology for integrated solutions to problems.

1. Uses the current suite of software applications at a basic level as recommended by the University, including a text editor, presentation software, database management, and spreadsheets.
2. Uses and comprehends the structure of current Internet technology as recommended by the University, including electronic mail and web browsing.
3. Identifies a problem or problems that require(s) an information technology solution and applies a tentative solution demonstrating command and in-depth knowledge of the tools and techniques used.

Students will see how modern Project Management techniques utilize computer software for controlling project tasks and information. They will also utilize Internet searches to research course or project topics. Finally, students will learn the basic steps of software development, which is the information technology solution to a specific problem.

F-X: Understands and can apply the quantitative tools and communications/people skills for managing a project.

1. Understands the different steps and phases common to all Project Management methodologies.
2. Knows how to evaluate the economic impact of a project via Discounted Cash Flow calculations.
3. Able to apply risk management and contingency planning in Project Management.
4. Able to apply PERT / CPM techniques to manage a network of tasks.
5. Able to create documentation for evaluating and tracking a project.
6. Knows how to apply effective communications skills in a corporate Project Management setting.

Students will learn the basic steps and tools common to all modern Project Management methodologies. They will practice them on a project of their team's choosing, for which they will evaluate its economic impact and apply risk management and contingency planning. They will also maintain a communications plan for project tracking.

4. Learning Experience

General: The course utilizes these learning modalities: classroom lecture and discussion; assigned readings; collaborative learning within a team setting; Internet searches on specific topics; field research at the students' companies. They reinforce one another and facilitate understanding all aspects of Project Management. Please note that class attendance and participation are expected. Students who miss a lecture must contact their team members to find out what they missed. No more than two absences are allowed.

Competence-Specific: Different learning modalities may be more important in the different competencies. For example, collaborative learning is emphasized in L-7 Competence, while field research is emphasized in F-X Competence. Students will be

given an opportunity to emphasize a particular learning modality if this helps them meet their Competence requirements.

5. Outcomes

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

- Learning in a team setting and contributing to a team's work output.
- Recognizing personal skills that contribute to a high performance team.
- Communicating effectively in a business setting.
- Recognizing different roles required in a successful project team.
- Establishing a Project Communications Plan to keep a project on track.
- Recognizing how innovation and technology drive Project economics.
- Using computer software and the Internet for Project documentation, control and information research.
- Identifying the basic steps and tools found in all modern Project Management methodologies.
- Evaluating Project economics via Discounted Cash Flow.
- Estimating Project risk and formulating Contingency Plans to minimize it.
- Controlling Project tasks via PERT/CPM methods/software.
- Documenting and tabulating all Project details.
- Understanding how Project Management applies to Information Systems.

6. Evidence the Students will Submit

Students will submit the following work to demonstrate they have adequately learned the course's subject matter:

- Project Workbook for the team's project. Each team will submit their Project Workbook, which tabulates all project documentation. Project documentation includes Project Proposal, Project Evaluation, Statement of Work, Gantt Chart, Research Memo's, Meeting Summaries.
 - Research Memo's. Each student will include in their team's Project Workbook the Research Memo's containing their weekly assignments.
 - Project Presentations. Each team will make Project Status Summary presentations to the class. All team members must take part in presentations.
 - Classroom Discussion. There will be open discussion of material covered. All students are expected to participate and will be evaluated on how well they do so.
- It is likely that the L-7 and H-2-X competencies will rely more on Team Project and classroom presentation/discussion to demonstrate mastery. S-3-F, S-5 and F-X will rely more on the written materials.

7. Criteria for Assessment

Written assignments will be graded on how well students follow the documentation guidelines, as well as their accuracy, thoroughness and clarity. No late work will be

accepted. Classroom presentation/discussion will be graded on how often and well students apply proper business communication skills plus their accuracy.

Written Work Will be Evaluated As Follows:

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

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

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

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

7. Class Schedule

(Each week's class will devote some time to a discussion of previous week's material.)

Week 1: Introductions and Course Guidelines. Overview of Project Management. What is a Project? What is Project Management? What is a Project Manager? Examples. Project Management methodologies.

Assignment: Read Preface, Intro, Chapter 1 and Chapter 2 of text "Fast Forward MBA in Project Management". Class divides into Project Teams and selects a project to manage. Each student prepares a Research Memo summarizing their company's Project Management methodology. The memo should include these sections: Purpose; Company Background; Company Project examples; Project Management Methodology used; Organizational Structure used for Project Management; Possible Improvements.

Week 2: Documents used to manage a Project: Project Proposal; Project Evaluation; Statement of Work. Financial Analysis for Project Selection. Risk Management and Contingency Planning.

Assignment: Read Chapters 3, 4 and 5 of text "Fast Forward MBA in Project Management". Project Teams develop Project Proposal. Each student prepares a Research Memo summarizing what Project Management documents their company uses, and how their company handles project risk/contingency planning. The memo should include these sections: Purpose; Company's Project Management Documents ; Company's Risk Management policy; Company's Contingency Planning policy; Possible Improvements.

Week 3: How to organize a Project: Tasks; Resources; Milestones. PERT/CPM and Gantt Chart techniques. Project Management software.

Assignment: Read Chapters 6 and 7 of text “Fast Forward MBA in Project Management”. Project Teams develop Project Evaluation and Statement of Work documents. Each student prepares a Research Memo summarizing how their company organizes Project tasks, and what software they use for it. The memo should include these sections: Purpose; Company’s Planning Model for developing the Tasks Network; Project Management software Company uses; Possible Improvements.

Week 4: Project Initiation: Putting together the Team; Project Workbook; Communications Plan; Project Plan. Estimating Task details More about Project Management software and templates.

Assignment: Read Chapter 8 of text. Project Teams develop Gantt Chart and Communications Plan for their Project. Each student prepares a Research Memo summarizing how their company initiates a Project. The memo should include these sections: Purpose; How the Company kicks off a Project; How the Company selects Project Manager and Project Team; Project Workbook; Communications Plan; Task Estimation Techniques; Possible Improvements.

Week 5: Project Execution and Control: Tracking Progress; Updating the Project Plan; Tracking Expenses. Project wrap-up.

Assignment: Read Chapter 12 of text. Project Teams prepare for next week’s in-class presentation of their Project Proposal, Evaluation, Statement of Work, Gantt Chart and Communications Plan. Each student prepares a Research Memo summarizing how their company controls a project and its expenses, and wraps it up. The memo should include these sections: Purpose; How Company tracks costs (how does it handle cost variance); How the Company tracks the schedule (how does it handle schedule variance); How the Company wraps up a project; Possible Improvements.

Week 6: Team Class Presentations: Each Team presents a summary of their Project Proposal, Evaluation, Statement of Work, Gantt Chart and Communications Plan.

In-Class Assignment: All Teams work together in class to develop Proposal, Evaluation and Statement of Work documentation templates.

Week 7: The People Side of Project Management: Team Building Exercises; Project Manager Skills; Team Member Traits; Building High Performance Teams.

Assignment: Read Chapter 10 of text. Each student prepares a Research Memo summarizing Project Manager and Team Member skills their company looks for, and what their company does to encourage high performance teamwork; Possible Improvements.

Week 8: Communications for Project Management: Effective Business Writing; Important Listening Skills; Running Meetings and giving Project Presentations

Assignment: Read Chapter 11 of text. Each student searches the Internet and brings to class one reference article on writing, listening or speaking that is appropriate for Project Management.

Each Team prepares a “Communications Articles Reference Summary” for the articles its Team Members found. Include a brief description of the article and how to find it on the Internet. Bring enough copies of your “Reference Summary” to distribute to classmates.

Week 9: Project Management applied to Information Systems Analysis and Design: What and why Information Systems are increasingly important; Structured versus Object-Oriented approaches; Similarities and differences between Information Systems and other types of projects. Different Methodologies.

Assignment: Each student prepares a Research Memo summarizing the methodology their company uses for Systems Analysis and Design; Possible Improvements.

Week 10: Project Management applied to Information Systems Analysis and Design: Determining System Requirements; Analysis Phase; Development Phase; Implementation Phase.

Assignment: Each student prepares a Research Memo summarizing how well the course met their objectives. Students should identify what aspects of the course they found particularly helpful, as well as those that could be de-emphasized.

Week 11: Course Wrap-up. Class discussion regarding how well course met students’ objectives.

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university’s academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.