

HUBERT H. HUMPHREY SCHOOL OF PUBLIC AFFAIRS

PA 5137 SYLLABUS

Project Management in the Public Arena Spring 2017

Updated 2/20/17

Catalog Information

PA 5137 (section 001): Project Management in the Public Arena

Spring Semester 2017

Class Meetings: Mondays 6:00 - 8:45 pm in HHH 20

3 credits

Instructor Contact Information

Instructor:

Robert C. Johns

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Office Location: HHH Center 243

Office Hours: Mondays 4:00-5:45 p.m. or by appointment

If you have questions, concerns, recommendations, or ideas about the course, please let me know. I welcome face-to-face conversations as well as communications through Moodle, phone, and email. My office hours are on Mondays from 4:00 p.m. to 5:45 p.m. If you would like to meet with me in person at another time, please contact me to schedule an appointment.

Course Prerequisites

None

Course Description

This course examines leadership roles and project management approaches for organizational efforts that are intended to implement public policy or that have a significant impact on the public. Government and non-profit organizations—like their private sector counterparts—are responding to a rapidly changing economy and society and to increasing demands by organizing more and more of their work as project work, i.e. work consisting of unique sets of activities that each have a beginning and end. The tools of project management for public sector initiatives traditionally have been used for engineering work. Today, project leadership and management approaches are valuable for any public policy field, whether they are applied to the implementation of new social services policies, pilot education programs, environmental regulations, or changes in health policy.

The course explores how leadership strategies and project management concepts and tools can be used in successful implementation, including project planning, scheduling (using the critical path method), budgeting, controlling, staffing, managing project teams, and using the emerging concepts of “agile” and “extreme” project management in situations of complexity and uncertainty. It examines the organizational context in which a project manager must navigate, discussing the impacts of authority, power, and culture on project success or failure, particularly when unanticipated developments occur. The course also considers the unique challenges a project leader faces in highly visible public projects, in which he or she may face conflicting expectations from elected officials, frequent media requests, public sector budget cuts, and oversight by auditors.

Course Goals and Learning Objectives

- Understand and master the concepts and principles of project management.
- Understand and apply leadership strategies as a project manager when dealing with organizational roles and authority, conflicts, unanticipated developments, ethical challenges, and differences in organizational cultures.
- Explore the risks and challenges of leading projects with high political and public visibility, and learn ways to deal with uncertainty, multiple stakeholder expectations, challenges to authorities, and project crises.
- Build and apply skills for working with and leading professionals on project teams.
- Enhance skills in listening, discussions, writing, and presentations.
- Become familiar with and apply project management software.

Required and Recommended Materials

Required materials

- Wysocki, Robert K. 2014. *Effective Project Management: Traditional, Agile, Extreme*. Seventh Edition. New York: Wiley.
Purchasing the book is recommended, but it is also available for no cost as an eBook, accessible online in library reserves on the course Moodle site.
- Additional required readings are accessible via Library eReserves on the course Moodle site or a paper reading packet available for purchase.
- Microsoft Project software.
Microsoft Project is installed in all of the HHH labs: 40, 80, 85, and 290. A tutorial is available through Lynda: <https://www.lynda.com/member> . Sign in using your University ID and password and search for “Microsoft Project 2016 Essential Training.”

Recommended Materials

- Project Management Institute. 2008. *A Guide to the Project Management Body of Knowledge*. Fifth Edition (PMBOK). Accessible online on the course Moodle site.

Library Reserves and eBooks

You can access course readings on library reserves on the course Moodle site. This includes two eBooks: the course text by Robert Wysocki and the PMBOK resource from the Project Management Institute.

The reserves also include articles to be read for class, except for articles from the Harvard Business Review (HBR). The Moodle site has a link for purchasing these HBR readings. The Library's Business Source Premiere database is an excellent source for management-related articles.

Course Moodle Site

The course website is an important part of the course and is located on Moodle. You should check the website regularly to attain the necessary readings, assignments, announcements, and other information. If you are not familiar with Moodle, a good way to get started is to watch the "student orientation resources" at <http://it.umn.edu/course-management-system-moodle-related/students>.

Moodle sites can be accessed on any computer that has an internet connection and a web browser. The UMN Moodle support team recommends using Chrome or Mozilla Firefox, which you can download free at www.google.com/chrome or <http://firefox.com>.

To access the Moodle course website, go to <https://moodle.umn.edu> and sign in with your internet ID and password. For questions, you may contact moodle@umn.edu or the course instructor.

Note: In this class, our use of technology may sometimes make students' names and U of M internet IDs visible within the course website, but only to other students in the class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns, please contact me for further information.

Description of Assignments and Grading

For this course, there are both individual and group assignments as described below. (A week-by-week summary listing of readings, assignments, and class activities is available in the Course Schedule and on Moodle.)

Individual Assignments

Individual assignments will be selected by the student based on the learning contract he or she has chosen.

- **Journal Article Reviews.** Summarize and evaluate a journal article (not one that is required reading for the course) that describes an aspect of project management, preferably relating to public sector or non-profit projects. Articles can be found using the U of M Library

databases, such as Business Source Premier, Web of Science, and Scopus. Include a complete reference (author, title, journal, date, pages) and attach a copy of the article to your review. Describe the article and evaluate it in 200 words. It is acceptable to have these reviews be articles that you use and cite as references for your major or minor paper. The more the articles are research oriented, the better.

- **Project Proposal.** This assignment requires you to think of a client (fictitious or real) and a project the client needs to be done. Your goal is to convince the client that you are the best project manager to lead this project, in your response to the client's request for proposals (RFP).

Write an 8-page (double-spaced) project proposal for submission to the client in response to the client's RFP. The purpose of your proposal is to sell yourself or your organization so that the client selects you for the project over your competitors. Expect the client to evaluate your technical competence, your budget and schedule, your organizational and communication skills, and your persuasiveness. This proposal can be based on your actual work experience or be created for a fictitious situation. Remember, this is a proposal to do work, not the work itself.

The proposal should draw from a Conditions of Satisfaction and Requirements Breakdown analysis described by Wysocki in Chapter 4. Include in the proposal appendix a Project Overview Statement (POS) as the deliverable from that analysis; use the example POS format in Chapter 4 on page 126 in *Writing the POS*. The proposal contents should include an expansion of the POS, as described by Wysocki on page 211 in *Contents of the Project Proposal*.

The proposal also should include outputs from Microsoft Project scheduling software, so you should finish the training tutorial available on Lynda before completing the proposal, under "Microsoft Project 2016 Essential Training."

At the minimum, the proposal should include the following:

- A transmittal letter
- A title page and table of contents
- An executive summary (include an expansion of the POS)
- A summary of client needs
- The technical approach
- The management approach (include a recommendation of a PMLC model)
- A work breakdown structure (high level in the proposal, details in the appendix)
- A critical path schedule using MS Project software (summary schedule in the proposal, CPM details in the appendix)
- Estimated costs and budget
- Qualifications of key personnel
- Appendix (POS, MS Project detail, other supporting details)

Package this information in an order that you think best sells your proposal to your client.

Pfeiffer recommends twelve rules for writing formal proposals:

1. The proposal should follow a diamond shape, with technical, management, and cost sections emphasized in the middle of the diamond.
 2. Construct a title page that sells.
 3. Make the transmittal letter a sales letter.
 4. Create an accurate, readable table of contents and list of illustrations.
 5. Write an executive summary as if it were the most important section (it often is).
 6. Use the introduction to build a foundation.
 7. Clarify client needs
 8. Design the technical section for busy skeptics.
 9. Balance clarity with brevity in the management section
 10. Make costs clear and link them to value.
 11. Always end the proposal with a conclusion.
 12. When appropriate, replace text with appendices.
- **Major Paper.** Individually write either a review paper or an application paper. The paper should be scholarly, at least 12 double-spaced pages (size 12 font), and well-written. It should have a specific, meaningful title and be organized using section headings, beginning with an introduction and ending with a conclusion. Tables and figures should not be more than 2-3 pages; additional ones can be put in an appendix.

Pick a topic that you have experience with in an organization where you have worked, or one that you would like to explore in depth. Approach the topic in one of the following two ways:

1. Write a **Review Paper** on some aspect of project management. Conduct a search of recent literature and research and document your references to build your paper and thesis. Move from the general to the specific, and identify unanswered questions. In the final page of the paper, recommend a study to answer one of the questions identified.
2. Write a **Practical Application** paper describing the application of some aspect of this course to a practical situation. Use an experience that you or others have been involved in. Demonstrate an understanding of the theory and research covered in this course, but with the purpose of applying that knowledge to a practical situation. Evaluate the experience using what you have learned, and suggest alternative approaches.

These two approaches could be combined in one paper. A format that is often successful is to begin with a review of recent literature on a topic of interest; then describe an experience that was an application of this topic; and then evaluate the application in the context of the literature. Suggest how alternative approaches found in the literature could have been used in the application.

- **Minor Paper.** If you are not planning to write a major paper (required for an A), you may write a minor paper (required for a B)—at least 5 double-spaced pages (size 12 font).

Choose either a review paper or an application paper; do not combine the two approaches in this shorter paper.

- **Oral Presentation.** Demonstrate excellence in one aspect of the course through a 6-minute presentation supported with visual aids and hand-out notes.

Group Project Assignments

Two group projects will be assigned during the semester:

- A. Project Scoping, Planning, and Scheduling Problem
- B. Distressed Project Problem

In these group projects, each member of the group is encouraged to practice project manager roles, including coordinating work, scheduling, monitoring progress, and providing communication to ensure that the project is completed on time at an acceptable quality level.

Group Project Reports

- One report from each group.
- Every group member must indicate that he or she agrees with the group's answer and understands the material by signing the group's report.
- Make sure all group members are involved in formulating and solving the problem and in producing the report.
- Assist all group members in understanding the material; every member of the group is responsible for the quality of the report.
- If a group member has not contributed to the project, he or she should not sign until this resolved by the group. Use negotiation and conflict resolution to address the situation. If necessary, see the instructor.

Group Project A Assignment

1. Develop a project schedule and cost estimate for your group's class project using MS Project.
2. Assume that your project will require at least one resource in each of the five resource categories in Wysocki's section on "Estimating Resource Requirements" (p. 184).
3. Use the full capabilities of MS Project to calculate your schedule and costs and display the results in multiple ways.
4. After determining your base schedule and cost estimate, develop an alternative schedule and cost estimate that cuts your project costs by 20% and reduces the project duration by 15%.
5. Explain your rationale and methods for handling these reductions while still achieving a successful project.

Group Project A Report Format

1. Executive Summary (one page or less summary of the problem, formulation, results, and conclusion.
2. Table of contents
3. Problem: Description of the problem, formulation, and assumptions

4. Method: Description of the method, limitations, and assumptions
5. Results, including a POS, work breakdown structure, critical path schedule, estimated costs and budget, and summary tables and graphs from MS project software (supported by details in appendix)
6. Discussion of results
7. Effect of assumptions on solutions (sensitivity of solution to assumptions)
8. Implications for other problems
9. References
10. Appendix (computer output, tables)

Group Project B Report Format

1. Project Description
2. Series of Memos

Grading

Grades will be determined on the basis of learning contracts. A specified minimum amount of work is expected of all students. The alternative learning contracts are as follows:

Grade C:

- Attend class and participate in group work and discussions. If you are unable to attend a class, complete and submit a one-page summary of the highlights of the readings for that class, and take and pass the quiz for that class if one was given.
- Assist group members in succeeding in the course.
- Read assigned texts.
- Take and pass quizzes when given for classes
- Take and pass (at 70% level or above) midterm exam.
- Complete and submit all group project assignments
- Complete and submit one journal article review.
- Complete and submit course evaluation.

Grade B—everything for grade **C** plus:

- Complete and submit two additional journal article reviews.
- Complete and submit a Project Proposal (8 pages).
- Complete and submit a Minor Paper (5 pages) if you are not writing a Major Paper

Grade A—everything for grade **B** (except the Minor Paper) plus:

- Complete and submit a Major Paper (12 pages). Write a review paper, an application paper, or a combination.
- Demonstrate excellence by giving an oral presentation on your major paper or an aspect of the course.

Acceptance of individual and group project reports is based on the quality of the work. If the minimum quality is achieved, then credit will be given. If, however, the minimum quality standard is not achieved, then the assignment will be returned with guidelines for revision.

On the final day of classes, students must submit a written statement of the contract they are working to fulfill and ensure that all work has been completed to fulfill their contract. Final grades are based on a combination of quantity and quality of work. Quality is more important.

A grade of **D** or **F** will be given if minimum quality of work is not achieved. Students contracting for a higher grade who have submitted course work that is found to be unacceptable or incomplete will be given a lower grade. An incomplete grade of **I** will be given only in exceptional circumstances, with the option of clearing up course work problems by the end of the following semester. All instances of scholastic dishonesty will be dealt with strictly by the book. All papers will be run through Turnitin.com as a check on plagiarism. Final responsibility lies with the student for resolving these issues.

Other Information

Means of Learning and Communication

We will meet the course objectives through readings, participation in class discussions, mini-lectures, case analyses, research and writing, guest speakers, group projects, and presentations. The teaching method is based on an active learning model. This approach requires that students prepare by reading course materials and come ready to engage in conversation.

The classroom provides a learning environment where open and professional discussion and expression of many ideas are promoted, expected, and encouraged. You will have ample opportunity to express your view points. Please keep in mind that others may challenge or disagree with your views as part of a healthy and professional learning environment. Personal criticism, however, is unacceptable. Any student who finds it difficult for any reason to engage in full class participation should contact me as soon as possible so that we can discuss accommodations necessary to ensure participation and optimum learning.

Full Article Citations for Non-Text Readings

(Chronological order)

- James C. Collins and Jerry I. Porras (September-October 1996). "Building Your Company's Vision," *Harvard Business Review*, pp. 65-77.
- Henry Mintzberg (January-February 1995). "The Fall and Rise of Strategic Planning," *Harvard Business Review*, pp. 107-114.
- Darrell Rigby, Jeff Sutherland, and Hirotaka Takeuchi (May 2016). "Embracing Agile," *Harvard Business Review*, pp. 58-67.

- Daryl Koehn (January 1998). "Re-thinking Power," *Business Ethics Quarterly*, (A review of the book *Kinds of Power* by James Hillman.), pp. 179-186.
- Mohanbir Sawhney (September 2016). "Putting Products into Services," *Harvard Business Review*, pp. 82-89.
- Amy Edmonson (June 2016). "Wicked Problem Solvers," *Harvard Business Review*, pp. 52-59.
- Jon R. Katzenbach and Douglas K. Smith (March-April 1993). "The Discipline of Teams," *Harvard Business Review*, pp. 111-120.
- Larry Hirschhorn and Thomas Gilmore (May-June 1992). "The New Boundaries of the 'Boundaryless' Company," *Harvard Business Review*, pp. 104-115.
- Keith Ferrazzi (December 2014). "Managing Yourself: Getting Virtual Teams Right," *Harvard Business Review*, pp. 120-123.
- Iris Bohnet and Gardiner Morse (July-August 2016). "Designing a Bias-Free Organization," *Harvard Business Review*, pp. 62-67.
- Martine Haas and Mark Mortenson (June 2016). "The Secrets of Great Teamwork," *Harvard Business Review*, pp. 70-76.
- Edgar Schein (2004). Part One: "Organizational Culture and Leadership Defined, in *Organizational Culture and Leadership*, 3rd ed. San Francisco: Jossey-Bass, pp. 1-84.
- John J. Gabarro and John P. Kotter (May-June 1993). "Managing Your Boss," *Harvard Business Review*, pp. 150-157.
- Daniel Goleman (November 2014). "What it takes to Achieve Managerial Success," *TD: Talent Development*, pp. 48-52.
- Sigal Barsade and Olivia O'Neill (January-February 2016). "Manage Your Emotional Culture," *Harvard Business Review*, pp. 58-66.
- Ginka Toegel and Jean-Louis Barsoux (June 2016). "How to Preempt Team Conflict," *Harvard Business Review*, pp. 78-83.
- Julian Birkinshaw and Martine Haas (May 2016). "Increase Your Return on Failure," *Harvard Business Review*, pp. 88-93.
- Ronald Heifetz, Alexander Grashow, and Marty Linsky (July-August 2009). "Leadership in a (Permanent) Crisis," *Harvard Business Review*, pp. 62-69
- Alison Wood Brooks (December 2015). "Emotion and the Art of Negotiation," *Harvard Business Review*, pp. 57-64.

- John B. Stephens (Fall 1998). "Perspectives on Public Participation," *National Civic Review*, pp. 273-280.
- Mahzarin R. Banaji, Max H. Bazerman, and Dolly Chugh (December 2003). "How (Un)ethical Are You?" *Harvard Business Review*, pp. 56-64

A week-by-week listing of readings, assignments, and class activities is available in the Course Schedule on the course Moodle site.

University of Minnesota Policy Statements

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/education/studentresp>.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/education/instructorresp>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g.,

whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/education/makeupwork>.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/education/studentresp>.

Grading and Transcripts:

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
- A- 3.667
- B+ 3.333
- B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
- B- 2.667
- C+ 2.333
- C 2.000 - Represents achievement that meets the course requirements in every respect
- C- 1.667
- D+ 1.333
- D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to: <http://policy.umn.edu/education/gradingtranscripts>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility: *for courses that do not involve students in research*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to

reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *[Customize with names and contact information as appropriate for the course/college/campus.]*

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*